

SCHOOL PLANNING IN IMPROVING THE QUALITY OF GRADUATES OF SMPN 3 MATARAM

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Abstract: This study aims to describe the principal's plan to improve the quality of SMPN 3 Mataram graduates. This research is a qualitative research. The data collection instruments used were observation, interviews, and documentation. Analysis of research data is by using data reduction, data presentation, triangulation, and drawing conclusions. Checking the validity of the data, using the data credibility test, transferability, dependability, confirmability. The results showed that the principal planning forms at SMPN 3 Mataram were: curriculum management planning, personnel management planning, student management planning. Good planning activities can improve the quality of graduates at SMPN 3 Mataram.

Keywords : management, principal, quality

INTRODUCTION

Education is essentially an effort to pass on values and at the same time become a helper and determinant of humanity in living the life and civilization of mankind (Ali, 2018; Ruth et al., 2021). Without education, it can be believed that humans are no different from other creatures who do not receive education, the educational process frees humans from ignorance and poverty, so students need to be given knowledge so that they become provisions for a decent life and are freed from poverty (Aminullah, 2018; Maelani et al., 2019). Management is an art/series of activities/business carried out by a person or leader in an organization by involving and utilizing all available resources within the organization effectively and efficiently in order to achieve the goals set (Widianstah, 2018).

The ability to empower educational staff in schools must be realized in providing dynamic directions, coordinating educational staff in carrying out tasks, giving prizes to those who excel and giving punishment (punishment) to those who are less disciplined in carrying out tasks (Wildasari, 2017). In addition, the ability to utilize school

resources, which must be realized in the utilization and maintenance of school facilities and infrastructure, recording the performance of various educational staff and developing programs to increase professionalism (Wildasari, 2017). A school principal must have adequate managerial skills in managing the school he leads (Usman, 2014).

Principals as leaders of educational institutions must be able to manage their leadership properly (Ahmed, 2014). The success of the principal's leadership in its activities is influenced by factors that can support the success of a leadership, therefore a goal will be achieved if there is harmony in good relationships or interactions between superiors and subordinates, in addition to being influenced by the leader's background, such as self-motivation for achievement, maturity and flexibility in social relations with attitudes of human relations (Mukti, 2018; Suriansyah, 2015). The indicator of the principal's management is that the principal can invite and influence employees or administrative staff to work together in carrying out the functions of management. This assumption emphasizes that the development of administrative personnel will

run smoothly if the leader can utilize all administrative personnel in carrying out these management functions, the results of which will be measured based on how much positive change has occurred in the administrative staff.

In order to carry out their roles and functions as managers, school principals must have the right strategy to empower educational staff through collaboration that provides opportunities for educational staff to improve their profession and encourages the involvement of all educational staff in various activities that support school programs (Ilham, 2021; Mulyasa, 2005; Nurfatah & Rahmad, 2018). This is an opportunity for the principal as a leader to meet the needs of these education personnel. The ability to convey and instill goals is an art that must be possessed by the head of the madrasa in carrying out his leadership duties. The principle of excellence departs from the notion that every educational staff needs comfort and must obtain comfort and must obtain personal satisfaction and appreciation.

In accordance with what is stipulated in the principal's performance assessment, the principal must have the ability to carry out his leadership duties properly, which is manifested in the ability to develop school programs, organize personnel, empower educational staff and utilize school resources optimally (Tarhid, 2015; Yusup, 2015). The school principal is a key element in driving the progress of the school so it is quite reasonable if he is the party responsible for the quality of education in the education unit he leads. The quality of educational institutions is basically determined by various factors, but the role of the school principal is an important part as an element of school progress (Sanglah, 2021).

One of the schools in the city of Mataram that has an outstanding principal is SMPN 3 Mataram, which has an impact on teacher and student achievement. Through the results of observations it was found that there were results of the quality of graduate students who excel in accordance with the decisions of teachers at school. From the

information obtained, the quality of outstanding student graduates is all the result of teacher guidance in schools through a good and responsible learning system. Thus, in full, the 8 National Education Standards have been applied very well in Mataram 3 State Junior High School.

METHOD

This research is a qualitative research. Qualitative research is an inquiry thinking process (finding solving problems) based on understanding different methodological traditions as part of obtaining information. The place and time of the research is located at SMPN 3 Mataram. Researchers conducted research at SMPN 3 Mataram, because that school was included in the category of schools that had implemented national education standards.

