

## CHAPTER IV

### THE FINDING AND DISCUSSION OF RESEARCH

#### A. The General Description of SD Negeri Wedarijaksa 01

1. The Geographical Location of SD Negeri Wedarijaksa 01 Kecamatan Wedarijaksa Kabupaten Pati

SD Negeri Wedarijaksa 01 or State Elementary School of Wedarijaksa 01 is situated in Wedarijaksa village in Pati Regency which has the boundary of Tlogowungu sub district in the west side, Panggungroyom village in the south side, Pagerharjo village in the east, and Trangkil sub district in the north side.

The broad of area of SD Negeri Wedarijaksa 01 is about 8. 360 m<sup>2</sup>. It is also situated in a very strategic place. It is very easy to be reached and close to the main street but far from the noise centre such as, market, bus station or train station and also is not located in the dirty place or disturbed disaster place.

The building of SD Negeri Wedarijaksa 01 had been built permanently, strongly, sturdy and fulfills the standard building requirement. It has the headmaster office, teacher room and classroom which are clean, bright, and wide enough. The school environment is conducive for learning, the ground is wide for playing, flag ceremony and doing sport completed by the school garden and pharmacy plantation garden. The bathroom and restroom are clean and sufficient of water. The school ground has the proper fence both made from wall, plant and wood.

2. The Vision, Mission and Objective

SD Negeri Wedarijaksa 01 has the vision that hopefully the students are superior in the creative achievement based on faith and believe and research and technology. The following is the indicators which must be fulfilled; (1) increase of the result of academic and non academic achievement in competition, (2) increase of the students learning result, (3)

increase of the student skill for creation, (4) creating the clean and beautiful environment, (5) increase of the result of student creativity festival, (6) increasing of the junior doctor and health school contest, (7) increase of the result of sport, art, culture competition and also library competition, (8) invite the students to be loyal in worship based on their religion, (9) increase of the activity of religious, scot, and discipline, (10) increase of skill in computer and internet operating and, (11) increase of skill in Indonesian language properly and correctly as the nation culture<sup>99</sup>

The school mission of SD Wedarijaksa 01 is developed based on the school vision. The followings are the school mission that can be noticed; (1) creating the implementation of active, creative, effective and fun learning (*PAKEM*), (2) invite the society and school to be able to recognize their potency, (3) increasing the aptness, cleverness, and skill of student as the life-supplies in the society and future, (4) developing the mental and moral attitude which cares of his or herself, school and also environment, (5) developing the sport and art therefore it produces the sportive, honesty, big soul, and having the self confidence, (6) implementing the school based management by involving the school citizen and society, (7) growing the spirit to improve the academic and non academic competence in balance among the cognitive, affective, and psychomotor domain so the school competes bravely in every competition event honestly and supportively, (8) developing the total comprehension of religion, national culture, and eastern custom so one day they become the inspiration source and the wisdom in thinking and behaving, (9) developing the school discipline through the scot activity, (10) increasing the skill in computer operating to face the challenge of research and technology era, and (11) improving the skill in Indonesian language with the proper norm.<sup>100</sup>

99 Profil SD Negeri Wedarijaksa 01, 2015, P.1

100 Ibid, P. 2

In the globalization era, the straight rivalry to compete the influence in order to acquire various life skills will be a must. The role of education has the strategic value to improve the skilled human resource. Therefore, the education must be able to interpret and answer every challenge and global issue and it means that the education quality is always improved in order to be equal with the era development. So, SD Negeri Wedarijaksa 01 in the academic year of 2014/2015 stated the objectives which will be achieved as followed: (1) the grade of student's evaluation report from class I until VI is in the average of 70, (2) the result of final Exam of class VI is in the average of 75, (3) 100% for the passing, (4) the minimum school level is in top ten, (5) the graduate is received 100% in the junior high school, (6) the achievement of graduate is 90% received in the state junior high school, (7) in the math and science Olympic is able to be finalist in the sub region level, (8) the subject lesson competence festival is able to be the big three in the sub region level, (9) the best student competition is able to be the big three in the sub region level, (10) the school is able to join the junior doctor contest or the health school, (11) the school is able to join the sport, art and culture competition or library, (12) the religion, scout and discipline activity are improved rapidly, and (13) knowing and loving the nation, community and their culture.<sup>101</sup>

## **B. The Description of Research Data**

### **1. The Implementation of School Based Management in SD Negeri Wedarijaksa 01**

The implementation of school based management in SD Negeri Wedarijaksa 01 consists of seven components. The result of research which has been done trough the observation, interview and documentation can be reported as followed:

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<sup>101</sup> *Kurikulum SD Negeri Wedarijaksa 01 Tahun Ajaran 2015/2016*, P. 3

a. Management of Curriculum and Learning Based on School

Curriculum and learning management is one of part of school based management. The curriculum and learning management is needed to be done in order that the learning activity can be done effectively and efficiently. The curriculum and learning management consists of planning, organizing, actuating and evaluating. The principles of learning implementation which is developed in the SBM also can develop the learning model more creative, interactive and practice so learning becomes more interesting and relevant for the pupil.

The implementation of curriculum and learning in SD Wedarijaksa 01:

1) Planning

Planning is an important process and must be paid attention, if the school requires an achieved goal maximally. Without the mature planning will be impossible the activity can go smoothly and the goal can be achieved. In the planning must be stated the goal which will be achieved and also the strategic and approach that must be used.

In planning, the school is given the authority to develop the curriculum and learning based on the school situation (autonomous). In developing the curriculum and learning, there are several things that need to be considered. It is appropriate with the head master's description as followed (Wednesday, May 25th , 2016):

*“Ada dua faktor yang menjadi pertimbangan dalam penyusunan kurikulum yang dari luar biasanya adalah lingkungan, kemampuan lingkungan, daya dukung masyarakat sekitar termasuk potensi daerahnya. Sedangkan yang dari dalam biasanya kemampuan tenaga pendidik, sarana dan prasarana serta pendanaan.”<sup>102</sup>*

(There are two factors which become the considering in arranging the curriculum. As the outside factors are environment, environment ability and surround society support including the regional potency. Whereas the inside one is

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<sup>102</sup> Haryati, S. Pd. Wednesday, May 25th , 2016



usually the ability of school staff, facility and equipment and budgeting)

The same statement is also quoted by one of teachers, Suciati,

S. Pd :

*“Kalau menurut saya sih kalau mau menyusun kurikulum ada beberapa hal yang harus diperhatikan salah satunya yang paling penting adalah kemampuan dan karakter peserta siswa sini mbak. Terus gurunya juga, kalau sini kan gurunya rata-rata sudah S1 semua. Saya kira sarana dan prasarana juga mbak.”*<sup>103</sup>

(According to my opinion, there are some considerations which must be paid attention in arranging the curriculum. The most important thing is the student's ability and character, then the teacher here are almost one degree. I think that the facility and equipment are also important.)

It is also supported with the answer of Sulastrri, M. Pd as the school committee stated that:

*“Saya kira kok ada kaitannya dengan mulok dan kemampuan lingkungan seperti apa. Tapi yang lebih penting lagi kemampuan dan juga potensi siswa sini seperti apa.”*

(I think there is connection between local content and environment ability. But the more important is the student's ability and potency.)

According to the description above, it can be concluded that the curriculum in SD Negeri wedarijaksa 01 is developed by considering the students' characteristic, the teacher, the facilities, the school environment, the community and local ability.

To achieve the vision, mission and objective of SD Negeri Wedarijaksa 01, the planning must be covered as proper as possible. KTSP or *Kurikulum Satuan Tingkat Pendidikan* is used as the curriculum. KTSP and syllabus are developed by the school and school committee based on the based frame of curriculum and standard of graduate competence and under controlling of the government supervisor which is responsible in the education at elementary school

<sup>103</sup> Suciati, S. Pd. SD, Thursday, May 26th, 2016

scope. It is proved by the interview transcript with one of the teacher (Ibu Suciati, S. Pd. SD) of SD Negeri Wedarijaksa 01:

*“Untuk KTSP disusun oleh kami pihak sekolah dan melibatkan komite sekolah. Setelah KTSP kami susun, harus segera kami konsultasikan ke Pengawas di Dinas Pendidikan Kecamatan Wedarijaksa. Memang KTSP dan silabus harus kami yang menyusun tetapi kan harus ada persetujuan dan pengawasan dari pihak Pengawas.”*<sup>104</sup>

(KTSP is arranged by us the school side and involving the school committee. After that, we must do the consultation to the school supervisor in Educational department of Wedarijaksa. Actually KTSP and syllabus must arranged by us but there must be approved by the school supervisor).

The same answer is also stated by the headmaster Mrs. Haryati, S. Pd as followed<sup>105</sup>:

*“Dalam penyusunan kurikulum KTSP yang terlibat secara langsung memang guru-guru dan kepala sekolah. Tetapi komite sekolah juga kami libatkan karena mereka termasuk komponen penting. Orang tua juga mbak, setelah itu tetap harus dikonsultasikan ke Pengawas SD dan akhirnya disahkan oleh Kepala Dinas Pendidikan kecamatan dan selanjutnya dari pihak kantor mengisrim ke Kasi Kurikulum Dikdas yang ada di Kabupaten.”*

(In KTSP curriculum arrangement, the teachers and principal are involved directly. But the school committee also is involved because it is included as the important component including parents. After that, the curriculum must be consulted to the school advisor and asked the approval from the educational department in the district level.)

The supported argument is also created by the school committee:

*“Iya kami dilibatkan dalam penyusunan Kurikulum. Kami diundang rapat kok ketika penyusunan kurikulum. Ya kami hanya memberikan saran sedikit yang penting-penting saja. Contohnya, kami menghendaki adanya kegiatan keagamaan yang lebih diutamakan karena pembiasaan anak-anak beribadah juga harus dilaksanakan di sekolah terutama bagi siswa yang di rumah kurang mendapatkan perhatian dari orang tua.”*

<sup>104</sup> Suciati, S. Pd. SD, Thursday, May 26th, 2016

<sup>105</sup> Haryati, S. Pd. Wednesday, May 25th, 2016

(Yes, we are involved in the curriculum arrangement. We are invited in the meeting of curriculum arrangement. We just give little suggestion which is important. For example, we require the religious activity as the priority because the students' religious habit must be done at school especially for the students who are at home parents' lack attention.)

Based on three descriptions above, it can be stated that the development of curriculum and learning in SD Negeri Wedarijaksa 01 involved the headmaster, teacher, school committee, and supervisor from educational official (participation). It is also supported by the document of attendance list of the meeting.

Planning for the management of curriculum and learning activity also consists of the training program for ten teachers to join the training of curriculum 2013. This program is intended for facing the changed of curriculum KTSP becoming curriculum 2013. So, all the components including the teacher must be prepared.

Based on the objective of basic education, it is laying the basic aptness, knowledge, personality, sublime moral, and also the skill to live autonomously and following the advanced education. SD Wedarijaksa 01 planned by formulating the curriculum structure which can be seen in the table below<sup>106</sup>:

Table 4.1 The Curriculum Structure

COMPONENT	Class and Time Alocation					
	I	II	III	IV	V	VI
A. Learning Subject						
1. Religious Studies	3	3	3	3	3	3
2. Civics Education	2	2	2	2	2	2
3. Indonesian	7	7	7	5	5	5
4. Mathematic	6	6	7	5	5	5
5. Science <sup>44</sup>	2	3	3	4	4	4

<sup>106</sup> Kurikulum SD Negeri Wedarijaksa 01 Tahun Ajaran 2015/2016, P. 19

6. Social Studies	2	2	2	3	3	3
7. Cultural Art and Skill	2	2	2	4	4	4
8. Sports	2	2	2	4	4	4
B. Local Content						
1. Javanese Language	2	2	2	2	2	2
2. Local Voice Art	2	2	2	2	2	2
3. English	-	-	-	2	2	2
Total	30	31	32	36	36	36
C. Self Development	2*)	2*)	2*)	2*)	2*)	2*)

\*) The Equivalent with 2 hours of learning

The curriculum of elementary school contents of eight subjects, they are: 1) Religious Studies (consists of Islam, Christian, Catholic, Hindu and Buddha), 2) Civics Education, 3) Indonesian Language, 4) Mathematic, 5) Science, 6) Social Studies, 7) Cultural Art and Skill and 8) Sports. The substance of science and social studies subject of elementary school are integrated science and integrated social studies.

The local content is the curricular program to develop the competence which is appropriated with the potency of local wisdom including the superiority of local. The substance of local content is defined by the school and is not limited on the skill subject. The local content is equal with the subject lessons therefore the school must develop the competence standard and basic competence for each kind of local content. The school can hold a local content in every semester. It means that the school can hold two subjects of local content in a year. The local content which is held by SD Negeri Wedarijaksa 01 consists of: 1) the province local content: Javanese language based on the Decision of Central Java Governor Number: 423.5/5/2010 Januari27 2010 about the Curriculum of Javanese Language subject lesson for elementary school, junior and senior high school, 2) Pati



regency local content is Local Voice Art, and 3) the school local content is English.

The self development is the extracurricular which is not included as the subject lesson and must not be taught by the teacher. The self development is intended to give the chance for the pupils to develop and express their self based on the students' needs, talent, interest and the school condition. This activity is facilitated and guided by the counselor or teacher. It can be implemented through the counseling service which relates to the self personality and social life problem, learning, the students' career development, and the activity of scout, leadership and youth scientific group. It is done outside the school hour usually in the afternoon. The extracurricular can be attended by the students by choosing one or more activities which is interested.

There are four kinds of self development activities that are held by SD Negeri Wedarijaksa 01 as followed; 1) *Rebana*. It is a religious percussion music which is played in a group or team. It is held by the school because the students' background of religion is mostly Muslim. This activity has the objective that the students are able to conserve the religious culture; to love their own culture; to strengthen their believe; to improve the cooperation. 2). *The Scout activity*. It is an extracurricular which trains the pupil to behave autonomously, love their fatherland, to create the association and unity. Therefore the student must be supplied as soon as possible the scout skill. This activity is held to make the students loving their environment, training autonomy, creating the unity, growing the sense of humanity, and training the discipline. 3) *Dance Art*. The background of this activity is that the central Java is very rich of local art. One of them is Javanese dance art. To introduce Javanese local culture, SD Negeri Wedarijaksa 01 holds Javanese dance art as the extracurricular. This activity is intended to the students in order to converse the local culture as the

element of national culture, to love their own local culture deeper, and develop the students' talent. 4) Sports. This activity is hold to prepare the students to achieve in many kind of sport event, to make the students to love the badminton and table tennis, to develop the students' talent, discipline and hard work.

