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9. Technology and Learning

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**ANALYSIS OF
MULTIPLE
INTELLIGENCES
EDUCATION POLICIES
IN INTEGRATED
ISLAMIC SCHOOLS
(SDIT) INSAN MANDIRI
KALISARI JAKARTA
TIMUR**

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ABSTRACT

This study aims to analyze, to get information on whether the implementation of the multiple intelligences education policy in the Insan Mandiri Kalisari Integrated Islamic Elementary School, East Jakarta, is in accordance with Howard Gardner's theory of multiple intelligences, that each student has the intelligence and uniqueness of one another. This research is categorized as a qualitative research type, using descriptive analytical methods to describe and explain the learning management system, both from primary sources, namely the Insan Mandiri Kalisari Elementary School, East Jakarta documents, and secondary sources, namely research supporting data from books, journals, and articles. The implementation of the theory of multiple intelligences in the scope of education and teaching in schools, includes student input starting from research on intelligence trends or learning styles using multiple intelligences research, the education process and teacher teaching using choice strategies based on the results of research on student learning styles, and educational output through Authentic assessments carried out during the learning process. The results of this study indicate that teachers who know and understand the dominant learning styles of students, and use teaching strategies that are in accordance with the learning styles of students will produce a fun learning process. The implementation of the learning process according to the learning styles of students is applied through a learning management system.

Keywords: multiple intelligence, learning style, teaching strategy

ABSTRAK

Penelitian ini bertujuan untuk menganalisis, untuk mendapatkan informasi apakah implementasi kebijakan pendidikan kecerdasan majemuk di Sekolah Dasar Islam Terpadu Insan Mandiri Kalisari Jakarta Timur sesuai dengan teori kecerdasan majemuk Howard Gardner, bahwa setiap siswa memiliki kecerdasan dan kecerdasan majemuk. keunikan satu sama lain. Penelitian ini termasuk jenis penelitian kualitatif, dengan menggunakan metode deskriptif analitik untuk mendeskripsikan dan menjelaskan sistem pengelolaan pembelajaran, baik dari sumber primer yaitu SD Insan Mandiri Kalisari, dokumen Jakarta Timur, dan sumber sekunder yaitu data pendukung penelitian dari buku, jurnal, dan artikel. Penerapan teori kecerdasan ganda dalam lingkup pendidikan dan pengajaran di sekolah, meliputi masukan siswa mulai dari penelitian tentang kecenderungan kecerdasan atau gaya belajar menggunakan penelitian kecerdasan ganda, proses pendidikan dan pengajaran guru dengan menggunakan strategi pilihan berdasarkan hasil penelitian. tentang gaya belajar siswa, dan keluaran pendidikan melalui penilaian otentik yang dilakukan selama proses pembelajaran.

Hasil penelitian ini menunjukkan bahwa guru yang mengetahui dan memahami gaya belajar siswa yang dominan, serta menggunakan strategi pembelajaran yang sesuai dengan gaya belajar siswa akan menghasilkan proses pembelajaran yang menyenangkan. Pelaksanaan proses pembelajaran sesuai gaya belajar siswa diterapkan melalui sistem manajemen pembelajaran.

Kata Kunci: kecerdasan ganda, gaya belajar, strategi pengajaran

INTRODUCTION

Everyone has the right to develop themselves through the fulfillment of their basic needs, namely to receive education and to benefit from science and technology, art and culture, in order to improve their quality of life and for the welfare of mankind.

Human development is based on education, both from family life at home, and learning experiences at school, which can foster the talents and creativity of students in developing human resources. This is a tough challenge for educators because quality education will produce quality future generations.

The current pattern of education still emphasizes uniformity and the measurement of intelligent students is only limited to IQ. Exploring the intelligence of students is still very rarely done as the main basis for initiating each learning design, strategies and approaches used, and evaluations that have been determined. The tendency of interests, talents, talents and basic skills has not become an integral part. In the perspective of the general public, IQ is the only variable of a person's success, the higher a person's IQ the higher the potential for success, conversely, the lower a person's IQ, the lower the potential for success. Such assumption becomes less precise in the current context, because to be successful in life, there are several factors that need to be considered. Among them are logical thinking skills and vocal abilities, which are important variables that cannot be ruled out (Arum, 2016).