Data in research basically consists of all information or materials provided by nature (in the broadest sense) that must be sought, collected and selected by researchers. Biased data exists in everything that is the field and target of research. In collecting data, researchers used three data collection techniques, namely observation, interviews, and documentation.

Procedure Data analysis in this study is data collection, data reduction, data presentation, and conclusions and verification. In qualitative research data collection is by observation, in-depth interviews, and documentation or a combination of the three (triangulation). Data collection is carried out in days, maybe months, so that a lot of data will be obtained (Sugiono, 2019). The data reduction activity meant here is that researchers carry out data selection, focus data on the problems being studied, make simplification efforts, perform abstractions, and carry out transformations (Asdar, 2018). A collection of structured information that provides the possibility of drawing conclusions and taking action (Hardani, 2020). The term verification is defined as an attempt to prove whether or not the conclusions made are correct or

whether the conclusions are in accordance with reality.). The validity of the data in this study uses the following criteria: (1) internal validity (credibility); (2) external validity (transferability); (3) reliability (dependability); and (4) objectivity (confirmability). The validity of the data in this study uses the following criteria: (1) internal validity (credibility); (2) external validity (transferability); (3) reliability (dependability); and (4) objectivity (confirmability). The validity of the data in this study uses the following criteria: (1) internal validity (credibility); (2) external validity (transferability); (3) reliability (dependability); and (4) objectivity (confirmability).

RESULTS AND DISCUSSION

The head of SMPN 3 Mataram as a manager is a reflection of leadership. The principal as a leader has the authority to form strategic plans in order to improve the quality of graduates in schools. Improving the quality of graduates carried out at schools, the principal of SMPN 3 Mataram has the authority to regulate and manage the schools he leads. The description of the planning of the head of SMPN 3 Mataram can be seen from the results of interviews with various parties at SMPN 3 Mataram as follows.

1. Curriculum planning

One of the main tasks of the school is to carry out learning activities based on the applicable curriculum. Thus understanding the curriculum up to the implementation strategy is very important. Even though learning activities in the classroom/laboratory/field are carried out by the teacher, the role of the principal of SMPN 3 Mataram is very important starting from planning, coordinating implementation, to evaluating. The planning and development of the national curriculum has generally been carried out by the Ministry of National Education at the central level. Therefore, at the school level, the most important thing is how to realize and adapt the curriculum to

learning activities. In addition, schools are also tasked and authorized to develop curricula according to the needs of the local community and environment.

The principal of SMPN 3 Mataram conveyed the curriculum planning in SMPN 3 Mataram as follows:

"In curriculum management, as the principal of the curriculum field, I always develop the curriculum by combining the strengths of Science and Technology (IPTEK) and Faith and Piety (IMTAK). So that one of the advantages of SMPN 3 Mataram lies in science and technology and imtaq education which is given to students.

Based on the results of the interview above, in this curriculum there is an opportunity for schools to develop a standard curriculum from the government according to the needs and conditions of local students. Curriculum Management is a curriculum management system that is cooperative, comprehensive, systemic and systematic in order to realize the achievement of curriculum objectives. In practice, curriculum management must be developed in accordance with the context of School Based Management (SBM) and Education Unit Level Curriculum (KTSP). This was stated by one of the SMPN 3 Mataram teachers:

"Curriculum management at SMPN 3 Mataram is a curriculum that is integrated with students and with the environment. General coaching and sending teachers for training and upgrading"

From this statement, it can be said that the autonomy given to educational institutions or schools in managing the curriculum independently by prioritizing the needs and achievement of targets in the vision and mission of educational institutions or schools does not ignore the national policies that have been set. Curriculum management is an integral part of the education unit level curriculum and school-

based management. The scope of curriculum management includes planning, organizing, implementing and evaluating curriculum. At the education unit level, curriculum activities prioritize the realization and relevance of the national curriculum (competence standards/basic competencies) with regional needs and the condition of the school concerned.

One of the students conveyed what was in SMPN 3 Mataram as follows:

"Humans will become fully human when get education. Both undergo the process of education formally and non-formally"

Based on the results of the interview above regarding curriculum management in SMPN 3 Mataram it is understood that the curriculum prioritizes the realization and relevance of the national curriculum (competence standards/basic competencies) with the needs and conditions of the school, by integrating the strengths of Science and Technology curriculum, and Faith and Piety.

