

Analysis of Campus Model School Development Strategies in Improving the Quality of SD Negeri Petungan Campus, South Cilacap District

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ABSTRACT

School strategies are important policies from schools to achieve the goal of improving and developing school quality. (Fatikah Noor, 2019). The right strategy can have an impact on the success of the school in achieving its goals. To get the right strategy, schools need to know information about the factors in schools that can support success in achieving goals. Schools need to analyze these factors. The implementation of this analysis is expected to provide information that can be used as a reference in developing strategies so as to obtain good quality education. The aims of the study were (1) to describe the strategic planning for the campus model school development at SD Negeri Kampus Petungan, South Cilacap District; (2) explaining the coordination of the campus model school development strategy at SD Negeri Petungan Campus, South Cilacap District; (3) describes the supervision of the campus model school development strategy in SD Negeri Petungan Campus, South Cilacap District. This research took place at SD Negeri Petungan Campus, South Cilacap District. The research used was field research with a descriptive qualitative approach using a case study model. Qualitative research according to sharpness and accuracy in observing, noting a process and activity that appears in reality. And analyze it in a meaningful unit. The research subjects used in this study were school heads, teachers and education staff at the SDN Petungan Cilacap Selatan Campus. Research result: Campus system model schools are schools that are located close to each other. In fact, the schools are still one door by implementing a semi-independent or joint management system. In the sense that all management activities are carried out jointly, but there are some things that must be carried out independently by the school. The coordination carried out is vertical and horizontal coordination. There is one school principal who is the coordinator who manages several other school principals. Oversight of the roles of personnel who already have duties, authorities and carry out their implementation needs to be carried out so that they are in accordance with the goals, vision and mission of the company/organization.

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1. INTRODUCTION

School-Based Management (MBS) or School-Based Management (SBM) is a management approach to realizing schools to be able to provide excellent service in order to achieve quality competent graduates. SBM requires independence in school management, active participation from school members and stakeholders, collaboration, accountability and transparency to create an effective school. (Cepi Safruddin Abdul Jabar, 2016)

Law Number 20 of 2003 concerning the national education system, article 51 paragraph 1 states that the management of early childhood education units, basic education, and secondary education is carried out based on minimum service standards with the principle of school/madrasah-based management. (Depdiknas, 2003). School-based management (SBM) is a form of education management autonomy in educational units, in which case the school principal and teachers are assisted by the school committee in managing educational activities. This program is implemented to improve the quality of education in general.

School is an education system that functions to help improve human resources. Schools are also educational institutions where the educational process is carried out, with a dynamic and diverse system. Activities in schools are not only a gathering place for students and teachers in one school, but all activities are within the scope of a complex and interconnected system that requires cooperation with one another. This activity did not only occur in one school, but took place in several schools that were located close to each other. The difference between good schools really supports the realization of good and superior graduates who will later become the next generation of a pious, intelligent, skilled and characterized nation who are able to compete in the current era of globalization.

Along with the swift global challenges, the challenges in the world of education are becoming even greater, this is what encourages parents to send their children to schools in good places to be able to get the best achievements. Globalization as an inseparable part of modern life is increasingly evident in its influence in realizing open free markets and competition. All institutions, especially education, are required to be able to create efficiency, prioritize quality, customer satisfaction and take advantage of opportunities quickly in order to compete and survive. Competition is a non-negotiable element that requires various methods or strategies from existing schools. To maintain the existence of the school.

School strategies are important policies from schools to achieve the goal of improving and developing school quality. (Fatikah Noor, 2019). The right strategy can have an impact on the success of the school in achieving its goals. To get the right strategy, schools need to know information about the factors in schools that can support success in achieving goals. Schools need to analyze these factors. The implementation of this analysis is expected to provide information that can be used as a reference in developing strategies so as to obtain good quality education.

The government has made efforts to improve the quality of education in various ways and activities. One form of reform in the world of education is the existence of management to improve the quality of schools, whose program is to provide better and more adequate education for students. Geographical conditions and diverse environments do not create obstacles in improving the quality of schools, this will actually be an advantage for schools that will support the quality of schools that are getting better.