Students have certain backgrounds, which determine their success in following the learning process. The success of implementing educational activities is determined by many factors. All components and supporting elements must be fulfilled. Not only is it determined by the input factor (input) in this case the prospective students, but in the implementation of education it involves a series of inputs, processes, outputs to outcomes. The essence of educational activities is a process, where this educational process directs individuals to become mature, independent figures. In this directing activity, students need educators who can help them develop all their potential, namely an educator / teacher.

In 1983, Harvard University researcher and professor Howard Gardner proposed a new perspective on intelligence. In his book "Frames of Mind" Gardner put forward a theory called multiple intelligences (MI) or multiple intelligences. Gardner in his multiple intelligence theory argues that human intelligence has many dimensions that must be recognized and developed in education. He considers that the IQ test only measures logical and language skills, without other types of intelligence that are also important. Gardner defines intelligence as a biopsychological potential. Intelligence cannot

be seen or calculated. Intelligence is an information process that can be activated in a particular cultural setting to solve problems or make products of value in that society. This potential activation depends on the value of a culture, and the opportunities to develop in that culture. MI theory is not only beneficial for the development of students. Teachers who know their own outstanding intelligence will be more able to teach more effectively because they find the most appropriate teaching style.(Hadiyanti, 2013)

SDIT Insan Mandiri Kalisari includes multiple intelligences as one of the learning strategies for school students that is integrated with the Diknas curriculum. The Insan Mandiri Integrated Islamic Primary School has the following vision and mission: Vision, recognized as the best model at the national level who is active in realizing independent, intelligent, creative and socially sensitive people and having an Islamic personality, while the mission of the Insan Mandiri Integrated Islamic Elementary School is: : 1) Membentuk lembaga pendidikan yang profesional, amanah, dan aktif menjalin kemitraan dengan stakeholder dan lingkungan sekitar. 2) Mengintegrasikan kurikulum nasional dengan pendekatan *multiple intelligences system* yang berorientasi pada pengembangan multidimensi kecerdasan dan karakter murid. 3) Mempersiapkan murid-murid untuk melanjutkan pendidikan ke jenjang selanjutnya di sekolah-sekolah bermutu yang mereka inginkan. 4) Menciptakan lingkungan belajar yang menyenangkan dan Islami. 5) Pendayagunaan *information communication technology* (ICT) dan bahasa asing (bahasa Inggris dan bahasa Arab) di lingkungan sekolah.(Masri, 2016)

Based on the above background and accompanied by deeper curiosity about the application of multiple intelligences in schools, the researchers conducted a study with the title: Analysis of Multiple Intelligences Education Policy at SDIT Insan Mandiri Kalisari, East Jakarta

Education Policy Analysis

Policy analysis is applied social research that is systematically compiled in order to determine the substance of the policy so that information can be clearly identified about the problems that are answered by the policy and the problems that may arise as a result of policy implementation. The scope and methods of policy analysis are generally descriptive and factual about the causes and effects of a policy (Dunn, 2000) .

Recommendations resulting from the policy research process can be in the form of full support for the policy, criticism and suggestions regarding which parts of the policy need to be improved, or it can be in the form of recommendations so that the policy is no longer implemented. Research on policy is closely related to people and their problems. The results to be achieved from policy research are information formulated in the form of recommendations in the context of solving problems related to policy.

Educational policy analysis is an activity that is carried out prior to the formulation of educational policies, or is the initiation process of the formulation of educational policies. Education policy monitoring is an activity that is carried out when an education policy is implemented in the field so that the development of an education policy implementation can be known.

MULTIPLE INTELLIGENCES

Intelligences are one of the most important parts of humans to be used as strength and ability to create something. Thomas Armstrong, for example, defines intelligence as the ability to perceive new situations as well as the ability to learn from one's past experiences.(Amstrong, 2002).