Improving the quality of graduates is carried out by teachers on the grounds that it makes it easier for teachers to carry out the process of teaching and learning activities in schools with the aim of providing guidance or guidance to improve the quality of graduates, so the school takes several steps as stated by the chairman of the SMPN 3 Mataram committee as follows:

Curriculum is one component that has an important role in the institutional system education, because in the curriculum it is not only formulating the goals that should be achieved to ultimately clarify the direction of educational goals, and in the end will provide experience to individual students. Education and curriculum are two functions to prepare students for a better social life. So that the benefits of the curriculum can be felt by people who take shelter in national education institutions.

From this statement it can be said that improving the quality of graduates carried out by the principal is a directive. Therefore, in the education process it is necessary to carry out curriculum management so that curriculum planning, implementation and evaluation run effectively, efficiently and optimally in empowering various learning resources, experience learning, as well as curriculum components.

2. Personnel planning

The role of personnel (human resources) in an organization, including schools, is very important. But human resources will be optimal if managed properly. The principal of SMPN 3 Mataram has a central role in managing personnel at school, so it is very important for the principal to understand and apply personnel management properly. This personnel management discusses how educational institutions determine current and future human resource needs. How does a school principal recruit and select teachers and staff with the best potential abilities in educational institutions.

The principal of SMPN 3 Mataram conveys what is in SMPN 3 Mataram as follows:

"In personnel management, as the head of the school in the field of personnel, I always have to provide training so that I can carry out work effectively and efficiently."

Based on the results of the interview above regarding personnel management at SMPN 3 Mataram it is understood that personnel management is implemented in schools, there are 4 basic principles that are guided by or held by the principal of SMPN 3 Mataram, namely:

- a. In developing schools, school principals consider that human resources are the most valuable component.
- b. Human resources will play an optimal role if managed properly, so as to support the achievement of institutional goals.
- c. The organizational culture and atmosphere in schools, as well as the managerial behavior of school principals

greatly influence the achievement of school development goals.

- d. In principle, the principal's personnel management strives for every member of society (teachers, staff, administrators, students, parents, and those involved) to work together and support each other to achieve school goals.

According to one of the teachers there are several things that need to be considered from what was conveyed by him:

The school principal's personnel management has been very active and good with the school in order to create an effective and efficient school so that the school principal provides a lot of information to the school about the programs and problems faced by the school so that a synergistic and harmonious relationship grows.

Personnel management implemented at SMPN 3 Mataram aims to create a positive human resource climate. The development of school organizations seeks to eliminate traditional authoritarian habits, encourage cooperation, decentralized, open and deliberative decision-making. Organizational development also seeks to improve the quality of life of school members and improve their respective competencies.

Management is working with a group of people to achieve goals organization with the implementation of the functions of planning (planning), organizing (organizing), preparation of personnel (staffing), direction and leadership (leading) and supervision (controlling). Meanwhile, another opinion, Mulyasa (2004) states that management is a process in developing the cooperation of a group of people to achieve the goals to be achieved. One of the students conveyed what was in SMPN 3 Mataram as follows:

"Planning teacher development at SMPN MATRAM held with several stages, namely: (a) the stage of gathering ideas and ideas "

Based on the results of the interview above implementation of personnel planning in improving teacher discipline if it can be

implemented optimally, then motivation teachers for achievement will be high, so that education in elementary schools will automatically develop rapidly. In personnel management includes recruitment, placement, development, reward, merit system, rejuvenation, and a conducive environment, but due to time constraints the focus to be developed in this study is teacher development, teacher incentives (award), merit system, and an environment that conducive. In this study, recruitment, placement and rejuvenation were not developed due to time constraints. The focus of teacher discipline that will be developed in this research is time discipline, discipline on rules, and discipline on increasing cooperative efforts. as stated by the chairman of the SMPN 3 Mataram committee as follows:

"Declaring that the development of educational personnel requires attention inward, namely to oneself, especially knowledge that is old or obsolete and the execution of tasks that are outdated. Experts others argue that personnel management includes several activities which include personnel recruitment, placement, training and development, rewards, merit systems, rejuvenation and work environment.