The schedule of extracurricular in SD Wedarijaksa 01 can be seen in the table below<sup>107</sup>:

Table 4.2 The Schedule of Extracurricular

NO	ACTIVITY	TIME	COACH
1.	Rebana	Tuesday Afternoon	Ali Sya'roni, S. Pd. I Fitria Dwi Astika, S. Pd
2.	Scout	Friday Afternoon	Ida Siswati, S. Pd. SD Maria Ulfa
3.	Dance Art	Monday Afternoon	Suciati, S. Pd Endang Sulistyowati
4.	Sports	Saturday Afternoon	Rukminingsih, S. Pd

SD Negeri Wedarijaksa 01 also has the specific curriculum such as the life skill education. The life skill education in SD Negeri Wedarijaksa 01 is computer. The description of curriculum can be seen trough the table below<sup>108</sup>:

Table 4.3 The Program of Computer Learning in SD Negeri Wedarijaksa 01

GRADE	The Basic Competence
I.	1. introducing the computer parts 2. Games
II.	1. Turning on and off properly. 2. Games
III.	1. Typing the letter and number

<sup>107</sup> *Kurikulum SD Negeri Wedarijaksa 01 Tahun Ajaran 2015/2016*, P. 25

<sup>108</sup> *Kurikulum SD Negeri Wedarijaksa 01 Tahun Ajaran 2015/2016*, P. 36

IV.	2. Games
	1. Typing my first letter
V.	2. Games
	1. Creating and typing the letter
VI.	2. Making the column/table of lesson schedule
	1. Making the letter
	2. Accounting
	3. Introducing the internet

The curriculum which does not belong to other school is the education based on the local and global superiority and SD Negeri Wedarijaksa 01 has a unique program. It is called making the craft from wood or wooden craft. The curriculum of making wooden craft can be seen in this table below<sup>109</sup>:

Table 4.4 The Local and Global Superiority Program of SD Negeri Wedarijaksa 01

CLASS	BASIC COMPETENCE
I	<ul style="list-style-type: none"> <li>Introducing the materials used to sublimate the wood</li> <li>Using the sandpaper</li> </ul>
II	<ul style="list-style-type: none"> <li>Using the sandpaper</li> <li>Varnishing with the accomplished material</li> </ul>
III	<ul style="list-style-type: none"> <li>Calking the holed wood</li> <li>Using the sandpaper</li> <li>Varnishing with the accomplished material</li> </ul>
IV	<ul style="list-style-type: none"> <li>Calking the holed wood</li> <li>Using the sandpaper</li> <li>Varnishing with the accomplished material</li> </ul>
V	<ul style="list-style-type: none"> <li>Shaping the wood to be the goods such as the rice</li> </ul>

<sup>109</sup> *Ibid*, P.37

	spoon and spatula <ul style="list-style-type: none"> <li>• Calking the holed wood</li> <li>• Using the sandpaper</li> <li>• Varnishing with the accomplished material</li> </ul>
VI	<ul style="list-style-type: none"> <li>• Shaping the wood to be the goods such as the rice spoon and spatula</li> <li>• Calking the holed wood</li> <li>• Using the sandpaper</li> <li>• Varnishing with the accomplished material</li> <li>• Wrapping the wooden creation</li> </ul>

In developing the curriculum and learning, the school must verify the content of curriculum more briefly and operational in the annual program, semester program, and etc., in the term of learning sets of equipment. It is supposed to be arranged by the teacher of each subject lesson based on the content standard, standard of graduated competence and the norm of KTSP arrangement. All the teachers in SD Negeri Wedarijaksa 01 also create their own syllabus by emphasizing the learning planning, learning process, learning implementation, assessment of learning result and controlling of learning process effectively and efficiently. According to Ibu Suciati, S. Pd who described about the curriculum component stated that<sup>110</sup>:

*“Rata-rata guru di SD sini memang berusaha menyusun silabusnya sendiri walaupun masih dalam tahap belajar lho mbak. Jarang lo SD yang gurunya pada nyusun silabus sendiri, rata-rata kan pakai yang udah ada. Memang pada awalnya sulit mbak, tapi ini kan sudah jadi bagian dari tupoksi kita sebagai guru, ntar kita makan gaji buta dong. Begitupun juga dengan RPP, sakrupa-rupane kami menyusun sendiri tapi tetap berpedoman pada KTSP. Karena kami masih menggunakan kurikulum KTSP.”*

<sup>110</sup> Suciati, S. Pd. SD, Thursday, May 26th, 2016



(Approximately, the teachers are almost able in syllabus arrangement by themselves although they are still in the practicing step. The teacher in elementary school seldom arranges their syllabus by themselves. At first, it is difficult, but if it becomes the part of main job as a teacher.)

From the script interview result above, it can be described that the teacher in SD Negeri 01 Wedarijaksa makes their own syllabus and also lesson plan although it is not as perfect as possible (autonomy). Then, the teacher also makes the lesson plan in order the learning can go interactively, inspiring, fun, challenged, motivating the pupils to participate actively.

Based on the description above, it can be summarized that in planning the school develops the national curriculum and the local content. In developing the curriculum and learning, the school enlightens the content of curriculum in detail and operationally into the learning equipment such as the annual program, semester program, syllabus, lesson plan, criteria of completeness minimum, educational calendar and learning schedule.

## 2) Organizing

Organizing in the management of curriculum and learning relates with the organizing in the management of teacher and educational personnel. Organizing is the job dividing of teaching for the class teacher to responsible in teaching one specific class or for the teacher of lesson subject (autonomy). The organizing is also concreted in the form of school structural organization. The researcher got the document of job dividing in teaching and also the organizational structure.

## 3) Actuating

The actuating step of curriculum is the learning implementation. The learning process in SD Negeri Wedarijaksa 01 is

described directly through the interview with one of the teacher Ibu Suciati, S. Pd.<sup>111</sup>:

*‘Dalam mengajar pelaksanaannya kita menggunakan proses pembelajaran PAKEM yakni pembelajaran aktif, kreatif, efektif dan menyenangkan bagi siswa. Salah satu contohnya adalah ketika pelajaran IPS kita menggunakan teknik role playing atau bermain peran, pelajaran matematika kita praktek jual-beli sambil bermain peran juga. Pokoknya yang membuat siswa senang dalam belajar. Kadang-kadang juga kita ajak pembelajaran diluar kelas dengan menggunakan sarana dan prasarana yang ada. IPA contohnya, anak-anak diajak ke greenhouse, kita kan punya greenhouse..mbak. Murah meriah..mbak karena menggunakan lingkungan sekitar sebagai sumber belajar.’*

(We use PAKEM learning method which is active, creative, effective and fun for students. One of examples is on the social science subject that uses role playing technique and mathematic uses sell and buy practicing. Therefore, the students become fun in learning. Sometimes we also ask the students to have outside learning by using the available facilities. For science lesson the students may go to the green house and it is cheap and easy because it uses the surround environment as the learning source.)

The headmaster was also quoted that the learning process in SD Negeri Wedarijaksa 01 is done by PAKEM approach. It is supported with the interview result as followed<sup>112</sup>:

*“Kaitannya dengan implementasi MBS, pelaksanaan pembelajaran di SD ini memang saya arahkan ke pembelajaran PAKEM. Guru juga berusaha mengajar dengan pembelajaran PAKEM dengan tujuan agar siswa tertarik karena menyenangkan dan cocok bagi siswa. Kadang-kadang siswa dilibatkan langsung dalam kegiatan pembelajaran dengan penekanan pada belajar melalui berbuat.”*

(Related to SBM, the implementation of learning in this school is directed to PAKEM learning. The teacher also tries to teach by using PAKEM method with the objective that the students are interested and appropriate for the pupils. Sometimes the students are involved directly in the learning activity which emphasizes on learning by doing.)

<sup>111</sup> Suciati, S. Pd. SD, Thursday, May 26th, 2016

<sup>112</sup> Haryati, S. Pd. Wednesday, May 25th, 2016

From the interview result above, the researcher can conclude that the learning process in SD Negeri Wedarijaksa 01 is done by using *PAKEM* approach. *PAKEM* is the term of learning-teaching method which is abbreviated from *Pembelajaran Aktif, Kreatif, Efektif Dan Menyenangkan* or active, creative, effective, and fun learning. The students are demanded to be active in learning. In this case, active is not only physically but also mentally. The students are also demanded to be creative in solving their assignments. In choosing the method and media, the teacher also consider which one is more effective and efficient used in learning and surely makes the students fun. The learning strategy that is used gives the chance for the pupils to participate and involve actively. The students learning activities are various for example; interview, observation, role playing, discussion, presentation, and etc., based on the competence which is developed. The teacher utilizes many kinds of learning source in teaching-learning process such as the surround environment, lesson book, magazine, and internet appropriated with the competence which is developed by the teacher.

The statement above is also supported by the observation done by the researcher about the learning activity in the classroom. It shows that the teacher have tried to apply *PAKEM*. The teacher gives the chance to the students to be active, interactive, creative, and autonomous in learning. The students being active can be seen when there is misunderstanding among them, they are brave to give the question to the teachers. The students are brave to show their argument when they are asked by the teacher and can be shown when they have discussion with friends. The student interacts with friend in a group when they discuss and try to solve the task jointly based on each group thinking. When the students do the test, they are demanded to do autonomously and not allowed to cheat their friends work.

In learning process the teacher in SD Negeri Wedarijaksa 01 try to make the students happy by singing songs or yells based on the lesson matter. In the beginning of the lesson, the teacher always gives the motivation and prepares the students before the class started. After the teacher gives the lesson matter, the students are grouped into several groups in elaboration. Then to check the students' understanding individually, the students are given evaluation form to be done individually. The learning activities are also various. The students pay attention to the teacher in the beginning of the class, then they do discussion in group and to present their group result the teacher gives the chance to the student to perform for presentation. In the end of learning, the teacher does the reflection together with the students about the learning that they have done.

Based on the interview and observation result above and supported by the document of school mission which becomes the norm for the school in actuating the teaching-learning activity, that is creating the implementation of teaching-learning process by *PAKEM* approach. Therefore, it can be concluded that the learning process in SD Negeri Wedarijaksa 01 is implemented by *PAKEM* (flexibility and participation).

Besides the implementation of learning process above, the school has the program for developing the students' talent trough the extra curricular activity which is done out side the lesson time. The extra curricular activities in SD Negeri Wedarijaksa 01 which run are scout, Rebana, dancing art, and sports. It is supported with the statement from Ibu Ida Siswati bellowed<sup>113</sup>:

*“Kegiatan ekstrakurikuler di SD kami diantaranya ada Pramuka, Rebana, Seni Tari dan Olah Raga. Olah raganya Bulu Tangkis dan Tenis Meja. Karena dua jenis olah raga ini sudah memasyarakat di Wedarijaksa dan kebetulan fasilitas lapangan sudah tersedia di sekolah.”*

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<sup>113</sup> Ida Siswati, S. Pd. Monday, May 30th, 2016



(The extracurricular activities in this school are scout, Rebana (Islamic percussion music), badminton, and table tennis. Those two kinds of sport have been familiar among the Wedarijaksa society and the facilities are also available.)

The same statement is also quoted by the headmaster, that ‘the extra curricular of sports in SD Negeri Wedarijaksa 01 which are running well are badminton and table tennis done every Saturday afternoon. Meanwhile the scout activity is activity is active in the first semester because in the second semester is used to prepare the competition.’ Those two statements above are reinforced by Suciati, S. Pd as followed<sup>114</sup>:

*“Kegiatan ekstra kurikuler yang berjalan di SD kami adalah Pramuka setiap hari Jum’at Sore, Rebana tiap Selasa sore, Seni Tari setiap Senin sore kebetulan saya sendiri yang mengajar dan olahraganya setiap hari Sabtu sama bu Rukminingsih.”*

(The extracurricular activities which are running actively are scout every Friday afternoon, Rebana every Tuesday afternoon, dancing every Monday afternoon and sports every Saturday coached by Mrs. Rukminingsih.)

According to the interview result above, the researcher can summarize that the extracurricular activities in SD Negeri Wedarijaksa 01 are scout on Friday, Rebana on Tuesday, dance art on Monday and sports on Saturday. The scout activity runs actively in the first semester because in the second semester they have to prepare the competition.

#### 4) Evaluation

Evaluating is done to asses the successful of learning activity. The way to asses the successful of learning is through assessment. Learning assessment consists of process assessment and learning result. Those statements are based on Suciati’s statement as followed<sup>115</sup>:

<sup>114</sup> Suciati, S. Pd. SD, Thursday, May 26th, 2016

<sup>115</sup> *Ibid.*

*“Biasanya kami melakukan penilaian saat anak sedang mengikuti pembelajaran atau penilaian proses dan penilaian hasil belajar yang disebut dengan tes formatif.”*

(Usually we do the assessment when the pupils are attending the learning or the process assessment and the learning result assessment which is called formative test.)

It is also similar with the statement of Endang Sulistyowati, S.

Pd who said that<sup>116</sup>:

*“Ada penilaian proses dan hasil. Proses dinilai mulai dari siswa mengerjakan, kekreatifan mereka, kerjasamanya, dan yang lainnya. Biasanya kan kalo dalam kerja kelompok ada anak yang cenderung aktif atau biasa saja atau bahkan ada yang diam sama sekali.”*

(There is the process and result assessment. The process of assessment is started from the student doing their creativity, cooperation, etc. If usually there is group assignment, there will be seen who is active, more active, passive and usual students.)

Those statements are also one way with the statement of the head master of SD Negeri Wedarijaksa 01 Ibu Haryati, S. Pd which is described as followed<sup>117</sup>:

*“Ya penilaiannya ada dua hal yakni penilaian proses ketika anak mengikuti KBM dan penilaian produk atau hasil belajar. Kita kan bisa lihat di daftar nilai kan ada tulisan ulangan harian, ulangan harian masih dibagi lagi ada yang tertulis dan ada yang lisan. Kemudian ada nilai-nilai tugas yang struktur dan non struktur serta pembuatan proyek atau produk. Karena kadang-kadang kan wali murid tahunya di rumah anaknya pintar tapi kan di kelas ketika mengikuti proses pembelajaran tidak tahu. Sehingga kita buat penilaian portofolio untuk menyimpan hasil ulangan serta tugas-tugas yang telah dihasilkan oleh siswa.”*

(Yes exactly, there are two kinds of assessments; process when the students attend the learning and product or learning result. We can see from the score list which consists of daily test which are categorized into written and spoken test. Then, there are also the scores from the structural and non-structural assignment and making the project or product. Sometimes parents think that at home their children are clever and diligent but when they attend the class, they will be different.

<sup>116</sup> Endang Sulistyowati, Thursday, May 30th, 2016

<sup>117</sup> Haryati, S. Pd. Wednesday, May 25th, 2016

Therefore, we will make the portfolio assessment to collect the students result.)

Based on the three arguments above, the researcher takes the conclusion that the learning assessment is done including process and result learning. The process learning is done when the learning is occurred including of being active, cooperation, creativity, etc. The result assessment of learning is conducted after the learning activity such as formative test and also the product. The teacher also uses the portfolio (transparency).

The evaluation also can be proved by the document of lesson plan or *RPP*. In the assessment part is also mentioned that the assessment which is used to find out the students' learning result is by using the process and result assessment. Next, the instrument that is used can be test and non test. The test technique can be the written and spoken test. The instrument which is used in the non test technique is observation form or observation to asses the cooperation in group work, the students' activity in learning and attitude in daily.