Multiple intelligence is multiple intelligence which can be interpreted as a person's ability to solve a problem. According to Gardner, there are 8 intelligences that must be developed, namely; 1) Verbal / Linguistic Intelligence (Linguistic Intelligence). This intelligence includes the ability to manipulate grammar or language structure, phonology or language sounds, semantics or language meanings, pragmatic dimensions or practical use of language. Students who have this intelligence generally tend to learn more easily by listening and verbalizing. 2) Logical-Mathematical Intelligence (Logical-Mathematical Intelligence) Mathematical logical intelligence is the intelligence with respect to numbers and reasoning. This intelligence includes sensitivity to logical relationship patterns, questions, and propositions (if-then, cause-and-effect), logical functions, and other abstractions. The processes used in mathematical-logical intelligence include: categories, classification, conclusion, generalization, calculation and hypothesis testing. 3) Visual / Spatial Intelligence (Visual / Spatial Intelligence) This intelligence is the ability to perceive the visual world accurately and then create one's visual knowledge. Activity The ability to perceive the spatial-visual world accurately (for example, as a hunter, scout, guide) and transform perceptions of the spatial-visual world (eg decorator, interior, architect, artist or inventor). 4) Musical Intelligence Rhythmic musical intelligence is intelligence related to tone, rhythm, pitch pattern, and tone color. This intelligence is in the form of a level of sensitivity to sound patterns and the ability to respond to music emotionally. Ability to handle musical forms, by perceiving (eg as a musical enchanter), differentiating (eg, as a music critic), composing (eg as a composer), and expressing (eg as a singer). 5) Bodily / Kinesthetic Intelligence The skill of using the whole body to express ideas and feelings (for example: as an actor, pantomime player, athlete, or dancer) and the skill of using the hands to create or change something (for example, as a craftsman, sculptor, mechanic, doctor surgery). 6) Interpersonal Intelligence (Interpersonal Intelligence) Interpersonal is intelligence that is related to social understanding. This intelligence is the ability to relate to other people by reading the various moods, temperaments, motivations, and goals of others. 7) Intrapersonal Intelligence (Intrapersonal Intelligence) Intrapersonal is intelligence that is reflected in deep awareness of inner feelings. This is the intelligence that enables a person to understand himself,

his own abilities and choices. 8) Naturalist Intelligence Naturalist is an intelligence related to the natural world. This intelligence comes from the ability to recognize, understand, and classify plants, various animals, and other elements in one's environment.

Education based Multiple Intelligences

Multiple intelligences have provided the concept of wealth, diversity of learning methods and assist in recognizing the individual strengths of students. The methods or learning styles based on multiple intelligences are as follows: 1) Learning in the Linguistic Way. The best way to do this is by listening, speaking, reading and writing. The way to motivate students is to have frequent dialogues, provide lots of books, recordings and create opportunities for writing. 2) Learning in a Logical-Mathematical Way. Students who have advantages in this field learn by forming concepts and looking for abstract patterns and relationships. They learn scientifically, think logically, with mathematical thinking processes and work with numbers. It is better if educators provide concrete material that can be used as experimental material, abundant time to learn new ideas, patience in answering questions and logical explanations for the answers that educators give. 3) Learning in a Spatial Way (Visual-Spatial). Students who excel in this field learn most effectively visually. They need to be taught through pictures, metaphors, visuals and colors. The best way to motivate them is through media such as films, slides, videos, diagrams, maps and graphics. 4) Learning in a Musical Way. Students with musical intelligence learn through rhythm and melody. They can learn anything more easily if it is sung. 5) Learning by Physical Method. Students gifted in this type of intelligence learn by touching, manipulating and moving. They require activities that are movable, dynamic and visceral. The best way to motivate them is through acting, dramatic improvisation, creative movements and all kinds of activities that involve physical activity. 6) Learning in an Interpersonal Way. The best way to learn for gifted students in this category is to relate and cooperate with each other. They need to learn through interaction with others through collaborative learning, social assignments or services, appreciating differences, building diverse perspectives. 7) Learning in an Intrapersonal Way. Learners with this inclination toward learning most effectively learn when given the opportunity to set targets, choose their own activities, and determine their progress through whatever project they are interested in. Educators can motivate them by building an environment for developing self-knowledge, knowing themselves through 50 other people, educating emotional intelligence and reflecting on awe and purpose in life. 8) Learning the Naturalist Way. Students who are inclined as naturalists will be excited when involved in outdoor experiences, also happy when there are events outside of school. (Makrufi, 2014)

METHODS

Research Design

The approach used in this research is the Goal Base Evaluation approach. While this type of research is qualitative and uses the following research methods.