Based on the results of the interview above personnel planning is planning, organizing, directing, and controlling the procurement, development, compensation, integration, maintenance, and termination of employees with the aim of realizing the goals of the company, individuals, employees, and society. From the statements of the experts above, it can be synthesized that management is a process of controlling a group of people in planning, organizing, leading, controlling, and innovating as an effort to achieve the goals set.

3. Student planning

Benchmarks for the success of an educational process can be seen from the output produced, which is attached to the

quality of student graduates produced from the institution. In order for students who enter an educational institution to master the competencies desired by parents as consumers and improve the quality of educational institutions as producers, student management is needed that is applicable and can meet the demands of students and parents as well as comply with the standards of an educational institution. Student management planning is considered very important in improving the quality of graduates in education. This is because educational institutions are communities on a small scale that are very influential. In addition, efforts in its implementation must also be carried out. For example, by structuring student affairs properly, orderly and regularly. This is in accordance with what was conveyed by the principal of SMPN 3 Mataram in his interview as follows:

"In order to improve the quality of graduate education at SMPN 3 Mataram, the school always develops extracurricular activities for students according to their respective talents and interests. and sporting activities".

The results of the interview above Student planning at SMPN 3 Mataram has the goal of organizing all kinds of activities for students so that what is done can support the learning process in educational institutions to run as it should. Implementation of student management also has a function as a vehicle for students to develop their potential optimally. This is because in practice, it is not only learning in class that students can get, but there are several other things that they can get, such as student organizations that can develop students' talents and interests. All activities at SMPN 3 Mataram are ultimately aimed at helping students develop themselves.

This was reinforced by one of the SMPN 3 Mataram teachers at the same time when explaining as follows:

"The role of the school principal as managerial and student planning must be able to improve the quality of

schools starting from personnel who support increasing school achievement and quality"

Some of the results of the interviews above understood that the effort would be optimal if the students themselves actively tried to develop themselves according to the programs carried out by the school. Therefore, it is very important to create conditions so that students can develop themselves optimally. As a leader in the school, the principal of SMPN 3 Mataram plays an important role in creating these conditions. In order to develop student management at school, SMPN 3 Mataram always improves students' extracurricular activities at school. Among the programmed activities organized by schools in order to improve student learning outcomes are extracurricular activity programs, both those that are completely unrelated to subjects and those that are still related to certain subjects. . Extracurricular activities are very supportive activities in developing students' academic and non-academic potential, besides that they can overcome the backwardness of Islamic religious education subjects in schools. Because with the existence of religious extra-curricular activities, students at school can understand the teachings of Islam which have not been taught by teachers at school. Therefore, increasing extracurricular activities outside of school hours can help students better understand religious education lessons as well as other subjects. besides that it can also overcome the backwardness of Islamic religious education subjects in schools. Because with the existence of religious extra-curricular activities, students at school can understand the teachings of Islam which have not been taught by teachers at school. Therefore, increasing extracurricular activities outside of school hours can help students better understand religious education lessons as well as other subjects. besides that it can also overcome the backwardness of Islamic religious education subjects in schools. Because with the existence of religious extra-

curricular activities, students at school can understand the teachings of Islam which have not been taught by teachers at school. Therefore, increasing extracurricular activities outside of school hours can help students better understand religious education lessons as well as other subjects.

"Especially the student section is applied. Student planning is something which must be prioritized for continuity in the student learning process, so as to produce the desired achievement.

Some of the interview results above understood that learning activities are activities that can support learning activities for students, including activities that can support student learning activities in class. Therefore, increasing extracurricular activities outside of school hours can help students better understand religious education and other subjects. as stated by the chairman of the SMPN 3 Mataram committee as follows:

"Planning in the field of student affairs which results in well-organized. A problem that is also closely related to the progress of learning achievement is the problem of guidance. Progress in learning achievement is strongly influenced by the quality of the teacher's human resources. The quality of human resources depends on the level of education of each individual forming the nation. Visionary education, having a clear mission will produce quality output"

Some of the interview results above understand that extracurricular activities are activities that are very beneficial for students in order to increase their knowledge. Apart from that, SMPN 3 Mataram always tries to improve the competence of the teachers at the school.

CONCLUSION

Based on the results and findings of research conducted in the field, it can be concluded that the principal planning forms

at SMPN 3 Mataram are: curriculum management planning, personnel management planning, student management planning. Good planning activities can improve the quality of graduates at SMPN 3 Mataram.

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