By using the assessment, the teacher find outs the result of the students' learning. The teacher needs to monitor whether the learning result has reach the minimum completeness criteria which is defined by the teacher. The teacher has the way to monitor the students' learning result and it can be found from the statement's Ibu Suciati, S. Pd<sup>118</sup>:

*"Nilai-nilai siswa kita masukkan ke daftar nilai sehingga kita tahu kemampuan anak. Jika ada yang nilainya kurang dari KKM maka kita harus kembali melihat proses pembelajarannya seperti apa. Kita perhatikan ketika proses pembelajaran. Tapi ya mbak, sebenarnya waktu anak itu kan lebih banyak di rumah di sekolah paling kan hanya dari jam 07.00 sampai jam 12.00. Jadi orang tua kadang-kadang kalau pas ketemu ketika jemput anaknya..sambil kita beritahu agar ikut memperhatikan pendidikan anaknya ketika di rumah."*

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<sup>118</sup> Suciati, S. Pd. SD, Thursday, May 26th, 2016



(The students' scores are input it in the score list, so we will know the student's ability. If there is the student who is still under the standard, we must look back what the learning process look like. But actually most of pupil's time is spent at home and at school is from 07.00-12.00 am. Therefore, the teacher communicates it to parents when they pick their students up.)

The interview result below supports the statement above which describes the teacher way to control the students' learning result. It can be seen through the interview between the researcher and the head master of SD Negeri 01 Wedarijaksa as followed<sup>119</sup>:

*“Setiap guru kami berikan buku daftar nilai. Jadi secara tidak langsung juga bisa dipakai untuk mengontrol nilai siswa. Nilai anak kan ada yang di atas rata-rata atau melebihi KKM ada yang sedang-sedang saja ada juga yang dibawah rata-rata atau KKM. Sehingga kita tahu dengan mudah siswa-siswa mana yang nilainya di bawah rata-rata. Mereka kita beri perhatian khusus, kita cari penyebabnya apakah ketika diterangkan kurang memperhatikan, atau mungkin juga ketika proses pembelajaran kurang aktif dalam mengerjakan tugas. Kalau tidak ya kita dekati secara pribadi apakah sudah faham atau belum. Selain itu juga kita jalin komunikasi dengan orang tuanya. Kita meminta kerjasama dari orang tua juga untuk memberi motivasi anaknya.”*

(Every teacher is given the score list book. So it also can be directly used to control the student's assessment. The students' score are varieties; above the standard, standard and below the standard. So it will be easier to recognize the student's score for whom the student who get below the standard. They will be given the special attention, it is looked for the caution whether they are passive in the classroom or may be not having enthusiasm when the teacher is giving the direction. The students are approached individually. We also make the communication to parents. We ask for parents' to give motivation to their children.)

Based on the interview result above, the researcher can conclude that the teacher monitors the students' learning result by giving attention on the score list, giving special attention to the students during the learning process, asking the students about the lesson matter which has not been

<sup>119</sup> Haryati, S. Pd. Wednesday, May 25th , 2016



understood and then helping the students' difficulty. The teacher also communicates the students' learning result to the parents so they can help their children to learn at home and finally the students can reach the target (participation).

b. Management of Students Based on School

The student is the main school component, so it is very needed the management of student with the objective that the learning activity at school can run smoothly, orderly and regularly. The student management consists of the activity of planning, organizing, actuating and reporting.

1) Planning

The planning activity relates to the new students acceptance. The recruitment of new students is a very important activity for the school because it is the start point which defines the smoothness of school job, the process of education continuity and the success of a school. The student recruitment in SD Negeri Wedarijaksa 01 is done prior to the new academic year. It gives the chance to all the children at the elementary age from many kinds of economical, social, religion, ethnic background (flexibility). The statement above appropriates with the description of SD Negeri 01 Wedarijaksa head master. She mentioned that the recruitment is free for any kids with the condition especially about the age and the students' address. The age minimum limit of elementary school is seven years old. If the number of the seven years old students is still less, so the students of six years old can be the consideration to fulfill the amount. She also said that the second condition is the students who are priority from Wedarijaksa village. It is to avoid the students from other village because in each village has its own school. It also refers to the government regulation in receiving the new students.

The same statement is also quoted by Ibu Suciati. The student's recruitment can be seen through this interview result below<sup>120</sup>:

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<sup>120</sup> Suciati, S. Pd. SD, Thursday, May 26th, 2016

*“Mengenai pendaftaran peserta didik baru, biasanya kami sebelum tahun ajaran baru sudah melakukan penjangkaran di berbagai TK dan RA yang ada di kawasan Wedarijaksa. Kemudian kami beri formulir yang nantinya untuk mendaftar. Nah setelah mereka mendaftar kemudian kami seleksi. Seleksinya hanya berdasarkan pada umur. Asal umurnya sudah mencapai tujuh tahun ya diterima. Tapi kalau jumlah rombелnya belum memenuhi ya..yang berumur enam tahun juga kita beri kesempatan. Seleksi kedua kami prioritaskan pada anak yang berdomisili di Wedarijaksa. Karna kita mengacu pada juknis PPDB dari pemerintah mbak.”*

(Talking about the new student recruitment, prior to the new academic year we usually do the socialization to the nearest kindergartens surround Wedarijaksa. Then we distribute the form to register. After they do the registration, they are selected by us. The selection is only depended on the age. The students who are received are reaching 7 years old.)

According to the interviews above, it can be summarized that SD Negeri Wedarijaksa 01 gives the opportunity to all the children with the age of elementary school to register and there is no test selection to define accepted or not accepted. The condition is only the age approximately six years old.

The procedure of new student recruitment is started from the registration announcement. Firstly the school makes the prediction report of students then the school gives the socialization and information clearly to the closest kindergarten school around Wedarijaksa by giving the approximately time (transparency). The school creates the committee of student recruitment. The committee must be ready at school to receive the registration. If the amount of student is less than 32, it will be made into one class. If the registers are more than 32, they will become into two classes.

The students who are received need to recognize the condition surround the school. SD Negeri Wedarijaksa 01 has the program of new students' orientation time which is usually done for three days. The

orientation activity can be seen in the interview result below by Ibu Haryati, S. Pd<sup>121</sup>:

*“Sebelum peserta didik baru memulai tahun ajaran baru, biasanya kami adakan program masa orientasi peserta didik baru biasane disingkat PPDB. Tujuannya agar siswa baru lebih mengenal sekolahnya. Mereka kan masih kecil-kecil kan dari TK to..biar gak pada takut. Biasanya hari pertama ya pengenalan lingkungan sekolahnya dulu. Mana kantor guru, dimana kantinnya, terus juga kami tunjukkan perpustakaan. Malah yang paling penting kan kamar mandinya harus ditunjukkan. Nah setelah itu baru perkenalan guru kelas I yang akan mengajar mereka siapa, guru Agama dan guru olahraga. Pada hari kedua biasanya kami perkenalkan kurikulum secara sederhana yang mudah dipahami mereka. Misalnya kan dulu kalau pas TK kan pulangnyanya agak pagi nah kan kalau sudah SD beda lagi jam pulangnyanya. Karena pelajarannya kan juga sudah beda. Kemudian setelah itu beradaptasi dengan teman-temannya sendiri satu kelas dulu. Biasanya kami beri semacam game perkenalan jadi mereka bisa saling mengenal satu sama lain. Kemudian kami kenalkan beberapa tata tertib dan aturan yang ada di sekolah kami. Seperti pakaian, tata tertib waktu, ketika baris berbaris dan upacara serta hal-hal yang menyangkut dengan kebersihan.”*

(Before the new students begin the new academic year, usually we hold the orientation program of new students or it is called PPDB. The purpose is that new student can recognize more about their school environment. They are from kindergarten in order that they are not afraid. Usually at the first day, they are introduced the school environment about where the office, library, food court and toilet are. Next, they are introduced to their class teacher, religion and sport teacher. In the second day, usually we introduce the curriculum that can be understood by them. For example, the duration of learning time which is very different with the kindergarten curriculum. After that, they do adaptation with their friends in one classmate and also schoolmate. Usually we give a kind of game so they can know each other. Then, we socialize the school rules such as, uniform, time, and things related to the cleanness.)

The same argument is also stated by Ibu Suciati, S. Pd who tells that the orientation time for the new students usually held in the first three days. She also said that the students are introduced the environment surround the school both inside and outside school. Next, they are

121 Haryati, S. Pd. Wednesday, May 25th , 2016



introduced with their teachers, friends, and school staffs. The positive habits are also very important to be oriented to the new students. Those statements are also strengthened by Ibu Endang Sulistyowati, S. Pd. She said that<sup>122</sup>:

*“Pada saat kegiatan PPDB biasanya..ya itu mbak. Anak-anak diajak keliling di lingkungan sekolah ke kelas-kelas. Kemudian berkenalan dengan bapak Ibu guru dan diberitahu dimana kamar mandi kan itu penting, UKS juga, kemudian kami punya halaman tempat bermain, perpustakaan. Kami juga punya Greenhouse agar anak dapat melihat tanaman-tanaman secara langsung. Biasanya mereka dibariskan terlebih dahulu untuk latihan baris-berbaris, latihan bersalaman kalau bertemu bapak atau Ibu guru, ya pokoknya pembiasaan yang ada di sekolah kami, kita kenalkan mbak.”*

(At the orientation program, the students are invited to observe surround the school environment. Then they are introduced to the teachers both man and woman and informed where the restroom, first aid room, playground, library are. We also have greenhouse so the students can see the plants directly. Usually they are formed in a row and practicing shaking hand each other if they meet with teachers to practice school habitual.)

Therefore, it can be noted that the orientation program for new students is introduced the habits at school such as, flag ceremony, praying in the beginning of class, etc. Next, the students are also introduced about the environment surround the school such as the classrooms I-VI, teacher office, library, bathroom, food court, school yard, etc. SD Negeri Wedarijaksa 01 also introduces the specific place which usually does not belong to the other schools such as: greenhouse, mosque, and garden. It is also really needed introduced the teachers especially the class teacher, sport and religion teacher, and their friends. At this time the teacher and students introduce their self each other and the teacher help the students to adapt with the new environment.

Based on the description above, it can be reported that the planning process of new students has the relation with the student acceptance and orientation. The new student acceptance gives the chance to all the

<sup>122</sup> Endang Sulistyowati, Thursday, May 30th, 2016



elementary school age children without test selection. The orientation program for new students which is done during three days becomes the good planning for introducing the students before they start all their learning activity at school.

## 2) Organizing

Organizing in the management of students can be the placement. It is the activity of grouping the students to the classroom or it can be called the class divided. If the students are less than 32, they become one class. But if they are more than 32, it needs to divide into two classes. The class division is clarified by Ibu Endang Sulistyowati as the teacher as class one as followed<sup>123</sup>:

*“Sebelum penerimaan siswa baru kita adakan rapat. Biasanya siswa yang mendaftar seringkali kurang dari 32 kadang juga lebih sedikit. Jadi kami tidak ada agenda pembagian kelas. Paling nggak saya harus bisa mengetahui kematangan dan perkembangan peserta didik. Mana anak yang lebih pandai, mana yang sedang dan kurang. Paling nggak nantinya untuk pemetaan di kelas. Kan anak kemampuannya beda-beda mbak.”*

(Before the receiving of new students we hold the meeting. Usually the students who register are less than 32 or more sometimes. So, we do not have the class division program. At least, I must know the maturity and development of students. Who are the cleverer and less students? At least then it is for the mapping of student in the classroom because the student's ability is different.)

The same idea is also quoted by Ibu Haryati as the head master. She said that the student placement into the class has no classification. The students who are need more attention we put in the close position to the teacher. So before starting the learning activity the students must be in good arrangement. She also said that the teacher has the freedom to arrange the position of students' setting place.

According to the interview result above, it can be summarized that before organizing the new students into the class, SD Negeri Wedarijaksa

<sup>123</sup> Endang Sulistyowati, Thursday, May 30th, 2016

01 holds the meeting. The teacher has the freedom to organize the students before they start the learning activity (Autonomous).

### 3) Actuating

Actuating activity in the management of students is realized in the service activity. The service for students is done by considering the ability/talent, interest and special necessity (flexibility). The service can be the daily activity through the extracurricular activity, and also the competition activity. The extracurricular activity is one of the facilities of talent and interest founding for the students. In this case, the students are given freedom to choose the program of extracurricular based on their talent and interest.

The contest activity is also implemented based on the students' talent and interest. The student who has the specific ability will be the special service to join the contest; therefore their ability can be developed optimally. The proof is that SD Negeri Wedarijaksa during the academic year of 2014-2015 won many kinds of contest such as student's achievement, mathematic Olympic, reading poetry, creating poetry, Islamic academic and art, and Pantomime both in region level and sub region.

The service for the students is not only for the talented and smart students but also for the students who has the special necessity. In SD Negeri Wedarijaksa 01 there are two students who have different characteristic with their friends normally. When the learning process is occurred, the students seldom pay attention to the class activities. They would be rather busy by themselves for example, moving in the class and making noise uncontrolled. Based on Ibu Endang Sulistyowati those students have the weakness in accounting skill in mathematics, but for the other subject lesson they get good mark. It appropriates with Ibu Endang Sulistyowati's opinion<sup>124</sup>:

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<sup>124</sup> Endang Sulistyowati, Thursday, May 30th, 2016

*“Kalau untuk anak yang berkebutuhan khusus di kelas saya ada dua mbak. Gimana ya mbak anaknya tu nggak bisa anteng blas, ketika pelajaran mesti jalan-jalan di kelas, kadang-kadang juga sampai keluar kelas. Hemmm sampai bingung saya mau ngapain. Sebenarnya anak ini berani dan juga pintar wong nek ditanya juga bisa jawab kok mbak.”*

(For the students of special treatment, there are two in my class, sis. The students are not able to be quiet, during the lesson he hangs around the class and sometimes goes out of classroom. Hemm I feel confused. What should I do? Actually these students are brave and also clever and if they are asked, they can answer.)

SD Negeri Wedarijaksa 01 also has the program of discipline guiding for students such as, discipline at flag ceremony, forming a line before entering the classroom, shaking hands each other and praying together. When they attend flag ceremony every Monday, the students who do not obey the rule are given the special guiding. The discipline guiding is also referred to the students who are lazy in doing the homework or assignment. Therefore, it is formed the classroom rule to implant the student's discipline and also introduce about the right and obligation. The classroom rule is arranged and agreed together by students and teacher (flexibility). Then the rule is socialized by the teacher and understood by the students.

#### 4) Recording and Reporting

The school needs to record the data completely about the condition of students, so the school is able to do the guiding optimally. Except recording, the school also needs to do reporting as the form of responsibility of school in developing the students (accountability). The documents that are gotten by the researcher are the student index book, the list attendance, student grades list, student mutation book, and the student statistic board and student grade book report.