1. Descriptive method, which is a method to examine or describe the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present. This description method can be further divided into: survey methods, continuous description methods, case study methods, job or activity analysis methods, comparative study methods, and time and motion study methods..
2. Grounded research method, which is a research method that is based on facts with the aim of making generalizations, establishing concepts, proving theories and finding theories. This method is essentially a process of searching for as much data as possible, which begins with the phase of entering fieldwork without a hypothesis, describing events on the basis of observations and formulating explanations about the emergence of these events based on observations..
3. Action research method, which is a study conducted to determine a design decision in the future.

The aim is to collect accurate and comprehensive information so that it can be used in helping the leadership to take further decisions to improve and improve the implementation of SDIT Insan Mandiri Kalisari.

FINDINGS AND DISCUSSION

Based on observations and research in the field, the self-development activities at SDIT Insan Mandiri Kalisari which refer to the implementation of the multiple intelligence theory can be seen from the students being given the freedom to choose more than one self-development activity. This is in line with the multiple intelligence theory which states that every child has more than one intelligence.

The implementation of schools based on multiple intelligences in the Insan Mandiri Kalisari Integrated Islamic Elementary School has been going well, this is indicated by the indicators:

1. Use of Multiple Intelligence Research on every student, both new and old students.
2. From the results, the school has a description of student learning styles so that in class placement and methods and strategies of teachers teaching in class according to student learning styles. Teaching and learning activities are carried out in a fun way and acknowledge every intelligence that the child has.
3. This also affects the way of assessment

4. The school accepts that every child has intelligence because there are no children who have not graduated / failed.

With Multiple Intelligence Research, teachers can find out the learning styles of their students so that teachers can easily learn with the learning styles needed by the most prominent students through Multiple Intelligence Research. This is because there will be an intelligent tendency towards which abilities a student has. Through Multiple Intelligence Research, teachers can also screen children's talents and interests in learning. Methods and strategies were adjusted accordingly.

In Insan Mandiri Kalisari Integrated Islamic Primary School, the teacher teaches according to the results of the students' Multiple Intelligences Research, this is generally emphasized because of the use of Multiple Intelligence Research, which is to determine the child's dominant intelligence, so that the teacher can use what methods / strategies will be used to teach children . The teacher teaches according to the results of multiple intelligence research, makes it easier to develop and improve the intelligence of students so that the tendency of intelligence that appears will be more honed. Plus it will make it easier to guide students in the learning process because it is adjusted to student learning. Teaching is carried out according to the results of the students' Multiple Intelligence Research, not only to support student success, but also to make it easier for teachers to teach. For example, if there are many students who are smart in music, learning takes place with a musical learning style approach. The teaching style of the teacher must match the learning style of the students.

The holistic assessment system for students is used in the multiple intelligences assessment process. The scoring system that recognizes the intelligence of each student is included in a process assessment rubric. Affective assessment: responsibility, independence, response to lessons, etc. Psychomotor: practice, performance, demonstration. In this case, Insan Mandiri Kalisari Integrated Islamic Primary School uses basic processes that cover all areas of education, including cognitive, psychomotor and affective areas.

In connection with the output, the quality of alumni or graduates of the Insan Mandiri Kalisari Integrated Islamic School as described in the results of the interview is informed as follows: The average of the Kalisari Insan Mandiri Integrated Islamic School has good character. Insan Mandiri Integrated Islamic School graduates are accepted at various quality State Junior High Schools, State Senior High Schools and State Universities. Not a few students who excel at schools with higher levels.

