

# C7. ASRIN

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**Submission date:** 21-Jun-2023 10:51AM (UTC-0500)

**Submission ID:** 2120383867

**File name:** C7. Traectoria Nauki = Path of Science, Vol. 9, No. 1, Januari 2023, Hal. 2057-2062 = 4.pdf (471.39K)

**Word count:** 3738

**Character count:** 21101

# School Planning in Improving the Quality of Graduates of SMPN 3 Mataram, Indonesia

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DOI: 10.22178/pos.89-14

LCC Subject Category: L7-991

Received 26.12.2022


Accepted 29.01.2023

Published online 31.01.2023

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<sup>18</sup>  
**Abstract.** This study describes the principal's plan to improve the quality of SMPN 3 Mataram graduates. This research is qualitative. The data collection instruments used were observation, interviews, and documentation. Data analysis was done using data reduction, data presentation, triangulation, and conclusion. We check the validity of the data using the data credibility test, transferability, dependability, and confirmability. The results showed that the principal planning forms were curriculum management, personnel management, and student management planning. Suitable planning activities can improve the quality of graduates at SMPN 3 Mataram.

**Keywords:** Management; Principal; Quality.

## INTRODUCTION

Education is an effort to pass on values and simultaneously become a helper and determinant of humanity in living the life and civilisation of the people [1, 2]. Without education, it can be believed that humans are no different from other creatures who do not receive an education. The education process frees humans from ignorance and poverty, so students need the knowledge to live correctly and be free from poverty [3, 4].

<sup>8</sup>  
Management is the art/series of activities/efforts carried out by a person or leader in an organisation by involving and utilising all the resources available in the organisation effectively and efficiently to achieve predetermined goals [5].

The ability to empower education personnel in schools must be manifested in providing dynamic direction, coordinating education personnel in tasks, providing rewards for those who excel and punishing those less disciplined in carrying out their duties [5]. In addition, the ability to utilise school resources must manifest in operating and maintaining school facilities and infrastructure, recording the various performances of education personnel and developing professionalism improvement programmes [5]. A school principal

must have sufficient managerial skills to manage his school [6].

<sup>1</sup>  
Principals, as leaders of educational institutions, must be able to carry out their leadership management well [7]. The success of the principal's leadership in its activities is influenced by factors that can support the success of leadership. Therefore a goal will be achieved if there is harmony in the relationship or good interaction between superiors and subordinates, in addition to being influenced by the background of the leader, such as self-motivation to achieve, maturity and flexibility in social relations with human relations attitudes [8, 9]. The indicator of top management is that the principal can invite and influence employees or administrative staff to work together to carry out management functions. This assumption emphasises that the development of administrative personnel will run smoothly if the leader can utilise all administrative personnel in carrying out these management functions, which will be measured based on how much positive change occurs in administrative personnel.

<sup>3</sup>  
To carry out their role and function as a manager, the principal must have the right strategy to empower education personnel through cooperation that provides opportunities for education personnel to improve their profession and encour-

age the involvement of all education personnel in various activities that support school programs [10, 11, 12]. This is an opportunity for the principal as a leader to fulfil the needs of the education staff. The ability to convey and instil goals is an art that the madrasah head must possess in carrying out his leadership duties. The principle of excellence starts from the assumption that every education personnel needs comfort and must obtain comfort and must obtain personal satisfaction and appreciation.

The principal must carry out his leadership duties well, developing school programs and personnel organisation, empowering education personnel and optimally utilising school resources [13, 14]. The principal is a critical element in driving the school's progress, so it is reasonable if he becomes a party responsible for the quality of education in the education unit he leads. Various factors determine educational institutions' quality, but the principal's role is essential to school progress [15].

One of the schools in the city of Mataram with an outstanding principal is SMPN 3 Mataram, which impacts the achievements of teachers and students. The observations found quality results of student graduates who performed well to teachers' decisions at school. From the information obtained, the quality of student graduates who excel is all the result of teacher guidance at school through a good and responsible learning system. Thus, the 8 National Education Standards have been applied well at the State Junior High School 3 Mataram.

## METHOD

This research is qualitative. The place of the study was SMPN 3 Mataram. Researchers conducted research at SMPN 3 Mataram because the school is included in the schools implementing national education standards.

In collecting data, researchers used three data collection techniques, namely, observation, interviews and documentation.

Data analysis procedures in this study are data collection, reduction, presentation, and conclusions and verification.

## RESULTS AND DISCUSSION

The principle of SMPN 3 Mataram as a manager reflects leadership. The principal, as a leader, has the authority to form strategic planning to improve quality of graduates at school. To enhance the quality of graduates carried out at school, the head of SMPN 3 Mataram has the authority to regulate and manage the school he leads. The description of the planning of the principal of SMPN 3 Mataram can be seen from the results of the researchers' interviews with various parties at SMPN 3 Mataram as follows.