#### c. The Management of teacher and School Staffs Based on School

The management of teacher and school staff is one of the functions which is projected by the school in the framework of school based management (SBM). SD Negeri Wedarijaksa 01 has 11 teachers including

the head master and only has two staffs. The teachers are divided into two kinds; government employee (*PNS*) and non government employee (*WB/Wiyata Bhakti*). There are eight teachers of government employee which consists of 1 the headmaster, 1 sport teacher, 1 Christian religion teacher, and 5 class teachers, whereas the non government teacher consists of one Islamic religion teacher and 1 class teacher. Two staffs conclude of one cleaning service staff and one librarian/operator (both of them non government employee). It can be seen briefly into the table below<sup>125</sup>:

Table 4.5 The School Personnel

NO	NAME	Index Government Number	Employee Status	Job
1	Haryati, S. Pd	196207151983042010	PNS	Principle
2.	Endang Sulistyowati	195706251977012001	PNS	Class I
3.	Agustinah, S. PdK	195608261978022001	PNS	PAK
4.	Rukminingsih, S. Pd	196104101982012010	PNS	Sport
5.	Junaedi, S. Pd. Sd	196206141983041004	PNS	Class IV
6.	Suciati, S. Pd	196411081985082002	PNS	Class V
7.	Sumiati, S. Pd. SD	196809061999032004	PNS	Class VI
8.	Ida Siswati, S. Pd. SD	196702222006042003	PNS	Class III
9.	Masruroh, S. Pd. I	-	WB	PAI
10.	Ali Sya'roni, S. Pd. I	-	WB	English
11.	Maria Ulfa	-	WB	Librarian
12.	Fitria Dwi Astika, S. Pd	-	WB	Class II
13.	Nano Yudiyanto	-	WB	Cleaning Service

The teacher qualification of SD Negeri Wedarijaksa 01 are 90% fulfilled based on what the government instructed that the teacher must has

<sup>125</sup> Profil SD Negeri Wedarijaksa 01, 2015. P. 3-4



one degree qualification. It is like what the head master said as followed<sup>126</sup>:

“Guru disini 90% sudah S1 mbak, Cuma satu saja bu Endang Sulistyowati yang memang tidak melanjutkan kuliah ke S1 karena factor U. Sebentar lagi kan mau pension. Tapi yang lainnya udah S1 semua.”

The same quotation is also said by Ibu Suciati, S. Pd. She said that almost the teachers in SD Negeri Wedarijaksa 01 already have finished the first degree, even the teachers of non government employee are first degree. She also said that there is only one teacher who does not fulfill the qualified.

The management of teachers and school staffs based on school consists of the process of planning, organizing, actuating and controlling.

#### 1) Planning

The first scope of teachers and school staffs management is employee recruitment. The head master Ibu Haryati, S. Pd stated about the employee recruitment, as followed<sup>127</sup>:

*“Guru yang PNS kan kita sudah diplot atau dijatah dari Dinas Pendidikan. Nah karena kita masih kekurangan tenaga guru dan juga operator serta penjaga. Maka kami juga menerima tenaga honorer. Rekrutmen tenaga honorer kami juga tidak sembarangan menerima, tetap ada seleksi sesuai dengan keperluan dan memperhatikan kualifikasi dan kompetensinya.”*

(The teachers of government employee are allocated by te educational department office. Because we still lack of teachers operator and school guard, we hold the selection of recruitment for the teacher of non government employee. The recruitment is not carelessly, there is a selection based on the need, qualification and competence.)

The same opinion is also said by Ibu Endang Sulistyowati<sup>128</sup>:

*“Kalau untuk guru PNS biasanya kepala sekolah kita lapor ke kantor Dinas Pendidikan Kecamatan Wedarijaksa. Seandainya*

<sup>126</sup> Haryati, S. Pd. Wednesday, May 25th , 2016

<sup>127</sup> Ibid.,

<sup>128</sup> Endang Sulistyowati, Thursday, May 30<sup>th</sup>, 2016

*ada guru yang sudah pensiun, dan biasanya dari dinas kita dimintai data kekurangan formasi guru kelas, guru PAI dan guru Penjas. Kalau Kepala sekolah biasanya ditentukan dari atas karena sekarang kan sudah otonomi. Sedangkan untuk guru yang non PNS karena kita membutuhkan ya kita adakan seleksi kalau yang melamar lebih dari satu.”*

(Usually our principal reports to the educational department of Wedarijaksa for the teacher of government employee. If there is teacher who is retired and usually we are asked the data of teacher lack formation of class, sport and religion teacher, whereas the principal is defined by the government of district because nowadays it is already autonomy. Whereas for the teacher of non government employee, we need them so we have the selection recruitment.)

Those statements are also strengthened by Ibu Suciati, S, Pd<sup>129</sup>:

*“Kalau guru PNS ya kita dari pihak SD gak bisa rekrut mbak kan sudah dijatah dari Pusat. Paling kalau ada permintaan dari kita biasanya diupayakan lewat mutasi. Sedangkan guru yang wiyata ya kita cari sendiri. Tapi dalam rekrutmennya kepala sekolah tetap harus koordinasi dengan para guru, komite sekolah serta kalau perlu dengan wali murid. Nah kalau sudah memenuhi persyaratan, baru diterima dan mendapatkan SK dari Kepala sekolah.”*

(For the teacher of government employee, we can not recruit because we get the allocation from the government. If we ask for the teacher, usually it is carried on through mutation, whereas for the non government teacher we look for by our self. But the principal keeps coordinating with the teacher, school committee and also parents in the recruitment. If the applicant has fulfilled the qualification, he or she will get the letter of decision from the principal.)

Based on the three interview results above, it can be concluded that the teacher recruitment and mutation in SD Negeri Wedarijaksa 01 for the teacher of government employee is defined by the government in educational department based on the report of personnel condition from the elementary school, whereas for the non government employee teacher the recruitment is done by applying to the school and addressed to the head master. Then, the head master discusses with the teacher,

<sup>129</sup> Suciati, S. Pd. SD, Thursday, May 26<sup>th</sup>, 2016

school committee and also parents. If the school needs it, the applicant will be received (autonomy).

## 2) Organizing

The teacher organizing is implemented by dividing job description for teacher at school. In dividing the job description for teachers in SD Negeri Wedarijaksa 01 is determined through the meeting of teacher council (autonomy). In this case, the head master gave her description<sup>130</sup>:

*“Pembagian tugas untuk guru kita laksanakan di awal sebelum tahun ajaran baru dimulai mbak. Tapi ya saya nggak bisa langsung mbagi kan harus rapat melalui dewan guru dulu. Kita diskusikan apakah mereka setuju dengan pembagian mengajar terutama guru kelas dan itu melalui rapat. Kalau rapat sudah menyetujui kamudian kita tulis di papan statistic dan juga kita sampaikan di laporan Bulan yang dikirim ke dinas Pendidikan kecamatan. Selain guru mengajar karena kami sekolah rintisan MBS kami juga membagi tanggung jawab manajemen mbak, maksudnya gini, nanti mereka kan ada yang mengurus bagian kesiswaan, sarana prasarana, kurikulum dan juga pembiayaan”*

(The job division for teacher is done before the beginning of new academic year. But I can not divide directly, it must be through the meeting of teacher council first. We discuss whether they agree with the job division especially for teacher class through the meeting. If the meeting has agreed then we write it on the statistic board and also is reported into the monthly report sent to the educational department office. Because our school is a pioneer of school based management, we also divide the responsibility of managerial job such as the student management, facilities, curriculum and also budgeting.)

Ibu Suciati, S. Pd also said that giving job description for the teacher was done in the beginning of academic year through the meeting. The meeting is usually held after the last semester test. She also told that they usually make the priority for the teacher in grade six and one. It is because those two levels need the special treatment.

<sup>130</sup> Haryati, S. Pd. Wednesday, May 25<sup>th</sup>, 2016



These statements are also reinforced by Ibu Endang Sulistyowati's statement<sup>131</sup>:

*“Kalau pembagian jam mengajar guru memang sudah dibagi pas sebelum awal masuk mbak. Kan nantinya kalau pas masuk tahun ajaran baru semuanya sudah siap. Selain guru kelas, dibahas juga pembagian guru ekstrakurikuler mbak. Siapa saja yang diberi tanggung jawab untuk membimbing dan membina ekstra. Selain tugas-tugas itu guru disini juga diberi tugas tambahan dan dilibatkan dalam manajemen berbasis sekolah. Kayak saya ini diberi tugas dan tanggungjawab di bidang kesiswaan, bu Agustinah yang ngurusi sarana dan prasarana, Bu cik kurikulum, pembiayaan tu Bu Sumiyati dan dibantu saya.”*

(The teaching job division is done in the beginning of academic year so everything will be ready in the beginning of lesson. The job division for extracurricular is also divided. Whoever who is given the responsibility to coach and guide the extracurricular. The teachers here are also given the additional job and involved in the school based management. For example like me, I am given the job and responsibility in the student scope, Mrs. Agustinah is in the scope of facility and equipment, Mrs. Cik is as the curriculum responsibility, Mrs. Sumiati is in budgeting and help by me.)

To give the proof, the researcher completes it with the document of monthly report, the teaching job distribution, and the organization structure of SD Negeri Wedarijaksa 01. Therefore, the researcher can conclude that the teaching job distribution for the teacher is done through the meeting. The meeting is usually held in the end of academic year. Then, the division of teaching job is written on the board, put it on the wall and recorded into the monthly report.

### 3) Actuating

The actuating activity in teacher management in SD Negeri Wedarijaksa 01, one of the implementations is by developing and founding the teachers through the teacher training. The teacher training activity is explained by the head master<sup>132</sup>:

<sup>131</sup> Endang Sulistyowati, Thursday, May 30<sup>th</sup>, 2016

<sup>132</sup> Haryati, S. Pd. Wednesday, May 25<sup>th</sup>, 2016



“Pelatihan bagi guru itu sering mbak kita lakukan. Biasanya pelatihan kurikulum dan juga pelatihan kompetensi guru baik guru kelas ataupun guru Mapel. Dan itu biasanya diadakan oleh Dinas Pendidikan Kabupaten. Ada yang gratis dan ada juga yang harus membayar. Kami gak papa mbak mbayar yang penting kan ilmunya dan sertifikatnya bisa kita pakai untuk kenaikan PAK. Selain diklat dari Pati, kan ada juga KKG yang mendatangkan nara sumber. Kalau nggak pengawas ya yang ahli lah pokoknya. Di KKG kita bisa sharing kendala-kendala yang kita hadapi dalam mengajar dan nanti bisa kita cari solusinya bersama-sama. Kalau pelatihan khusus kepala sekolah kadang juga diadakan dari LPMP. Kemudian K3S juga.”

(The training for teacher is often held. The training is usually focused on curriculum and teacher competence both for class teacher and subject teacher and it is held by educational department office. Some of them are free and sometimes we have to pay. It doesn't matter for us to pay. The important thing is the knowledge and also the certificate which can be used for upgrading our carrier. Instead the educational and training from the district level, we also hold KKG (Teacher Work Team) which invites the expert or supervisor. In KKG we can share the problems which are faced in the learning and then we can look for the solution together. For the specific training for principal, usually it is held by Education Quality Insurance Association (LPMP).

Ibu Suciati, S. Pd also gave almost the same explanation<sup>133</sup>:

“Biasanya kantor dinas pendidikan memberikan informasi tentang pelatihan atau workshop untuk guru. Nantinya kalau ada informasi terus kita atur siapa guru yang harus dikirim untuk pelatihan. Ya kalau bisa bergantian biar merata. Kalau tingkat gugus itu ada KKG, kebetulan karena kami SD inti gugus melati jadi ya seringnya KKGnya disini di ruang PKG. Biasanya pada hari Sabtu KKG nya. Itu dilaksanakan tiap satu minggu sekali selama 21 kali pertemuan.”

(Usually the educational department office gives the information about the training or workshop for teacher. After we get the information, we manage who the teacher will be sent to the workshop or training. In the gugus level, there is KKG (Teacher Work Team). Fortunately, we are the core school, so KKG is often held in our school. Usually it is held on Saturday once in a week among twenty one meeting.)

<sup>133</sup> Suciati, S. Pd. SD, Thursday, May 26<sup>th</sup>, 2016

Both statements above are reinforced by Ibu Endang Sulistyowati. She told that<sup>134</sup>:

*“Pelatihan kalau buat guru biasanya yang ngadain dinas pati mbak. Kalau di tingkat kecamatan ya KKG. KKG kami gugus Melati. Kebetulan SDN Wedari 01 adalah SD inti. KKG disini aktif sekali mbak. Tiap Sabtu biasanya diadakan seminggu sekali selama 21 pertemuan. Apalagi sekarang ada UKG, jadi ya kita bisa sharing kalau ada permasalahan. Yang sering dibahas juga itu tentang PKG atau penilaian Kinerja Guru.”*

(Usually the training for teacher is held by the department office in Pati. In the sub district level is called KKG (Teacher Work Team). The name of our KKG is *Gugus Melati*. Fortunately, SD Negeri Wedarijaksa 01 is the core school. KKG here runs actively. It is held every Saturday usually for twenty one meeting. Moreover there is teacher competence test (UKG), so we can share if there is problem. The topic which is often discussed is about teacher performance assessment (PKG).)

Related to KKG (Teacher Work Team), the researcher got several document such as the KKG books, the profile of Gugus Melati, and the work program of Gugus Melati. SD Negeri Wedarijaksa 01 is the core SD in Gugus Melati, whereas SD that becomes the effect is called *SD Imbas*. There are six SD Imbas in gugus melati, as followed:

- a) SDN Wedarijaksa 02
- b) SDN Wedarijaksa 03
- c) SDN Suwaduk 01
- d) SDN Suwaduk 02
- e) SDN Panggungroyom 01
- f) SDN Panggungroyom 02

Based on the interview result and documentation that have found out by the researcher, it can be summarized that to develop and found the teacher's competence the training for teacher is done (participation). The training at school usually is done through the work meeting, whereas the training and education activity usually is handled by the department of educational office at the region level. At the *Gugus* (cluster) level, the training for teacher and head master is held called KKG (*Kelompok Kerja*

<sup>134</sup> Endang Sulistyowati, Thursday, May 30th, 2016

*Guru/ Teacher Work Team*) which is usually held every Saturday, once in a week during 21 seasons. The important points which are discussed in KKG relate to the learning administrative equipment, teaching-learning activity and the assessment of teacher performance. Especially the head master, there is a special media for discussing around the educational problem called *K3S (Kelompok Kerja Kepala Sekolah/Head Master Work Team)*.