CONCLUSIONS

Multiple intelligence or multiple intelligences is the point of view of education and learning. Students are in the scope of the conception of multiple intelligences which means that there are no stupid students, only students who have not been stimulated by their plural intelligence by the teacher, school

and the environment. The orientation of the direction of education in the vision, mission and objectives and scope of SDIT Insan Mandiri Kalisari departs from this conception. Internally within the scope of school, the application of multiple intelligences starts from the intelligence paradigm, that every child is intelligent with multiple intelligences, then input students who think paradigmatically are considered intelligent. In the process these inputs improve learning processes according to the intelligence of the main learners which are then portrayed in process-based assessments as a result of learning output.

The theory of multiple intelligences provides an opportunity for teachers at SDIT Insan Mandiri Kalisari, to develop innovative learning strategies that are relatively new in education. SDIT Insan Mandiri Kalisari in the teaching of multiple intelligences teaching strategies is carried out in three main forms, namely; 1) curriculum orientation, 2) learning development methodology, and, 3) evaluation of learning outcomes. The development of a teacher learning methodology carried out by SDIT Insan Mandiri Kalisari is adjusted to the intelligence abilities of students. So that the various teaching strategy methods of the teacher work together with other intelligences.

The results of learning that continue to students are manifested in the context of outcomes, meaning that students will experience the maximum competency attainment during their educational life maximizing their primary intelligence. In line with that, parents of students help, accompany, stimulate many recommended daily activities according to the child's multiple intelligences.

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IMPLEMENTATION STRATEGIC MANAGEMENT IN SMK PERGURUAN “CIKINI” JAKARTA

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ABSTRACT

This research aims to analyze the implementation of strategic management in SMK Perguruan “Cikini” Jakarta as an effort to improve the quality of schools. This research is a case study research. In this research, data obtained through observation, interviews with school leaders, and the person in charge of quality management, as well as work meeting documents and internal audit results. The results showed that SMK Perguruan “Cikini” has implemented four basic elements of strategic management. The various findings of non-compliance which are followed up with corrective actions indicate that SMK Perguruan “Cikini” able to respond to various problems found and make continuous improvements in maintaining school quality. The results of the internal audit and corrective actions are then used as feedback to develop a strategic plan the following year.

Keywords : *Strategic management; Strategic planning; Continuous improvement*

ABSTRAK

Penelitian ini bertujuan untuk menganalisis penerapan manajemen strategis di SMK Perguruan “Cikini” sebagai upaya untuk meningkatkan mutu sekolah. Penelitian ini merupakan penelitian studi kasus. Di dalam penelitian ini, data diperoleh melalui pengamatan, wawancara dengan pimpinan SMK Perguruan “Cikini” dan penanggung jawab manajemen mutu, serta dokumen rapat kerja dan hasil audit internal. Hasil penelitian menunjukkan bahwa SMK Perguruan “Cikini” telah menerapkan empat elemen dasar manajemen strategis. Adanya berbagai temuan ketidaksesuaian yang ditindaklanjuti dengan tindakan perbaikan menunjukkan bahwa SMK Perguruan “Cikini” mampu merespon berbagai masalah yang ditemukan dan melakukan perbaikan yang berkesinambungan dalam mempertahankan mutu sekolah. Hasil audit internal dan tindakan perbaikan ini kemudian dijadikan sebagai umpan balik untuk menyusun rencana strategis pada tahun berikutnya.

Kata Kunci : *Manajemen strategis; Perencanaan strategis; Perbaikan berkelanjutan*

INTRODUCTION

Strategic Management Concepts

Organization and management have a very close relationship. Gibson states that an organization is a coordinated unit and contains at least two or more people whose function is to achieve a common goal or set of shared goals (Wahab, 2011). The core of organizational understanding according to Gibson is that within the organization there is interaction between members of the organization at various levels

to achieve common goals. Interaction between the members of the organization forms a network of cooperation systems commonly known as management.