**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. Although teachers carry out learning activities in the classroom/laboratory/field, the head of SMPN 3 Mataram is vital, from planning and coordinating implementation to evaluation. The Ministry of National Education has generally prepared and developed the national curriculum at the central level. Therefore, the most important thing at the school level is implementing and adapting the curriculum to learning activities. In addition, schools are also tasked and authorised to develop the curriculum by the needs of the community and the local environment. The current curriculum is the KTSP (Education Unit Level Curriculum) and the 2013 curriculum.

The principal of SMPN 3 Mataram said about the curriculum planning at SMPN 3 Mataram as follows:

*In curriculum management, as the principal of the curriculum, 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 the science and technology and Imtaq education provided to students.*

Based on the interview results above, in this curriculum, the opportunity is open to schools to develop a standard curriculum from the government according to the needs and circumstances of local students. Curriculum management is a cooperative, comprehensive, systemic and systematic curriculum management system to achieve curriculum objectives. In its implementation, curriculum management must be developed in the context of School-Based Management and the Education Unit Level Curriculum. This was

stated by one of the teachers at SMPN 3 Mataram:

*Curriculum management at SMPN 3 Mataram is a curriculum that is integrated with students and the environment - general guidance and sending teachers for training and upgrading.*

From this statement, the autonomy given to educational institutions or schools in managing the curriculum independently by prioritising the needs and achievement of goals in the vision and mission of educational institutions or schools does not ignore the established national policies. Curriculum management is integral to the education unit-level curriculum and school-based leadership. The scope of curriculum management includes planning, organising, implementing and evaluating the curriculum. At the education unit level, curriculum activities prioritise implementing and releasing the national curriculum (competency standards/essential competencies) with the needs of the region and the conditions of the school concerned so that the curriculum is an integrated curriculum with students and with the environment in which the school is located.

One of the students conveyed the following about SMPN 3 Mataram:

*Humans will become fully human if they get an education. Both are undergoing the education process formally and non-formally.*

Based on the results of the above interviews on curriculum management at SMPN 3 Mataram, it is understood that the curriculum prioritises implementing and releasing the national curriculum (competency standards / essential competencies) with the needs and conditions of the school by combining the curriculum strengths of Science and Technology and Faith and Piety.

Teachers carry it out to improve the quality of graduates because it makes it easier for teachers to carry out the teaching and learning activities at school to provide guidance or guidance to improve the quality of graduates. Hence, the school takes several steps, as stated by the chairman of the SMPN 3 Mataram committee, as follows:

*The curriculum is one component that has a vital role in the system of educational institutions because the curriculum not only formulates the goals that should be achieved to clarify the direction of educational purposes ultimately and will eventually provide experience to individual students. Education and curriculum are two functions to pre-*

*pare students for a better social life so that the benefits of the curriculum can be felt by the people sheltered in national education institutions.*

From this statement, improving the quality of graduates carried out by school principals is a direction. Therefore, curriculum management needs to be carried out in the education process, so that curriculum planning, implementation and evaluation run effectively, efficiently, and optimally in empowering various learning resources, learning experiences, and curriculum components.

**Personnel planning.** The role of personnel (human resources) in an organisation, including schools, is vital. However, human resources will be optimal if managed properly. The principal of SMPN 3 Mataram has a central role in managing personnel in the school, so the principal needs to understand and implement personnel management properly. This personnel management discusses how educational institutions determine current and future human resource needs. How the top recruits and selects teachers and employees with the best potential abilities in educational institutions.

The principal of SMPN 3 Mataram conveyed that at SMPN 3 Mataram as follows:

*As the principal of my personnel field, the principal should always provide training to carry out work effectively and efficiently.*

Based on the results of the above interviews on personnel management at SMPN 3 Mataram, it is understood that in personnel management applied in schools, four basic principles are guided or held by the head of SMPN 3 Mataram, namely:

- a. In developing the school, the principal considers human resources the most valuable component.
- b. Human resources will play an optimal role if appropriately managed, thus supporting the achievement of institutional goals.
- c. The school's organisational culture, atmosphere, and the principal's managerial behaviour powerfully influence the achievement of school development goals.
- d. The principal's personnel management, in principle, seeks to ensure that every community member (teachers, staff, administration, students, parents and others) can work together and support each other to achieve school goals.



According to one of the teachers, several things need to be considered from what he said:

*The principal's personnel management has been very active and good with the school to create an effective and efficient school so; that the principal provides a lot of information about the programmes and problems the school faces, and a synergistic and harmonious relationship grows.*

The personnel management implemented at SMPN 3 Mataram aims to create a positive human resource climate. School organisational development seeks to eliminate traditional authoritarian habits and encourage cooperation, decentralised decision-making, openness and deliberation. Organisational development also aims to improve school members' quality of life and their respective competencies.