SD Negeri Wedarijaksa 01 is one of the schools which implements the school based management for more than seven years. SD Negeri Wedarijaksa 01 also becomes the pioneering school for school based management. Related to the teacher training and education of course, they must be better than any other school more ever for developing the school based management. The headmaster of SD Negeri Wedarijaksa 01 was chosen and sent for the special training of school based management in the regional level. She becomes the duty for that training together with two headmasters from Pati regency. The deep information can be seen in the result interview below<sup>135</sup>:

*“Saya dikirim untuk mengikuti pelatihan tentang MBS bersama tiga kepala sekolah. SD kami merupakan SD Rintisan MBS yang sudah tujuh tahun lebih berjalan. Nah setelah saya dikirim pelatihan barulah kami menularkan ilmu kami kepada guru-guru yang ada di SD kami. Sebenarnya ada beberapa sekolah dan juga MI di kecamatan Wedarijaksa yang dijadikan sekolah rintisan MBS, tetapi SDN Wedarijaksa 01 lah yang masih konsisten menggunakan MBS. Dan puncaknya pada tahun ajaran 2015/2016 kemaren kami mengikuti lomba budaya Mutu tingkat Nasional dengan menggunakan MBS Alhamdulillah dapat juara tiga, berarti kan jerih payah kita tidak sia-sia. Pokoknya kita kerja keras, saya selalu siap membantu kalau sewaktu-waktu guru membutuhkan lewat telpon juga nggak papa.”*

(I was sent to attend the training about SBM together with three other principals. Our school is a pioneering school of SBM which has implemented for seven years. After that, I shared my knowledge to teachers in my school. Actually, there were several schools and Islamic school or Madrasah which were become the pioneering school of SBM, but SD Negeri Wedarijaksa is the only

<sup>135</sup> Haryati, S. Pd. Wednesday, May 25<sup>th</sup>, 2016



one school which is exists until now to implement SBM. And the pick was in the academic year of 2015/2016, we joined the competition of school quality culture in the national level and praise be to God, our efforts were not meaningless. The main is that we work hard, I will always be ready, if anytime teacher needs me, it doesn't matter through the call phone.)

The researcher also got the same result of interview with Bu Endang Sulistyowati. She said that<sup>136</sup>:

*“Iya memang benar mbak, kalau masalah diklat guru disini sering dikirim. Apalagi semenjak sekolah kita menjadi rintisan MBS. Awalnya sih kepala sekolah kita dipilih dan dikirim untuk mengikuti diklat MBS. Akhirnya hasilnya disosialisasikan ke SD-SD lain, jadi critanya Bu Har menjadi narasumber tentang MBS. Nah, setelah itu beliau memberikan pelatihan pada kami. Kemudian kami implementasikan bersama-sama. Dan akhirnya kita berhasil lolos lomba MBS sampai ke tingkat Nasional. Semua itu berkat kerja keras kami dan juga melibatkan komite sekolah, masyarakat sekitar, orang tua, dan instansi-instansi sekitar. Tapi itu tak luput kerja keras dari kepala sekolah kami.”*

(Yes that's right, talking about the education and training the teachers here are often sent. Moreover, since this school has become the pioneering school of SBM. At first, our principal was chosen and set to attend the education and training about SBM. Finally, the result was socialized to other schools. It means that Mrs. Har became the keynote speaker about SBM. After that, she gave the training to us. Then, we implemented together. Last, we passed the competition until the national level. All the result is because of the hard work by us and involved the school committee, surround community, parents and other instants. But, it is also not escaped from the hard work of principal.)

Based on the interview result above, it can be summarized that the head master of SD Negeri Wedarijaksa 01 gives the chance to the teachers to consult about the school based management and then conducts directly the implementation of SBM involving all the teachers, school committee, parents and society (flexibility). It is not done formally. But sometimes she does by calling using the cell phone.

<sup>136</sup> Endang Sulistyowati, Thursday, May 30<sup>th</sup>, 2016



#### 4) Controlling

The controlling activity in SD Negeri Wedarijaksa 01 especially for the teachers, the head master has the schedule of supervision program for learning which is usually done in the beginning of semester to check the learning administrative equipment, in the middle of semester to supervise the learning activity in the class, and in the end of semester to check the preparation of last examination. It can be seen in the brief explanation by Ibu Haryati, S. Pd (the head master)<sup>137</sup>:

*“Untuk program supervisi oleh kepala sekolah maksudnya saya sendiri, biasanya programnya di awal semester untuk memeriksa atau mengecek persiapan perangkat pembelajaran, prota, promes, silabus, RPP, dan yang lainnya. Yah terutama mengecek apakah semua guru sudah membuat walaupun sudah juga harus dicek sama gak dengan tahun lalu. Kemudian di pertengahan semester sasaran supervisinya adalah pelaksanaan pembelajaran di kelas. Dan di akhir semester yang saya cek biasanya persiapan sebelum ulangan akhir dan juga pelaksanaannya.”*

(For supervision program is done by myself as the principal and usually the program is in the beginning of semester to check the preparation of learning administrative equipment such as the annual program, semester program, syllabus, lesson plan, etc. The main activity is checking whether the teacher has made the learning administration or no. If they have made making sure that it is not same like last year. Then, in the middle of semester the target of supervision is the implementation of learning in the class. In the end of semester, usually I check the preparation before the last examination and its implementation.)

Ibu Suciati, S. Pd also gave the same opinion<sup>138</sup>:

*“Biasanya kepala sekolah melakukan semacam pendampingan atau observasi, sekaligus mungkin menilai juga. Dalam satu tahun ada beberapa kali pendampingan. Awal semester, pendampingan dalam penyusunan perangkat pembelajaran kayak RPP, silabus dan lain-lainya. Terus pas kita mengajar dan sebelum UAS.”*

(The principal does kind of assisting or observation, and also assessing. In a year there are several assisting. The beginning

<sup>137</sup> Haryati, S. Pd. Wednesday, May 25th, 2016

<sup>138</sup> Suciati, S. Pd. SD, Thursday, May 26th, 2016

of semester is assisting in arranging the learning administrative equipment such as lesson plan, syllabus, etc. Then, it is also done when we teach and before national final exam.)

From the interview result above and supported by the document of supervision program, the head master does the supervision toward the teacher related to the learning administrative equipment, learning process and learning evaluation. The supervision activity is conducted three times in one semester (in the beginning, middle and the end of semester).

The headmaster also gives the assessment for the teacher which is called *SKP* (*Sasaran Kerja Pegawai/Employee Work Target*) especially for the teacher of government employee. Next, the school has the program for the routine meeting activity to evaluate and arrange the school performance (transparency and accountability). It is similar with Ibu Haryati, S. Pd said<sup>139</sup>:

*“Biasanya kami mengundang komite sekolah , pengawas dan seluruh wali murid untuk mengevaluasi dan menyusun kinerja sekolah. Biasanya kita sebut rapat pleno. Rapat tersebut untuk mengevaluasi atau melaporkan program kerja tahun lalu dan untuk menyusun program sekolah untuk satu tahun mendatang. Selain itu, sekolah juga mengadakan rapat untuk guru sendiri yang disebut dengan rapat kerja yang dilaksanakan tiap 1 bulan sekali. Biasanya menyampaikan informasi-informasi terbaru dari dinas pendidikan kecamatan, karena setiap bulan dinas pendidikan kecamatan mengadakan rapat dinas.”*

(Usually we invite the school committee, school supervisor and all the students' parent to evaluate and arrange the school performance. We call the plenary meeting. That meeting is held to evaluate and report the work program last year and to arrange the school program for a year. The school also holds the meeting for teacher which is called the work meeting done once a month. It shares the newest information from educational department.)

The same statement is also quoted by Ibu Endang Sulistyowati<sup>140</sup>:

*“Biasanya di sekolah kita setiap bulan ada rapat kerja dik. Karena kan kepala sekolah rapat K3S dan juga rapat dinas yang diadakan*

<sup>139</sup> Haryati, S. Pd. Wednesday, May 25th , 2016

<sup>140</sup> Endang Sulistyowati, Thursday, May 30<sup>th</sup>, 2016

*oleh Kantor disdikcam kan juga tiap bulan. Jadinya kepala selalu menyampaikan hasil rapatnya, kan penting buat kita ketahui. Nah, kemudian rapat kerja itu disisipi evaluasi tentang apa yang telah kita laksanakan dan juga membahas masalah yang muncul dan juga solusinya.”*

(Usually we have work meeting every month at school because the principal also attend the monthly meeting held by principal organization or K3S and educational department office. So the principal share the result of meeting to us because it is very important to be known by us. Then, thus meeting is inserted by evaluation about the program that we have implemented including the problem and its solution.)

Ibu Suciati, S. Pd also gave the same opinion<sup>141</sup>:

*“Kalau evaluasi kita biasanya lewat rapat kerja kalau lingkupnya guru dan kepala sekolah. Tapi kalau yang lingkupnya besar ya rapat Pleno yang melibatkan komite sekolah, wali murid dan pengawas SD. Kalau rapat Pleno biasanya diadakan setahun sekali. Ini sangat penting karena orangtua bisa mengevaluasi langsung dan juga ikut memberikan saran atau ide untuk program yang akan kita buat.”*

(Usually evaluation is done through the work meeting in the scope of teachers and principal. But if it is in bigger scope which involves the school committee, parents and school supervisor, we will held the plenary meeting. The plenary meeting is held annually. It is very important because parents can evaluate directly and also joint to give the suggestion or idea for the program which will be made by us.)

According to the interview result above, the researcher can take the conclusion that to evaluate and arrange the school performance, every month SD Negeri Wedarijaksa 01 holds the intern work meeting which consists of teachers and head master. Whereas the meeting which is attended by the school committee, parents, elementary supervisor, and community is called plenary meeting which is done once a year. It is intended to evaluate the performance for a year and arrange the program for the next year.

141 Suciati, S. Pd. SD, Thursday, May 26<sup>th</sup>, 2016



## 2. The Quality of Education in SD Negeri Wedarijaksa 01

### a. The Access

SD Negeri wedarijaksa 01 has the good relation to the customer and it can be seen from the interview result with Ibu Suciati, S. Pd as the class teacher<sup>142</sup>:

*“Saya sebagai guru kelas V pada awal masuk tu ketika masuk pertama kali saya memberikan no HP saya pada wali murid. Begitupun juga wali murid saya mintai no HP mbak. Sekarang kan ada HP enak bisa cepat kalo sakwayah-wayah mau memberikan info. Bahkan ada lo mbak yang orangtuanya TKW di luar Negeri, dia sering telpon saya menanyakan perkembangan anaknya. Nah kalau saya terima telpon dari luar negeri kan pulsa saya cepet habis, e malah saya sering dikirim pulsa yang orang tua nya TKW tadi. Dia malah berterima kasih karena saya mau menerima telpon dan membantu mengawasi anaknya.”*

(I am as the teacher of class five, in the beginning of the new academic year I share my phone number to the students' parent. I also ask the parents' phone number. It is very effective by using the cellphone and we can share the information anytime and anywhere. Even there is a student parent who works abroad. She gives her gratitude because I want to answer her phone call and help her to give attention to her daughter.)

One of the parents from the student in SD Negeri Wedarijaksa also gave the explanation that<sup>143</sup>:

*“Iya mbak betul, saya punya no HP gurunya anak saya. Kan cepet kalau mau nanyak-nanyak. Maklum mbak anak saya kan kadang-kadang kalau diberitahu gurunya kadang ada yang ingat ada juga yang nggak, biasanya saya terus telpon atau sms gurunya. Gurunya baik kok mbak, nggak papa terima sms atau telpon, kadang kan takute gak sopan. Tapi malah disuruh kalau ada apa-apa suruh sms. Dan Hp nya itu mudah dihubungi kadang-kadang kan ada kalo ditelp gak diangkat-angkat atau gak ada sinyal atau juga sering dicas.”*

(Yes, exactly I have my son's teacher phone number. It makes faster if there is question or problem. Because sometimes my son is difficult to memorize what his teacher said, I call and

<sup>142</sup> Ibid.

<sup>143</sup> Jumiatun, Wednesday, June 1<sup>st</sup>, 2016



send message immediately. His teacher is very kind and she doesn't matter if anytime she is called and sent message. Sometimes we are afraid that it is not polite but the teacher asks. Her phone cell also is on to be called.)

There is also another answer of interview between the researcher and the other parents which support the statement above, as followed<sup>144</sup>:

*“Gih, saya gadah no HP ne Bu Suci..kan saget menghubungi cepat. Upami kulo sms gih langsung dibales. Kadang kan anak saya sakit gak enak badan kulo telpon gurune ijin.”*

(Yes, I have Mrs. Suci's phone number so I can contact her in fast. If I sent the message, she would reply soon. When my son got sick and could not go to school I just made a call to her to ask her permission.)

From those statements above, the researcher can summarize that it is indicates that SD Negeri Wedarijaksa 01 especially the teachers have the relation with the customer in this case is parents. The teacher also creates the good access for the customer in this case is with the parents. The relation with the customer is easy, fast phone call response. The teacher is ready, easy and available to receive the parent's call.

#### b. The Service for the Customer

The school provides the things that can be used to distribute the parents and society contribution. It can be seen through the interview result by the head master<sup>145</sup>:

*“Mungkin yang tidak ditemukan di sekolah lain, kami punya paguyuban khusus untuk orang tua atau wali murid di tiap kelas. Jadi tiap kelas tu ada paguyubannya mbak. Nanti ada ketua, sekretaris dan sebagainya. Nah, ternyata yang awalnya saya pesimis nggak bakalan berjalan ternyata kok hasilnya lumayan. Salah satunya adalah mereka membantu memanej kebutuhan kelas tu kurang alat apa. Bahkan kadang ada juga yang berpartisipasi dalam kegiatan pembelajaran. Nah anak-*

<sup>144</sup> Yati, Wednesday, June 1<sup>st</sup>, 2016

<sup>145</sup> Haryati, S. Pd. Wednesday, May 25<sup>th</sup>, 2016

*anak juga merasa senang karena orangtuanya kan sangat perhatian jadinya.”*

(Probably something that we can not find in other schools is that we have the organization of parents in each class. So in each class there is its organization. There is a head, secretary etc., in each class. At first, I was pessimistic that this way will not run well but in fact the result is good. One of the advantages is that they help to manage the class necessary. Sometimes there is also parent who participate in learning activity. The students feel happy because their parents pay more attention to them.)

To cross check the headmaster’s statement, it can be matched with the parent’s statement<sup>146</sup>:

*“Ya, benar mbak. Di SD sini ada kelompok orangtua wali tiap kelas. Nanti ada ketuanya yang aktif biasanya. Terus nanti kan gampang kalau ada informasi apa-apa itu cepet tinggal disms i. Kalau ada urunan untuk mbantu-mbantu atau beli-beli apa gitu cepet informasinya. Kapan tu tengok murid ada yang sakit di rumah sakit, ibu-ibu kompak pada tengok iuran biar gak berat. Kan daripada tengok sendiri-sendiri.”*

(Yes, that is true. In this elementary school there is a group which consists of parents in each class. It will be easy, if there is information and they just send short message to all the members. One time, there was a sick student in the hospital. The group of mothers is solid to visit by collecting the aid.)