Management in a general sense is different from strategic management. Management generally deals with daily activities carried out by managers at all levels in the organization. The strategic management is related to the long-term orientation of the organization and is usually done by managers at the top level (Saitis & Saiti, 2017). Another thing that distinguishes general management from strategic management is that strategic management requires strategic planning and preparation of more basic organizational programs, not just routine activities within an organization. The process of strategic planning and the preparation of work programs that are fundamental aims to ensure the long-term ability of the organization in responding to various challenges, both external and internal challenges. The concept of strategic management is a new managerial philosophy whose main goal is to develop a strategic plan that integrates policies, vision and mission, targets, and outlines how this can be achieved effectively and efficiently.

Several points of view regarding the concept of strategic management, namely as follows (Saitis & Saiti, 2017).

1. According to Papoulias, strategic management is a managerial perception that considers organizational problems combined with the total general economic situation of the existing environment. Strategic management, from this point of view, is a competitive advantage possessed by the organization. This competitive advantage is implemented in the form of making strategic programs and there is a strong commitment and motivation to implement these strategic programs effectively. Environmental factors that are so competitive must be considered so that strategic programs can be implemented effectively.
2. Hill states that the key role in strategic management lies with managers. Managers are required to be able to optimize all their knowledge, energy and attention to provide strategic leadership for their subordinates so that the organization has maximum performance. Strategic leadership and maximum organizational performance are part of the process / effort to achieve the organization's long-term targets by maintaining competitive advantage.
3. Georgopoulos defines strategic management as a series of decisions and actions that result in the development of strategies to achieve desired targets. The decision is a decision concerning the general environment in which the organization functions, provided the organization has sufficient resources to have a link between the environment and organizational resources.

Agus Tardian (Tardian, 2019) cites several definitions of strategic management, which are as follows.

1. Gluek & Jauch states that strategic management is the flow of decisions and actions that lead to the development of strategies or effective strategies to help achieve the company's goals.
2. J. David Hunger & Thomas L. Heelen stated that strategic management is a series of managerial decisions and various activities that determine the company's long-term success.
3. E. Mulyasa states that strategic management is a systematic and coordinated effort to continuously improve the quality of service so that the focus is directed to customers (students, parents, graduates, teachers, employees, government, and society).

Basic Elements of Strategic Management

There are four basic elements in the strategic management process (J. David Hunger & Thomas L. Wheele, 2011). The four basic elements are environmental scanning, strategy formulation, strategy implementation, and evaluation and control. Explanation of each basic element is as follows.

1. Environmental Scanning

The environmental scanning phase consists of two things, namely the analysis of the external environment and the analysis of the internal environment

a. External environment includes:

- 1) Environmental tasks, including government, shareholders, users, buyers, competitors, and so on.
- 2) Societal environment, including economic conditions, social culture, technology, politics, and so on.

b. Internal environment includes:

- 1) Organizational structure (division of tasks, nomenclature of management, line of coordination, and so on).
- 2) Organizational culture (organizational norms, values / beliefs adhered to by the organization, and so on).
- 3) Resources (human, financial, facilities, infrastructure, etc.).

Environmental analysis is not limited to understanding the external and internal environment. More basic environmental analysis using SWOT (Strength, Weaknesses, Opportunities, Threats) analysis. SWOT analysis is used to measure, evaluate, and photograph the internal environment, which includes the level of organizational strength (strengths) and the level of institutional weakness (Weaknesses); and to measure and evaluate the external environment needs to understand about the opportunities of the organization to take part (Opportunities) and any threats that might endanger the institution (Threats). If the SWOT analysis is combined with testing the mission and values of the organization, an organizational identity will be found that will differentiate it from other organizations (Sallis, 2012). Or in other words, an organization's competitive advantage will be found. The implication is that if an organization's competitive advantage is found, quality

characteristics within the organization will be more easily identified. The table on SWOT analysis can be seen below.

Table 1 : Concept of SWOT Analysis

<i>Strength</i>	<i>Weakness</i>
Measuring, evaluating, and photographing the internal environment, which includes the level of organizational strength	Measuring, evaluating, and photographing the internal environment, which includes the level of weakness of the institution
<i>Opportunities</i>	<i>Threats</i>
Measuring and evaluating the external environment that stimulates the organization's opportunity to develop forward	Any threats that might be harmful to the institution

2. Strategy Formulation

The next step after conducting an environmental analysis is the formulation of a strategic plan. When the environmental analysis (SWOT analysis) has been carried out, the strategic plan must be immediately compiled and lead to strategic issues.