Quality is something to distinguish between good and bad for a product. Products are considered quality if the product can provide satisfaction to consumers in accordance with predetermined standards. The quality of education includes three things, namely input, process, output, and outcome. (Fauzi Ahmad, 2020)

Efforts to improve the quality of education itself are used as development targets in the field of national education and are an integral part of efforts to improve human quality as a whole (Mulyasa, 2007). Improving the quality of education continues to be carried out, in order to improve the quality of learning in schools. Guaranteeing the quality and quality of education requires serious attention, both by education providers, the government and the community. The current national education system, concentration on quality and quality is not solely the responsibility of higher education and the government, but is a synergy between various components including society. For the implementation of quality assurance, systematic and planned activities are needed in the form of quality management. (Rabiah, 2019)

One of the management strategies in improving the quality of schools in the South Cilacap sub-district is by implementing the campus school model. Researchers observed that for about 12 years as a teacher at SD Negeri Sidakaya 05, Campus Petungan, Cilacap Selatan, most of the schools in the Cilacap Selatan sub-district are geographically located close to each other, even one door with other schools. The number of public schools is 32 schools. The number of independent schools is 3 and they are located a little far from other schools, namely Cilacap 09 Public Elementary School, Tambakreja 07 Public Elementary School, and Tegalreja 04 Elementary School. The schools that are close together are called campus schools.

Based on an interview with one of the senior teachers at the Petungan Campus Elementary School, the campus system model started in the 2000s. The figure who initiated the campus model was Santo Suharso, S.Pd as the Head of UPT Cilacap Selatan that year. At that time Cilacap Selatan had also carried out comparative studies to schools that had already implemented the campus system, namely the Sompok State Elementary School in Semarang which consisted of 4 schools, namely Sompok 1,2,3,4 Public Elementary School which held two programs, namely the regular program and the accelerated program. Schools in the South Cilacap sub-district were not regrouped, even though the schools were located close to each other, even one door, because it was hoped that each school could collaborate and work well between one school and another. The campus model strategy is expected to improve the quality of member schools together.

The implementation of the campus model school in South Cilacap District is an internal policy considering the geographical environmental conditions of the schools being close together in order to avoid unhealthy competition in New Student Admissions (PPDB) activities, ownership and use of infrastructure facilities in schools that are located close together, and cultivating the school system. cooperation and work together between personnel within one school and outside the school on one campus. Every school principal and teacher has different abilities, but this is not an obstacle in improving the quality of schools because in the campus model it is cultivated to work together with one another.

Campus activities that have been determined can run well, well and smoothly, but sometimes there are other activities that have not run on a campus basis or there is still a gap between the principal and teachers of each school on one campus. Principals are still not effective and efficient in monitoring teacher performance because they think that the campus system is good, meaning teacher performance is also good. The principal will make a program for the progress of his own school, sometimes it is constrained if the program has not been approved by the principal on the campus together.

The results of an interview with one of the principals of the Petungan Campus and who had served in Semarang, said that the school that had previously been used as a pilot or comparative study was SD Negeri Sompok, Semarang. The elementary school used to use the Campus Strategy, but now it has regrouped into one school to become SD Negeri Lamper Kidul 02 Semarang. Will the implementation of the campus model school management continue to be implemented in the South Cilacap sub-district? The aims of the study were (1) to describe the strategic planning for the campus model school development at SD Negeri Kampus Petungan, South Cilacap District; (2) explaining the coordination of the campus model school development strategy at SD Negeri Petungan Campus, South Cilacap District; (3) describes the supervision of the campus model school development strategy in SD Negeri Petungan Campus, South Cilacap District.

2. RESEARCH METHODS

The type of research used in this research is qualitative research with a descriptive approach. Sugiyono (2016: 7), which states that the qualitative method is called a new method because of its recent popularity, it is called the postpositivistic method because it is based on the philosophy of postpositivism. This method is also referred to as the artistic method, because the research process is more artistic (less patterned), and is referred to as the interpretive method because the research data is more concerned with the interpretation of the data found in the field.