The same statement is also said by Bapak Nano Yudianto as the student’s parent<sup>147</sup>:

*“Di SD Negeri Wedarijaksa 01 ini memang ada paguyuban khusus orang tua wali di tiap kelas. Saya juga ikut paguyuban kan anak saya kelas satu. Enak mbak, jadi kalau ada apa-apa kita bisa diskusikan bersama-sama.”*

(There is an organization among student’s parents in each class in SD Negeri Wedarijaksa 01. I also join with that organization because my son is on the great one. I feel fine, so if there is a problem we can discuss it together.)

Based on the three interview result, it can be concluded that the school gives the service by organizing the facilitation for the parents group (*paguyuban wali murid*) in each grades. Through the parents

<sup>146</sup> *Ibid.*

<sup>147</sup> Nano Yudianto, Wednesday, June 1<sup>st</sup>, 2016

group they are involved in the management of class and parents feel to posses. It also can cause the school program running smoothly.

Another service that is facilitated by the school is SD Negeri Wedarijaksa 01 has the power source to support the learning process. It can be seen from the head master's statement below<sup>148</sup>:

*“Di SD kami lumayan memiliki sumber belajar. Kami menyediakan perpustakaan yang memadai dan nyaman untuk membaca. Terus ada mushola, anak-anak kalau mau praktek sholat, wudlu nggak harus ke Masjid Desa Wedarijaksa. Kemudian kami memiliki green house yang didalamnya terdapat banyak jenis tanaman agar siswa bisa mengamati secara langsung. Sehingga pembelajaran tu benar-benar bisa kontekstual.”*

(We have the sufficient learning source in our school. We provide the representative and comfort library to read. Then, we also have mosque so when the students want to practice praying, they don't have to go to out side school. We also have greenhouse which has many kinds of plants so the students can observe directly. Therefore, the learning is really contextual.)

The researcher also found out one of students in SD Negeri Wedarijaksa 01. He told that:

*“Senengnya kalau diajak Bu guru ke perpustakaan, terus ke greenhouse disuruh mencari daun yang bentuknya menyirip. Terus ada kupu-kupu disana, seneng bisa menangkap.”*

(I'm happy, if my teacher invites us to the library, then to greenhouse. We are asked to look for the leaf. Then, there are butterflies and I'm happy to catch them.)

Ibu Suciati, S. Pd also adds the statement about the school's facilitation<sup>149</sup>:

*“Sekolah kami memang arealnya cukup luas dan letaknya strategis. Di bagian belakang sekolah kami ya masih satu lokasi dengan kita ada gedung PGRI yang sangat luas sekali. Nah di sekitarnya tu ada lapangan Voli jadi guru olah raganya kalau pas praktek bola voli gak kesulitan dan kalau badminton tinggal pasang net di indoor gedung PGRI kan standard lapangannya. Kemudian dibelakangnya ada kebun yang ditanami mangga kan bisa juga untuk pengamatan pas pelajaran IPA.”*

<sup>148</sup> Haryati, S. Pd. Wednesday, May 25th, 2016

<sup>149</sup> Suciati, S. Pd. SD, Thursday, May 26<sup>th</sup>, 2016



(Our school has broad enough area and its location is strategic. In the back side of school there is *PGRI* building which is very broad. In front of that building there is a volley ball court. So our sport teacher and students are not difficult to find the facility to practice and if they want to practice Badminton they can use indoor standard badminton court in *PGRI* building. There is also a mango garden which can be used for observation and research.)

From those statements above, the researcher can take the note that the school provides the power source to support the learning process. The learning power source which belongs to SD Negeri Wedarijaksa 01 is the representative library, the mini mosque to practice the religious learning, the green house for saint observation and the broad school yard. Then, the school also has the sports facilities to support the student's talent in sport.

#### c. The Leadership

The leadership in SD Negeri Wedarijaksa 01 is located in the ability of head master. The researcher has done the interview to the informant to dig the data about the leadership of head master of SD Negeri Wedarijaksa 01. One of the sources is the school supervisor of *Dabin (Daerah Binaan)* one. Bapak Imam Sukamto, M. Pd said that<sup>150</sup>:

*“Kepala SD Wedari satu Bu Haryati, kalau menurut saya memang tekun dan berkompeten. Beliau memiliki ketrampilan dalam menjalankan tugas sebagai kepala SD. Setiap rapat beliau selalu mengingatkan tentang visi-misi sekolah kita. Awalnya memang biasa saja tapi semenjak beliau mengikuti diklat tentang MBS wakil dari Kabupaten Pati bersama dua kepala sekolah lainnya. Tanggung jawabnya besar karena SD Wedari 01 kan dijadikan sekolah rintisan MBS. Nah itu kan butuh kerja keras dari seorang kepala sekolah. Akhirnya pada tahun 2015 SD ini ditunjuk dari Dinas pendidikan Kecamatan Wedarijaksa untuk mengikuti Lomba Budaya Mutu tingkat Kabupaten Pati. Nah berkat kerja keras dari SD Wedari 01 utamanya kepala sekolahnya akhirnya sampai tingkat nasional dan mendapatkan juara 3.”*

(The principal of SD Negeri Wedarijaksa 01 is Mrs. Haryati. According to me, she is zealous and competence. She has the skill in doing her duty as the head master. She always remains

<sup>150</sup> Imam Sukamto, Monday, May 30<sup>rd</sup>, 2016



our school vision and mission in every school meeting. At first she was usual, but after she attended the education and training about school based management included two others principals she was different. Her responsibility is big because SD Negeri Wedarijaksa 01 is become the pioneering school of *SBM*. That's why it needs the hard work from a principal. Finally in 2015, this school was assigned to join the contest of quality culture in the level of Pati district. Due to their hard work of school and especially the principal, finally they could join until the national level and got the second runner up champion.)

The data about the leadership of headmaster in SD Negeri Wedarijaksa 01 is also taken from one of teachers, Ibu Endang Sulistyowati. She said that<sup>151</sup>:

*“Bu Har itu orangnya disiplin mbak, tepat waktu. Dekat dengan guru-guru dan juga siswa. Klo sama siswa hafal namanya padahal kan kepala jarang masuk kelas kan. Tapi beliau berusaha mengenal. Saya yakin beliau juga pekerja keras mbak. Buktinya pada saat sekolah kita ditunjuk untuk ikut lomba budaya mutu, Bu Har siap dan berusaha maksimal. Trus kalau ada apa-apa selalu koordinasi dengan kita dan orangnya fleksibel lah. Cuma ya itu beliau kan kecil badannya kadang agak sakit-sakitan kalo kecapekan.”*

(Mrs. Har is a kind of discipline person and on time. She is very close to the teachers and students. She memorizes the students' name although she often enters the class. But, she tries to introduce them. I am sure that she is also a hard worker. The proof is that our school was assigned to join the competition of quality culture and Mrs. Har was ready and tried maximally. Then, If there was a problem, she would always coordinate with us and she is very flexible. She has skinny body so she's easy to get sick.)

The same statement is also said by the school committee, Ibu sulastri, M. Pd<sup>152</sup>:

*“Sejak kepemimpinan Bu Har SD sini lumayan lah mbak, bisa masuk lomba sampai tingkat nasional walaupun juara tiga. Dan lombanya itu kan budaya mutu jadi bukan lomba biasa, melibatkan seluruh masyarakat, komite, kantor-kantor lain seperti Polsek, Koramil, puskesmas tidak hanya sekolah saja karena selama ini memang SD Wedarijaksa bekerja sama*

<sup>151</sup> Endang Sulistyowati, Thursday, May 30<sup>th</sup>, 2016

<sup>152</sup> Sulastri, M. Pd, Wednesday, June 1<sup>st</sup>, 2016

*dengan instansi lainnya. Nah kan kalau Kaseknya tidak lincah ya nggak bisa.”*

(Since the leadership of Mrs. Haryati, S. Pd, this school is not bad. We are included in the national level of competition although we only get the second runner up and the competition is not such as a common competition. It is a quality culture competition which involved police office, army in the sub district level, and also the health centre office because SD Negeri Wedarijaksa 01 has the correlation and cooperation with them. So, if the principal is not energetic and active, it will be impossible.)

According to the interview result above, the researcher can take the conclusion about the leadership of head master of SD Negeri Wedarijaksa 01 that the head master has and communicate the clear vision and drives her job properly. She also knows her teachers and students. The head master places the quality as the priority and the proof that the school won the quality culture competition in the national level.

#### d. The Effective Learning

Learning is the main factor of an education quality. The effective learning will indicate that the education in one school is qualified. Related to the implementation of effective learning in SD Negeri Wedarijaksa 01, the interview result below gives the contribution here as followed<sup>153</sup>:

*“Dalam mengajar pelaksanaannya kita menggunakan strategi proses pembelajaran PAKEM yakni pembelajaran aktif, kreatif, efektif dan menyenangkan bagi siswa. Salah satu contohnya adalah ketika pelajaran IPS kita menggunakan teknik role playing atau bermain peran, pelajaran matematika kita praktek jual-beli sambil bermain peran juga. Pokoknya yang membuat siswa senang dalam belajar. Kadang-kadang juga kita ajak pembelajaran diluar kelas dengan menggunakan sarana dan prasarana yang ada. IPA contohnya, anak-anak diajak ke greenhouse, kita kan punya greenhouse..mbak. Murah meriah..mbak karena menggunakan lingkungan sekitar sebagai sumber belajar.”*

<sup>153</sup> Haryati, S. Pd. Wednesday, May 25<sup>th</sup>, 2016

(In the teaching implementation, we use the learning process strategy of PAKEM. It is active, creative, effective and fun learning for students. On of examples is on social subject we use the role play technique, they practice the selling-buying in math subject. The main important thing is that it can make the students happy in learning. Sometimes they also learn outside classroom by using our own facilities. For example saints subject, the students are asked to the greenhouse. We use the greenhouse and it is cheap because we use the surround environment for learning media.)

Ibu Endang Sulistyowati also has the same statement, as followed<sup>154</sup>:

*“Sejak sekolah kita menjadi rintisan MBS, strategi pembelajaran kita menggunakan PAKEM. Salah satu contohnya ya belajar di luar kelas biar anak nggak bosen. Kita juga ada teknik memberikan Sarapan Pagi ketika mau masuk dan Makan Siang pas mau pulang. Maksudnya Sarapan pagi itu anak diberi kartu satu persatu yang isinya pertanyaan tentang pelajaran nah ketika mau pulang tu makan siangnya anak menjawab pertanyaan yang ada di kartu tadi. Ternyata cara ini efektif mbak. Ntar kan dia akan berusaha mencari jawabannya kalau tidak bisa menjawab bisa dibantu temannya. Nah kan berarti ada unsur cooperative learning nya.”*

(Since our school becomes the pioneering school of SBM, we use PAKEM as the learning strategy. One of examples is learning outside classroom to avoid the students' bored. We also have the technique by giving the breakfast in the morning and lunch before they go home. The breakfast here means that they are given the card one by one which contents of question about the lesson and the lunch is before they go home they have to answer the question. In fact, this way is effective. Then, they will try to find out the answer. If they can not answer they will be helped by their friends. This is a kind of cooperative learning.)

From those descriptions above, it can be noted that the school developes one appropriated strategy to make the effective learning. The variation of learning model is also proper and interesting for the pupils. The learning is also students centered learning with the proof that the students are active to learn by him so the teachers have enough time to

<sup>154</sup> Endang Sulistyowati, Thursday, May 30<sup>th</sup>, 2016



pay attention at the students. By giving the question card in the beginning of class makes the students character to be responsible to answer in the end of the class. Therefore, the objective of learning can be reached.

e. The students

The qualified education placed the students as the main customer. The students have the importance which can support their learning activity to be smooth, comfort and save. The indicators are the existence of the clear directions (notice and caution), the clean and health toilet. The school staffs are communicative to the students. The transportation to school is easy to find. It is can be seen through the documentation that is taken by the researcher.

The qualified school also has close relation with the customer satisfaction. The students' satisfaction can be proofed when the students feel proud for being the students of SD Negeri Wedarijaksa 01. It can be seen through this interview result with the student 1 above:

*"Ya saya senang sekolah di SD sini, karena teman-temannya baik-baik nggak ada yang nakal."*

(Yes, I am happy studying in this school, because my friends are good. There is no naughty student.)

The student 2 also gave the expression which can be seen below:

*"Iya, saya bangga menjadi Murid SD Negeri Wedarijaksa 01, karena sekolahnya besar."*

(Yes, I am proud to be the student of SD Negeri Wedarijaksa 01, because the school is big.)

The student 3 also has the statement that he feels fun and proud to be one of students in SD Negeri Wedarijaksa 01.

f. The Teachers and School Staff

A qualified school has the teachers and also staff who have the positive attitude and motivation. Related to the attitude and motivation, the head master gave the explanation below<sup>155</sup>:

<sup>155</sup> Haryati, S. Pd. Wednesday, May 25<sup>th</sup>, 2016

*“Guru-guru disini dan karyawan hampir rata-rata berangkat pagi-pagi jarang ada yang terlambat karena sudah budaya kalau ada yang terlambat malah ewuh sama temene. Terus kalau sudah sampai kelas ya konsentrasi mengajar dan fokus memperhatikan siswa kan pembelajarannya student centered jadi guru lebih fokus ke siswa. Terus antar guru dan staff pada rukun jarang yang cek cok karena kita ini kerja disini kita anggap keluarga.”*

(Teachers and staffs mostly come to school on time. They are seldom late because it is a kind of culture in our school. They will feel uncomfortable, if they come late. After they arrive at class they concern for teaching and focus on paying attention at the pupil because the learning is student centered. Then, between the teacher and staff are harmonious and it seldom has the conflict. We work here and considered as our family.)

Related to the teachers and school staffs, Ibu Suciati also gave her perception. She said that<sup>156</sup>:

*“Kita antara guru dan juga karyawan kayak penjaga sekolah dan juga operator rukun saling membantu, bekerja sama. Apalagi pas kita ikut lomba budaya mutu kita kan kerja tim. Kita dibina juga dalam kerja tim walau setelah itu kita diberi tanggung jawab masing-masing, kayak saya itu kan bagian manajemen kurikulum tapi tetap saja saya meminta bantuan bu Endang yang bagian manajemen kesiswaan. Karena ada kaitannya.”*

(Among the teacher, staff, school guard and operator are harmonious and cooperative each other. More ever when we joined the contest of quality culture, we worked in team. We are also constructed working in team and after that we are given each responsibility, for example I am given the responsibility of curriculum management but I still ask the help of Mrs. Endang who is responsible in student management. It is because of its correlation.)

Ibu Endang Sulistyowati also said about the teachers and school staff. She said that the teachers have the office room which is representative and comfortable. The room is broad and they have the chance to hold the meeting or discussion inside the room. She also said that the school provides the computers and lap top which can be used by the teachers and staff.