The strategic plan is a detailed benchmark that the organization will use in achieving its mission (Sallis, 2012). Strategic plans are usually composed of short-term, medium-term and long-term plans. The purpose of the strategic plan is to provide guidelines and direction for the organization in realizing organizational goals. Keep in mind that a strategic plan is not something rigid. Strategic plans can be modified if needed.

3. Strategy Implementation

Implementation of the strategy is also called operational planning. Strategic implementation is the process by which strategies and policies are implemented through the development of programs, budgets, and implementation procedures. This stage will involve changes in the overall organizational culture, organizational structure, or management system of the entire organization. In actual practice, middle and lower level managers usually implement strategies with review by top management.

4. Evaluation and Control

Evaluation and control is the process by which organizational activities and performance results are monitored, so that performance in daily practice can be compared with desired performance. Managers at all levels use the information obtained to take corrective action and resolve various problem findings. The results of the evaluation and control stages can indicate weaknesses in the strategic plan that have been formulated in the previous stages. So, as a follow-up step is to re-

evaluate the previous stages and then re-evaluate and control. Thus, in fact the four basic elements of strategic management are a continuous cycle as shown in the following chart.

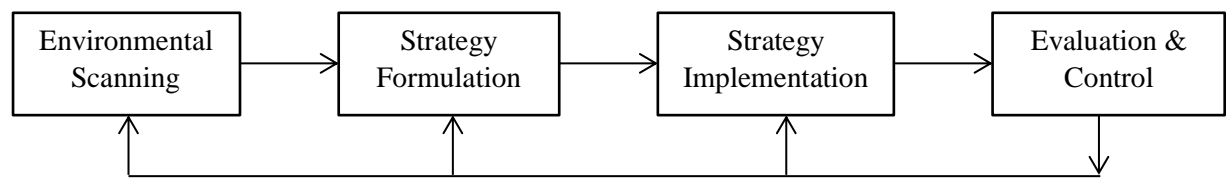


Figure 1. Cycles of Basic Elements of Strategic Management

Strategic management can be applied by various organizations, both profit and non-profit organizations. Schendel and Hofer suggest that the implementation of strategic management can be achieved through administrative tools that can be grouped into three categories, namely as follows (Baharuddin, 2019).

1. Structure, i.e. who is responsible for what.
2. The process, namely how the tasks and responsibilities are carried out by each member of the organization
3. Behavior, i.e. the behavior of members of the organization that illustrates motivation, enthusiasm, appreciation, discipline, ethics, and so on.

Indonesia has 14.247 public and private vocational high schools or in Indonesian it is called SMK (Sekolah Menengah Kejuruan) (Lokadata, 2019). The government's attention is very much towards the development of the vocational school world, as one of the vocational education channels. One manifestation of such concern is the issuance of Presidential Instruction No. 9 of 2016 concerning Vocational Revitalization in the context of Improving the Quality and Competitiveness of Indonesian Human Resources (Sekretariat Kabinet RI, 2016). One of the objectives of the SMK revitalization program is to improve the quality of SMK graduates, while at the same time creating a link and match program between schools and the business / industrial world. One of the triggers of the program's emergence is a serious gap between the ability of SMK graduates with the needs of the industrial world.

Based on data from the Directorate of PSMK, the SMK Revitalization program includes 125 SMKs from SMKs in all over Indonesia (Apriliyadi, 2017). Of the 125 SMKs that received a revitalization program, 8 of them were private schools, including the SMK Perguruan "Cikini". In DKI Jakarta, SMK Perguruan "Cikini" is the only private school that gets a revitalization program. This is an award as well as a challenge for the SMK Perguruan "Cikini". This program is an award for being a competitive advantage for the SMK Perguruan "Cikini". Based on Papoulias opinion (Saitis & Saiti, 2017), the competitive advantage possessed by an organization is then implemented in the form of making a strategic program and there is a strong commitment and motivation to implement the strategic program effectively. The SMK revitalization program is also a challenge because the consequences of the SMK

revitalization program are that the principal, as the top manager, must be able to optimize all of his knowledge, energy and attention to provide strategic leadership for their subordinates so that the organization has maximum performance. According to Hill (Saitis & Saiti, 2017) strategic leadership and maximum organizational performance are part of the process of achieving the organization's long-term targets by maintaining competitive advantage. In other words, the principle of strategic management is very important to be implemented by the SMK Perguruan "Cikini" so that the SMK revitalization program can be successful.