Management is working with a group of people to achieve organisational goals by implementing the functions of planning, organising, staffing, directing and leading, and controlling. The author [11] states that management develops a group of people's cooperation to achieve goals. One of the students said the following about SMPN 3 Mataram:

*Teacher development planning at SMPN MATARAM is carried out in several stages: collecting ideas and ideas."*

Based on the interview results above, the implementation of personnel planning in improving teacher discipline, if it can be implemented optimally, the motivation of teachers to excel will be high, so that education in primary schools will automatically develop rapidly. Personnel management includes recruitment, placement, development, reward, merit system, rejuvenation, and a conducive environment. However, due to time constraints, the focus to be developed in this study is on teacher development, teacher incentives (rewards), a merit system, and a conducive environment. Due to time constraints, this study did not develop recruitment, placement and rejuvenation. The focus of teacher discipline to be set in this study is time discipline, discipline towards rules, and discipline towards improving cooperative efforts. as stated by the head of the SMPN 3 Mataram committee as follows:

*Stating the development of educational personnel requires inward attention, namely to oneself, especially knowledge that is old or obsolete and implementing outdated tasks. Other experts argue that personnel management includes several ac-*

*tivities: personnel recruitment, placement, training and development, rewards, merit systems, rejuvenation and the work environment".*

Based on the interview results above, personnel planning is planning, organising, directing, and controlling the procurement, development, compensation, integration, maintenance, and dismissal of employees to implement the goals of the company, individuals, employees, and society. From the experts' statements above, management is a process of controlling a group of people in planning, organising, leading, managing, and innovating to achieve the set goals.

**Student planning.** The benchmark of the success of an educational process can be seen from the output produced, which is attached to the quality of student graduates produced by the institution. 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 and by the standards of an educational institution.

Student management planning is considered very important in improving the quality of graduates in the world of education. This is because educational institutions are small-scale communities that are very influential. In addition, efforts in its implementation must also be made. For example, by structuring student affairs well, orderly and regularly. This is what was conveyed by the head of SMPN 3 Mataram in his interview as follows:

*To improve the quality of education graduates at SMPN 3 Mataram, the school always develops students' extracurricular activities according to their talents and interests. The extracurricular activities at SMPN 3 Mataram are scouting, Youth Red Cross, Paskibra, and sports.*

The results of the interview above student planning at SMPN 3 Mataram aim to organise all kinds of activities for students so that what is done can support the learning process in educational institutions to run correctly. Implementing student management also serves as a vehicle for students to develop their potential optimally. This is because in its implementation, it is not only learning in the classroom that students can get but there are several other things they can get, such as student organisations that can develop the talents and interests of students. All activi-

ties at SMPN 3 Mataram are ultimately aimed at helping students develop themselves.

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

*The role of the principal as a managerial and student planner must be able to improve the quality of the school starting from the personnel that support the improvement of school achievement and quality".*

It is understood from the above interviews that efforts will be optimal if students actively seek to develop themselves according to the programmes conducted by the school. Therefore, creating conditions for students to develop themselves optimally is very important. As a leader in the school, the head of SMPN 3 Mataram plays an essential role in creating these conditions. To develop student management in the school, SMPN 3 Mataram constantly improves the extracurricular activities of students at school. Among the programmed activities organised by the school to enhance the learning outcomes of its students is the extracurricular activities programme, both entirely unrelated to the subjects and still related to specific topics. Extracurricular activities are very supportive in developing students' academic and non-academic potential; they can also overcome the backwardness of Islamic religious education subjects at school. Because of religious extracurricular activities, students can understand the teachings of Islam that teachers at school have yet to teach. Therefore, increasing extracurricular activities outside school hours can help students better understand religious education lessons and other subjects. One student conveyed about those at SMPN 3 Mataram as follows:

*Primarily, the student affairs section is implemented. Student planning must be prioritised for conti-*

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*nity in the student learning process to produce the desired achievements.*

Some of the results of the interviews above are understood that learning activities are activities that can support learning activities for students, including activities that can support students' learning activities in the classroom. Therefore, by increasing extracurricular activities outside of school hours, it can help students to understand religious education lessons and other subjects better, as stated by the head of the SMPN 3 Mataram committee as follows:

*Planning in the field of student affairs, which results in being well organised, a problem closely related to the progress of learning achievement is the problem of guidance. The teacher's human resources quality strongly influences improvement in learning achievement. The quality of human resources depends on the level of education of each individual forming the nation. Innovative education has a clear mission that will produce quality output.*

Some of the results of the interviews above understand that extracurricular activities are very beneficial for students to increase their knowledge. In addition, SMPN 3 Mataram always tries to improve the competence of teachers at school.

## CONCLUSIONS

Based on the results and findings of research conducted in the field, central planning at SMPN 3 Mataram is curriculum management planning, personnel management planning, and student management planning. Suitable planning activities can improve the quality of graduates at SMPN 3 Mataram.

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