<sup>156</sup> Suciati, S. Pd. SD, Thursday, May 26<sup>th</sup>, 2016

From the description above, the researcher can take the conclusion that SD Negeri Wedarijaksa 01 has the teachers and staff who have the attitude and motivation. The indicators are that the teachers focus on the students activity, they have high discipline and responsible of the quality culture. Among teachers and school staffs are able to work in team. They help each other but still focus on their own job. The teachers and staff are also facilitated in a comfort and representative room. The room is abroad enough which can be used for the meeting and discussion.

g. The External Relation

SD Negeri Wedarijaksa 01 in 2015 joined the quality culture competition in the national level and won as the second runner up. There are some external relations that are involved and participate in the school based management. Here is the interview result with Pak Mursidi (Staff Koramil Wedarijaksa):

*“SD Ndari satu memang kerjasama dengan kita. Pada satu waktu kita didatangkan ke sekolah untuk ikut masuk kelas dan mengajar anak dan jadi Pembina Upacara pas hari senin upacara Bendera. Hal ini bertujuan agar anak-anak bisa lebih dekat dengan kami. Selain dengan koramil yang saya tahu juga dengan polsek Kajar.”*

(SD Negeri Wedarijaksa 01 has cooperation with us. One day we are invited to the school for joining the class and teaching the students, become the ceremony inspector on Monday morning. This has an objective that the students can be close to us. They also have the cooperation with police office.)

Ibu Suciati, S. Pd also gave the description about the external relation<sup>157</sup>:

*“Kita memang kerjasama dengan instansi kayak polsek, biasanya kalau polsek kami datangkan dua bulan sekali. Programnya ya beda-beda. Ada satu waktu yang kita fungsikan mereka sebagai Pembina Upacara dan terkadang masuk ke kelas terlibat secara langsung dalam pembelajaran. Selain polsek kita juga kerja sama dengan koramil, kantor kecamatan dan puskesmas. Untuk puskesmas biasanya mereka yang mengadakan acara seperti gerakan cuci tangan masal,*

<sup>157</sup> Haryati, S. Pd. Wednesday, May 25<sup>th</sup>, 2016



*pelatihan dokter kecil juga. Selain dengan instansi, kita juga ada kerjasama dengan masyarakat sekitar. Kita kan punya kebun mbak. Ditanami mangga, nah itu yang nggarap tu masyarakat. Nanti hasilnya juga buat sekolah, lumayan bisa menambah masukan untuk keperluan sekolah.”*

(We have the cooperation with other instances such as police office. Usually they are invited to school once in two months. Sometimes they are functioned as the inspector of ceremony and also come directly into the class, involve directly in learning. We also have the cooperation with the army office in the sub district level and health centre office. We also have the cooperation with the surround society. We have the mango garden and it is worked by the worker from surround society. The crop result is precious for fulfilling the school necessary.)

The documents which support the cooperation between the school and external relation are also got by the researcher as the verification such as the invitation letter and pictures of activities.

Based on the explanation and interview results above, the researcher may take the conclusion that the school has the good relation with the relevant communities. The school also has the strong relation with the education partner. The indicators are the school ask the community to involve directly and actively in managing the garden and gives the external side to participate in the school program.

3. The Proponent and Obstacle Factors in Implementation to Improve School Based Management in SD Negeri Wedarijaksa 01 Pati
  - a. The Curriculum and Learning

The management curriculum and learning in SD Negeri Wedarijaksa 01 has already been properly generally. In the implementation of curriculum and learning management there are proponent and obstacle factors which are faced in the implementation.

It is said by Ibu Haryati, S. Pd as followed<sup>158</sup>:

*“Faktor pendukungnya diantaranya adalah guru kelas kami lengkap maksudnya tidak ada guru kelas yang memegang lebih dari satu kelas. Selain itu peran serta orang tua dan masyarakat sekitar, mereka sangat memotivasi anak-anaknya agar*

<sup>158</sup> Haryati, S. Pd. Wednesday, May 25<sup>th</sup>, 2016

pendidikannya baik. Terutama kalau ada kegiatan mereka sangat mendukung sekali. Selain itu yang menjadi faktor pendukung adalah sarana dan prasarana. Terutama kami memiliki Ruang kelas yang memadai, perpustakaan, tempat ibadah/mushola, kita juga punya kebun atau ladang yang bisa dipakai anak untuk pembelajaran, dan kita juga ada Greenhouse anak bisa melihat langsung tanaman-tanaman untuk pelajaran IPA. Kalau faktor yang menghambat salah satunya, kalau pas ada lomba-lomba kegiatan pembelajaran jadi agak terganggu. Kan SD sini sering lokasinya sering dipakai lomba mbak. Ada lomba Porseni, FLS2N, Mapsi dan sebagainya. Selain itu, karena kita pembelajarannya menggunakan PAKEM, kan membutuhkan persiapan tenaga serta biaya yang banyak.”

(The proponent factor is that our class teacher is complete and it means that there is no teacher who teaches double class. The parents’ role and society support and give big motivation so their children have good education. Especially if there is an activity they support intensely. The facilitation and tools also become the proponent factor. We have the representative classroom, library and mosque. We also have the garden and greenhouse which can be used from learning and the students can see directly the plants for saints learning. Whereas one of obstacle factors is when there is competition or event in SD Negeri Wedarijaksa, the students are bothered. Another factor is that the implementation of PAKEM method needs more power and cost.)

Ibu Suciati, S. Pd also gave the almost same argument<sup>159</sup>:

“Kalau faktor pendukung yang berhubungan dengan pembelajaran kebetulan Guru di SD sini kan lengkap walaupun guru kelasnya kurang satu yang PNS tapi kan ada guru Wiyata. Komite sekolah serta orang tua juga sangat mendukung dengan pembelajaran PAKEM yang kita laksanakan disini. Sarana dan prasarana disini juga lengkap dan mendukung pembelajaran siswa contohnya, kita punya perpustakaan, tempat ibadah kan anak bisa praktek solat langsung di mushola dekat lagi. Areal kita tu luas, sehingga ada beberapa areal yang bisa kita jadikan kebun kemudian ditanami Mangga. Jadi anak-anak kan kalau belajar langsung di kan jadi menarik. Gak bosan di kelas terus. Kita juga punya Greenhouse yang didalamnya terdapat tanaman-tanaman. Penghambatnya diantaranya kadang kendala waktu mbak. Sini kan sering dipakai lomba atau sekolah kami kan sering maju lomba jadi ya kadang waktu pembelajarannya agak sedikit tersita.”

<sup>159</sup> Suciati, S. Pd. SD, Thursday, May 26<sup>th</sup>, 2016

(The proponent factor which relates to the learning process, fortunately the class teacher in SD Negeri Wedarijaksa 01 are sufficient and all of them are the government employee. There is only a class teacher who is non government teacher. The school committee and parents also support with *PAKEM* learning which is implemented here. The facilities and tools here are complete and support the students' learning. For example, we have a library and mini mosque so the students can practice the religious activity directly in the close mosque. Our territorial is broad so there is rest area that can be used as the garden planted the mango tree. The teacher can learn contextually, interested and are not bored. We also have a green house which there are many kinds of plants inside. One of obstacle factors is about the time. This school is used as the place for any kind of competition so the learning time is a little bit wasted.)

Those statements above are supported by the description from Ibu Endang Sulistyowati as followed<sup>160</sup>:

*"Stakeholder sangat mendukung kegiatan kami di sekolah. Guru kelas ada semua kecuali guru kelas II diajar oleh Guru Wiyata. Kita kan melaksanakan pembelajaran PAKEM MBS, guru setiap hari mempersiapkan pembelajarannya agak menguras tenaga dan biaya sih. Kemudian faktor penghambatnya kadang-kadang kalau SD kita dipakai lomba anak-anak dipulangkan pagi kan waktu tersita."*

(The stakeholder supports our school activity. The class teachers are fulfilled except the grade two which is taught by the non government teacher. We apply the *PAKEM* method in learning so every day the teacher prepares her or his learning. It depletes more power and cost. Then another obstacle factor is that our school is used for the place of competition and the students are sent home early.)

According to the interview result above, it can be concluded that SD Negeri Wedarijaksa 01 in implementing the curriculum and learning management has the proponent and obstacle factors. The proponent factors are: 1) the role of stakeholder who supports the learning with using *PAKEM*, 2) the number of teachers which is sufficient, 3) the complete facilities which become the media for learning such as, library, mosque, greenhouse, broad school yard and greenhouse.

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<sup>160</sup> Endang Sulistyowati, Thursday, May 30<sup>th</sup>, 2016



Whereas the obstacle factors in the implementation of learning management are as followed: 1) the competition activities sometimes make the learning activity can not go smoothly, 2) The using of PAKEM in learning causes the more time, power, energy and cost.

#### b. The Students

In the implementation of student management, the school also has the proponent and obstacle factors. The brief description can be seen in the interview result with the head master below<sup>161</sup>:

*“Kalau ketika ada lomba disini tu orang tuanya pada mendukung mbak. Malah kadang ada orangtua yang memiliki keahlian tertentu biasanya ikut membantu membina anak yang akan ikut lomba. Kalau faktor yang menghambat biasalah anak-anak tu ka nada yang mudah diatur ada juga yang susah diatur ada juga yang suka nakalin temennya. Ada juga orangtua yang melarang anaknya ikut lomba alasannya karena takut ketinggalan pelajaran di sekolah.”*

(Mostly parents support when their children participate the contest. Moreover there are parents who have the specific skill join in helping and coaching the students who will participate in the contest. Whereas the obstacle factor is that sometimes some of pupils are easy to be directed and some of them are hard and bother their friend. There are also parents who prohibit their children to join with the reason that the children can miss the lesson at school.)

The interview result with Ibu Sulastri, S. Pd. M. Pd as the school commette also supports the statement above<sup>162</sup>:

*“Faktor pendukung pada saat siswa ikut lomba orang tuanya seperti yang ikut lomba, maksudnya mereka ikut sibuk juga. Ini kan ada indikasi positif tinggal sekolah yang harus menjaganya. Tapi ada juga orang tua yang memang anaknya ikut lomba atau ikut kemah juga tidak diijinkan. Takut konsentrasi belajar terganggu tapi ya kita hargai karena orangtua kan beda-beda juga. Karena beda background nya mbak.”*

(The proponent factor is when the student joins the contest the parents also are busy to participate. This is a positive indication and the school must keep this condition. But, in another case there is also parents who do not allow their children to join the contest. The reason is that their children's concentration is disturbed but we respect it because parents are different of background.)

<sup>161</sup> Haryati, S. Pd. Wednesday, May 25<sup>th</sup>, 2016

<sup>162</sup> Sulastri, M. Pd, Wednesday, June 1<sup>st</sup>, 2016

Ibu Suciati, S. Pd added the argument about the proponent and obstacle factors in management of students<sup>163</sup>:

*“Rata-rata sih orang tua di SD sini mendukung dan memberi motivasi terhadap pendidikan anaknya. Ada yang dileske di luar sekolah agar bisa berprestasi dalam mengikuti lomba. Ada juga orang tua yang memiliki keahlian khusus ikut mbantu mbina saat anak mau lomba. Kalau faktor yang menghambat anak-anak itu kadang kalau dilatih ada yang mudah diatur ada yang enggak. Jadi ya gurunya harus sabar. Terus kadang ada orang tua yang memang acuh tak acuh terhadap pendidikan anaknya ya kurang memperhatikan lah.”*

(Mostly the parents of elementary school support and give the motivation toward their children education. Some of them are sent by their parents in the course of subject lesson out side school so they can achieve the competition. There is also a parent who has the specific skill and involves in helping and training the students in competition. The factor which may obstruct is sometimes the students are easy to be trained and somehow they also feel hard. So the trainer must be patient. Then, there are parents who are passive and do not care toward their children’s education.)

Based on the three opinions above, the researcher makes the conclusion that the school has the proponent and obstacle factors in implementing the student management. The proponent factors are: 1) the role of community and parents in developing the students’ ability is big. The parents are involved and participate in improving the student achievement. Whereas the obstacle factors are: 1) There are students who are difficult to be managed especially for those who are not motivated by their parents, 2) Sometimes there are parents who do not agree with the school policy.

#### c. The School Human Power

SD Negeri Wedarijaksa 01 has the proponent and obstacle factors in managing the human power resource. According to the head master, there are some points that support and obstruct<sup>164</sup>:

<sup>163</sup> Suciati, S. Pd. SD, Thursday, May 26<sup>th</sup>, 2016

<sup>164</sup> Haryati, S. Pd. Wednesday, May 25<sup>th</sup>, 2016

*“Alhamdulillah mbak semua guru Kelas disini sudah PNS jadi mereka dituntut memang harus profesional dalam mengajar. Sering juga dikirim diklat. Selain itu kinerja guru-guru disini juga bagus. Yah bisa dikatakan sumber daya nya mumpuni lah. Kalau gak, mana bisa kita lomba budaya mutu sampai lolos tingkat Nasional. Walaupun kepala sekolahnya kerja keras kalau guru-gurunya gak bisa diajak kerjasama kan juga sama aja. Kita juga punya tenaga operator sekolah yang dapat membantu kita dalam hal administrasi tapi ya itu dia masih wiyata jadi kita harus memperhatikan kesejahteraannya. Sama halnya penjaga sekolah kami juga masih wiyata mbak.”*

(Praise be to Allah, all the class teacher here have been the government employee and they are demanded to be professional in teaching. They also often are sent in the education and training. In addition, the performances of teachers in this school are also good. The proof is that we joined the contest of school quality culture and we won as the second runner up in the national level. Although the principal worked very hard, it would be the same if the teachers could not be asked to work in team. We also have the school operator who can help us in administration but she does not get the salary from government. It is also similar with the school guard.)

The same interview result is also quoted by Ibu suciati, S. Pd<sup>165</sup>:

*“Faktor pendukungnya itu guru-gurunya lengkap jadi gak harus mengampu sehingga KBM dapat berjalan dengan lancar. Selain itu kita juga ada guru olahraga, guru mapel PAI dan juga PAK dan semuanya PNS. Di SD kami juga ada tenaga perpustakaan yang juga merangkap menjadi tenaga administrasi sekaligus operator. Tapi sayangnya belum PNS. Kasian kan kalau kita bebani pekerjaan yang berat-berat.”*

(The proponent factor is the sufficient teacher so they must not teach two classes and the teaching-learning process can run smoothly. Besides we also have the sport, Islamic and Christian religion and all of them are the government employee. We also have a librarian who also has the administrative and operator job. Unfortunately she has not been a government employee. We do not load her much job)

Ibu Endang Sulistyowati also gave the same perception, as followed<sup>166</sup> :

*“Sini tu guru-guru kelas nya sudah ada semua mbak. Cuma kelas II aja yang diajar guru Wiyata. Tapi yang jelas kan gak ada guru*

<sup>165</sup> Suciati, S. Pd. SD, Thursday, May 26<sup>th</sup>, 2016

<sup>166</sup> Endang Sulistyowati, Thursday, May 30<sup>th</sup>, 2016



*yang ndobel. Dan rata-rata semuanya juga S1. Kendalanya kadang tenaga kependidikannya kayak operator dan penjaga memang masih belum PNS, tetapi walaupun belum PNS mereka semangat kerjanya luar biasa. Sehingga kadang-kadang kita harus bisa memberikan motivasi lah.”*

(In this school, the teacher is fulfilled. Only the second grade is taught by the non government teacher. Therefore there is no a teacher who teaches two classes. And mostly they are first degree graduated. The constraint is that the staff and operators are not the government employee, but their job spirit is great. So we must be able to give the motivation sometimes.)