This research took place at SD Negeri Petungan Campus, South Cilacap District. The research used was field research with a descriptive qualitative approach using a case study model. Qualitative research according to sharpness and accuracy in observing, noting a process and activity that appears in reality. And analyze it in a meaningful unit. The research subjects used in this study were school heads, teachers and education staff at the SDN Petungan Cilacap Selatan Campus.

Data collection instruments used in this study were observations, interviews, field notes and personal documents. The data analysis technique that the researchers used was a qualitative data analysis technique based on Miles and Huberman's model. The activities involved in data analysis are data reduction, data display, and conclusion/verification.

3. RESULT AND DISCUSSION

1. Description of General Findings

The Vision is as follows:

"The realization of the generation of Pancasila students who have faith, good characters and achievement and environmental awareness."

The achievement of the vision is indicated by the indicators. The indicators are:

- a) Faith increases the spirituality and character of students.
- b) Having good character and implementing the Pancasila Student Profile in the actualization of life.
- c) Achievement, as the end result in a process, achievement is a benchmark for a process. Achievements are acquired by developing cognitive abilities, discovering self-abilities, and developing talents and useful life

skills. In addition to maximizing the talents and interests of students both in academic and non-academic fields.

d) Environmental awareness, namely schools apply the values of love and care for the environment and make school members responsible for the environment.

2. Findings on planning a campus model school development strategy in improving quality in SD Negeri Petungan Campus, South Cilacap District

The questions raised are related to the strategic planning of campus model schools in improving quality. The results of interviews with school principals are as follows:

“Public schools are close together, at first it became a rival. The strategic step taken is to integrate it into a campus model. It has one management. However, each elementary school has its own school principal. This strategy is to maintain school quality and avoid unhealthy competition in the enrollment of the students.”

From the school principal's answer, it can be concluded that in the campus system model, schools are located close to each other with the aim of having a quality improvement strategy under one management.

The results of interviews with teachers are as follows

"In addition to improving learning facilities and infrastructure and supporting environment, one of the quality planning in schools is improving the quality of the learning process through supervision, feedback and various development training."

A strategic plan is aimed at improving school quality from various lines, both infrastructure and school infrastructure, and increasing teacher competency. All lines are covered, including the development of 8 standards.

The strategic plan of a school institution applies the following principles: being able to improve educational outcomes, bringing about better changes, prioritizing needs, participation, representation, and reality based on the results of the SWOT analysis, the reviews and evaluations, overall integration, transparency and linkage, and integration between vertical and horizontal with plans, other plans (Tilaar, 2000)

3. Finding the coordination of the campus model school development strategy in improving quality in SD Negeri Petungan Campus, South Cilacap District

The results of interviews with school principals are as follows:

“The coordination is done vertically and horizontally. Each elementary school has its own principal who coordinates vertically with the teachers in each school. However, there is a principal coordinator as the center of a campus model school. This coordination is functional.”

From these results it can be concluded that there is a principal coordinator as a functional coordinator who oversees the campus model school principal.

The results of field observations show that several schools can run side by side in one campus model.

4. Findings of supervising the campus model school development strategy in improving quality in SD Negeri Petungan Campus, South Cilacap District

Supervision is a management function that is no less important in an organization. Every personnel has duties and authority. The personnel needs to play the roles in line with the goals, vision and mission of the company/organization.

So, the quality of campus model schools can be maintained. It is necessary to have supervision. The results of interviews with school principals show that:

"One of the principal's roles is as a supervisor, who provides supervision to teachers in the learning process. The results of supervision using existing instruments can be used to provide better improvement feedback. And what if it is good so that it can be improved."

From the results of the documentation, the researchers found documents showing the school regular class learning supervision done by the school principal. The teachers get positive feedback to develop the quality of learning.

4. CONCLUSIONS

Campus system model schools are schools that are located close to each other. In fact, the schools are still one door by implementing a semi-independent or joint management system. In the sense that all management activities are carried out jointly, but there are some things that must be carried out independently by the school. The coordination carried out is vertical and horizontal coordination. There is one school principal who is the coordinator who manages several other school principals.

Oversight of the roles of personnel who already have duties, authorities and carry out their implementation needs to be carried out so that they are in accordance with the goals, vision and mission of the company/organization.

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