From the interview result above, the researcher can take the conclusion that in implementing the management of teachers and staff there are proponent and also obstacle factors. The proponent factors are: 1) SD Negeri Wedarijaksa 01 has the sufficient teachers (class teacher, Sport, Islamic and Christian religion teacher) and all of them are active, 2) Most of the teachers have the qualified education especially for the government employee teacher. Whereas the obstacle factor is that the school staffs still have not become the government employee, so they do not get the enough salary.

### **C. Data Analysis**

#### **1. The Implementation of School Based management in SD Negeri Wedarijaksa 01 in the academic year Of 2015/2016s**

The low of education quality is one of the education problems which is faced by Indonesia. There are three distinctions of education in Indonesia; elementary, middle and high education. But, the elementary education must be given more attention than others because the education in elementary school is the basic for the next level. Therefore, the education quality in elementary school must be improved. The qualified education is very influenced by the management which is effective and efficient. One of the effort by the government is that change the decentralization to be centralization management. School based management is one of the managements which promote the centralization management.

School based management (SBM) is a model management which gives bigger autonomy to the school by involving the community and school citizen to manage the power resource as the effort to improve the school quality based on the national educational policy. By giving the bigger authority in managing the power resource can support the involvement all the stakeholders in making the decision which can be wished to improve the school autonomy and quality.

SD Negeri Wedarijaksa 01 is one of the elementary schools which are given the trust by the government to be one of the pioneering schools that conducts the school based management. Since 2010 SD Negeri Wedarijaksa has applied the school based management to manage the school until this recently time. Of course it is not an easy job which the result with the good quality can be reached in the short time. It needs a work hard and consistency in the implementation of SBM. In applying the SBM SD Negeri Wedarijaksa has the prominent thing that can bring into the new change; it is the used of PAKEM in learning process. PAKEM is one of SBM pillars that must be paid attention and practiced by the teacher. Almost the teachers in SD Negeri Wedarijaksa 01 practice and apply PAKEM in learning process.

In the implementation of school based management in SD Negeri Wedarijaksa 01, there are school management components that are researched. They are curriculum and learning management, student management, and teachers and staff school management. How the quality of education in SD Negeri Wedarijaksa 01 also became the second field to be researched. The third is the proponent and obstacle factors that are faced by SD Negeri Wedarijaksa 01 in school based management implementation.

#### a. The Curriculum and Learning Management

From the research result, it shows that the curriculum and learning management is implemented through four management process; planning, organizing, actuating and controlling and it appropriates with the essence of school based management such as; autonomy, flexibility, participation, transparency and accountability. The planning activity is visible when the

school arrange and develop the curriculum and learning which involves several sides such as; the head master, teachers, and school committee through the meeting of curriculum development team. After the curriculum is designed, it is sent to the school supervisor to be consulted and got the head of educational department office's approval (participation). In developing the curriculum and learning, the school considers the characteristics of students, teachers, school environment, society and local potency (flexibility). SD Negeri Wedarijaksa 01 also develops the local content curriculum which is ruled by the province and regional government. The planning activity is also shown by developing the administrative equipment of curriculum and learning which consists of annual and semester program, syllabus, lesson plan, minimum passed criteria, schedule and academic calendar (autonomy).

Organizing in the management of curriculum and learning in SD Negeri Wedarijaksa 01 is the distribution of teaching job description especially for the class teacher. A class teacher is given the responsibility to teach a certain class (autonomy). Organizing is also done when the learning is occurred in the classroom. The teacher organizes the class in various way by classical, in group and individually. Another kind of organizing activity in SD Negeri Wedarijaksa 01 is when the organization structure is formed by the head master and school commette through the meeting. Each school personnel (teacher) are given the responsibility in management, for example one teacher is responsible in curriculum, students, cost, or facilities and infrastructure management (participation).

Actuating in curriculum and learning management in SD Negeri Wedarijaksa 01 is visible in the learning process. The learning process in SD Negeri Wedarijaksa 01 is done by using PAKEM learning strategy (flexibility and participation). This strategy gives the chance to the students to participate actively, interactively, creatively, and autonomously. The learning is not teacher centered but students learning centered. The students learning activity is various for example, interview,



observation, role playing, discussion, presentation and etc., which appropriate with the developed competence. The teacher also advantages the surround environment as the learning source such as, library, school yard, greenhouse, garden etc. The founding for the students' talent and interest in the program of extracurricular is also the actuating activity to improve the school achievement.

The controlling activity of curriculum and learning management in SD Negeri Wedarijaksa 01 is done through evaluation and reporting. The way teacher in evaluating the students learning result is by assessment. The learning assessment consists of process and result assessment. The learning process assessment is done when the learning occurs related to the creativity, active, cooperation, etc, whereas the result assessment is done through the daily and final semester test. The teacher also uses the portfolio assessment (transparency). Next, the teacher needs to control whether the students' learning result reaches the minimum criteria or not, so the remedial is need to be done. The students learning result is reported necessarily to the parents as the form of school responsibility. The school gives the responsibility of students' learning result to the parents through the report book that called *Raport* and the result of daily test at the middle semester. Therefore, the parents have more pay attention to their children to improve their achievement.

b. The Student Management

The management of students in a school is needed to manage many kinds of activities related to the students (*kesiswaan*) because the students are not only a subject but also an object in the education process. The implementation students management in SD Negeri Wedarijaksa 01 is done through the process of planning, organizing, actuating and controlling but it still appropriate with the essence of SBM such as, autonomy, flexibility, participation, transparency and accountability.

The planning activity in student management in SD Negeri Wedarijaksa 01 is started by the acceptance or recruitment of new

students. The recruitment is by giving the opportunity to all the elementary school ages from any kind of economic, social, religion, ethnic background (flexibility). There is no test selection for the new students registration. The register just fulfills the age of six years for the requirement. The procedure for the acceptance of new students is started by making the prediction report of new students, and then the school makes the announcement about the schedule information for the registration. The school also gives the socialization in the closest kindergarten to find the information about the number of kindergarten graduate (transparency).

The planning activity to prepare the new students in SD Wedarijaksa 01 is visible in the orientation program for new students and it is usually done about three days. This program is intended to introduce the environment surround the school both inside and outside school. Next, the students are also introduced with their teachers, friends, and school staffs. The positive habits are also very important to be oriented to the new students.

Organizing activity in management of students can be done by the placement. The students' placement in elementary school is done when the register is more than 32 students (minimum standard). Before organizing the new students into the class, SD Negeri Wedarijaksa 01 holds the meeting. The teacher has the freedom to organize the students before they start the learning activity (Autonomous). Another organizing activity in SD Negeri Wedarijaksa 01 is arranging the classroom setting. The students who are need more attention are placed in the close position to the teacher. So before starting the learning activity the students must be in good arrangement. The teacher has the freedom to arrange the position of students' setting place.

The management of actuating for students can be created in the daily service. In SD Negeri Wedarijaksa 01 the service for students is done by paying attention to the talent or ability, interest and specific needs

of students (flexibility). The service can be the daily service at school or through the extracurricular activity, the contest activity, counseling service and student discipline founding.

Controlling activity in SD Negeri Wedarijaksa 01 is carrying out by evaluating, recording and reporting the students' activity. Evaluation of the student activity relates to the curriculum and learning management and it is through the assessment. The teacher can find out the student learning result by the assessment. The teacher need to control whether the student learning result has reached the standard grades. For those students who have not reached the standard grades, the teacher gives the remedial service and for those who have reached, they are given the enrichment. The recording about the students' activity is done by inputting the condition of students. It is done in order that the school can give the guiding optimally. Except recording, the school also needs to do reporting as the form of responsibility of school in developing the students. The documents that are gotten by the researcher are the student index book, the list attendance, student grades list; student mutation book, the student statistic board and student grade book report (accountability).

c. The Teachers and School Staff Management

The management process of teachers and school staffs in SD Negeri Wedarijaksa 01 contains of planning, organizing, actuating and controlling. The planning is started by arranging the need analysis of employee (teacher or staff) and making as a report. For next, the planning is realized by the employee recruitment. The recruitment and mutation of government employee is determined by the educational department at the regional level. SD Negeri Wedarijaksa 01 also recruits for the non government employee, especially when the school really needs the less of teacher and staff (autonomy).

The teacher and staff organizing are done by the placing and distributing the teachers' job at school. It is defined through the meeting with the teacher council (autonomy). Usually the meeting is held prior to



the new academic year or after the graduation time. Each teacher gets his or her own job and is given authority to responsible the class that should be taught and guided (accountability).

The actuating process of teacher management in SD Negeri Wedarijaksa 01 is realized by founding and developing the teacher carrier. The teacher founding and developing is done through the education and training activity (participation). The training activity for teacher is usually determined by the government. The schools also have the organization which is called *KKG* (*Kelompok Kerja Guru* or Teacher Work Team). SD Negeri Wedarijaksa 01 is joined with other schools in one cluster called *Gugus Melati* and SD Negeri Wedarijaksa 01 is as the core school. The *KKG* meeting usually is held once a week which discuss about the problems in teaching-learning. Sometimes it provides the teacher training with the guess keynote speaker. The head master also has the role in teacher training directly. The head master gives the opportunity for the teacher to ask and consultation related their difficulties in arranging the learning administrative equipment (flexibility). The head master gives the time not only at the formal time but also at the spare time.

The controlling activity towards the teachers and school staffs is done through the supervision activity and the assessment of government employee performance. The head master has the agenda of learning supervision which is implemented in the beginning of semester to check the readiness of learning administrative equipment made by the teachers, in the middle of semester to control the teaching-learning process and in the end of semester to check the readiness of last semester examination and reporting the students grades to the parents. Controlling is also done by giving the value for the performance of government employee which is called *SKP* (*Sasaran Kinerja Pegawai*/ Employee Performance Target). Next, the school has the agenda for the routine meeting to evaluate and arrange the school performance (transparency and accountability).

## 2. The Quality of Education in SD Negeri Wedarijaksa 01

Since SD Negeri Wedarijaksa 01 has implemented the school based management, the quality of education is improved significantly. There are some indicators that can support the statement above. *First*, the school or teachers have the relation with the customer in this case is parents. The teacher also creates the good access for the customer. The relation with the customer is easy, fast phone call response. The teacher is ready, easy and available to receive the parent's call. The parents can communicate the problem through the cell phone and the teacher can give the solution directly. It becomes an effective way that can help the learning process running well. Therefore, it can be concluded that having the fast access and good communication with the customer (students and parents) becomes one of the best way to help the process of learning program and finally the qualified education can be reached.

*Second*, the school provides the service that can be used to distribute the parents and society contribution. The school gives the service by organizing the facilitation for the parents group (*paguyuban wali murid*) in each grade. Through the parents group they are involved in the management of class and parents feel to posses. It also can cause the school program running smoothly.

*Third*, SD Negeri Wedarijaksa 01 has the power source to support the learning process. It is realized by providing the power source to support the learning process. The facilities which can be used as the learning power sources are the representative library, the mini mosque to practice the religious learning, the green house for saint observation and the broad school yard. Then, the school also has the sports facilities to support the student's talent in sport. If the teacher can advantage the power source in proper and maximal, the student's achievement can be improved. The result is that the school often won the competition in academic, sport as well as art competition.

The next thing that can indicate that the school is qualified is the leadership ability. The leadership of head master of SD Negeri Wedarijaksa 01 is that the head master has and communicates the clear vision and drives her job properly. She also knows her teachers and students. The head master places the quality as the priority and the proof that the school won the quality culture competition in the national level. It can be taken the conclusion that the leadership of a head master influences the education quality.

The other indicators which direct into the qualified education are the effective learning. Related to the implementation of effective learning, SD Negeri Wedarijaksa 01 develops one appropriate strategy to make the effective learning. The strategy is called *PAKEM* which is abbreviated from *Pembelajaran aktif, kreatif, efektif dan Menyenangkan* (active, creative, affective and fun learning). The variation of learning model is also developed by the teacher therefore it makes the learning proper and interesting for the pupils. The learning is also students centered learning with the proof that the students are active to learn by him self so the teachers have enough time to pay attention at the students. By giving the question card in the beginning of class makes the students character to be responsible to answer in the end of the class. Therefore, the objective of learning can be reached.

The education in SD Negeri Wedarijaksa 01 can be categorized as qualified also because this school places the students as the main customer. The students have the importance which can support their learning activity to be smooth, comfort and save. The indicators are the existence of the clear directions (notice and caution), the clean and health toilet. The school staffs are communicative to the students. The transportation to school is easy to find therefore they can reach the school on time.

The researcher can analyze the data and take the conclusion that by SBM implementation causes the fun learning activity for the pupils. When



the learning is fun for the student it will affect the good character for students. When the student has the good character the achievement can be reached. If the students have the achievement the quality of education can be improved. The last is that by MBS implementation the quality education can be improved.

### 3. The Proponent and Obstacle Factors in the School Based Management Implementation in SD Negeri Wedarijaksa 01

The proponent and obstacle factors in the school based management implementation in SD Negeri Wedarijaksa 01 is defined into three; the proponent and obstacle factors in curriculum and learning management, students management and teachers and school staffs management. But among those managements have the relation each other.

The proponent factor in the curriculum and learning management is that the existence of community participation, both the parents and also the school committee (stakeholders) in the school activity. The indicators are first, the parents support the learning process by paying more attention to their children by sending them to the course in after school and out school. Parents also support their children when they become the participation of competition both material and spiritual. Second, the number of teachers is sufficient so the learning can run effective and efficient. The third is the complete facilities that can be used maximally as the learning media to support the contextual learning such as, library, mosque, greenhouse, broad school yard and greenhouse.

The parents' background in SD Negeri Wedarijaksa 01 is various. It causes that not all the parents agree with the school policy and sometimes there are few parents who do not care and support the students' learning. Then, SD Negeri Wedarijaksa 01 is a core school with the broad location factor in where sometimes it is placed for the school competition in the sub regional level. Automatically, the learning process at that day does not run smoothly because the building is used for the competition. It becomes the obstacle factor for learning management. Another obstacle

factor is the using of PAKEM strategy causes the more time, power, energy and cost.

Last but not leats, the last analysis is that from the implementation of school based management in SD negeri Wedarijaksa 01 the principal becomes the most of changed agent. The principal has the big role in every step of management. In organizing, the principal developes the interaction and communication among the school components such as; teachers, students, school staffs and stake holders. Then, she also build good communication among them. In every part of school program which is implemented, the principal has important role in planning, organizing, actuating and controlling. It appropriates with the theory of change that has been mentioned before.