From the explanation above, the researcher is interested in examining the application of strategic management in the SMK Perguruan "Cikini". The purpose of this study is to analyze the application of the four basic elements of strategic management in the SMK Perguruan "Cikini".

METHOD

Research about implementation of strategic management in SMK Perguruan "Cikini" is a case study research. Case study research is one of the five approaches in qualitative research. Case study is a qualitative research in which researchers explore real life through detailed and in-depth data collection involving various sources of information (John W. Creswell, 2015). In this study, the data were obtained through observation, interviews with the leaders of the "Cikini" Vocational School and the person in charge of quality management, as well as work meeting documents and internal audit results.

FINDING & DISCUSSION

SMK Perguruan "Cikini" is one of the major educational organizations in the North Jakarta. SMK Perguruan "Cikini" is a vocational high school under the Direktorat Pendidikan Dasar dan Menengah Yayasan Perguruan "Cikini. SMK Perguruan "Cikini". The school has eight expertise programs, namely Electric Power Installation Engineering, Machining Engineering, Light Vehicle Engineering, Computer and Network Engineering, Audio Video Engineering, Industrial Electronics Engineering, Mechatronic Engineering, and Software Engineering.

Stages of Strategic Planning and Strategic Implementation

The implementation of the principles of strategic management in the Vocational High School "Cikini" can be seen from two points of view. *First*, from the perspective of SMK "Cikini" as a system. Second, there are subsystems in SMK Perguruan "Cikini". If referring to the opinion of Schendel and Hofer as previously explained, then to analyze the implementation of strategic management in SMK Perguruan "Cikini" used three approaches, namely as follows.

1. Structural approach, namely analyzing the system of accountability within the organization SMK Perguruan "Cikini" as one system on one side, and as a subsystem of Direktorat Pendidikan Dasar dan Menengah Yayasan Perguruan "Cikini" on the other.

2. Process approach, which is analyzing how the tasks and responsibilities are carried out by each member of the "Cikini" Vocational School organization. The process approach in order to develop school quality is the application of a system that manages school processes in carrying out its planning and identification and interaction between these processes, and its management to produce an outcome desired by the school (Purwadi, 2012). For the strategic management process to be properly observed and analyzed, each stage of the process must be well documented, includes documentation of the findings of the problem and documentation of follow-up corrections of the problems found.
3. Behavioral approach, namely analyzing the behavior of members of the organization SMK Perguruan "Cikini" which describes commitment, motivation, morale, appreciation, discipline, ethics, and so on.

To comprehensively analyze the implementation of strategic management in SMK Perguruan "Cikini", the researchers collaborate on the two things above, namely SMK Perguruan "Cikini" viewed from the perspective of systems and subsystems using a structural approach, a process approach, and a behavioral approach.

SMK Perguruan "Cikini", as a large school, must be run with careful planning. The stages of planning are carried out through the mechanism of work meetings. Work meetings are held in stages, starting from the Direktorat Pendidikan Dasar dan Menengah Yayasan Perguruan "Cikini", school leaders, as well as teachers and administrative staff. Work meetings are held in stages so that a synergic relationship occurs from the top level to the level of the education unit.

The stages of environmental analysis and the formulation of a strategic plan are carried out during work meetings held in stages, namely work meetings at the Direktorat Pendidikan Dasar dan Menengah Yayasan Perguruan "Cikini" and at the SMK Perguruan "Cikini" level. The following is a chart of the mechanism of work meetings at the Yayasan Perguruan "Cikini".

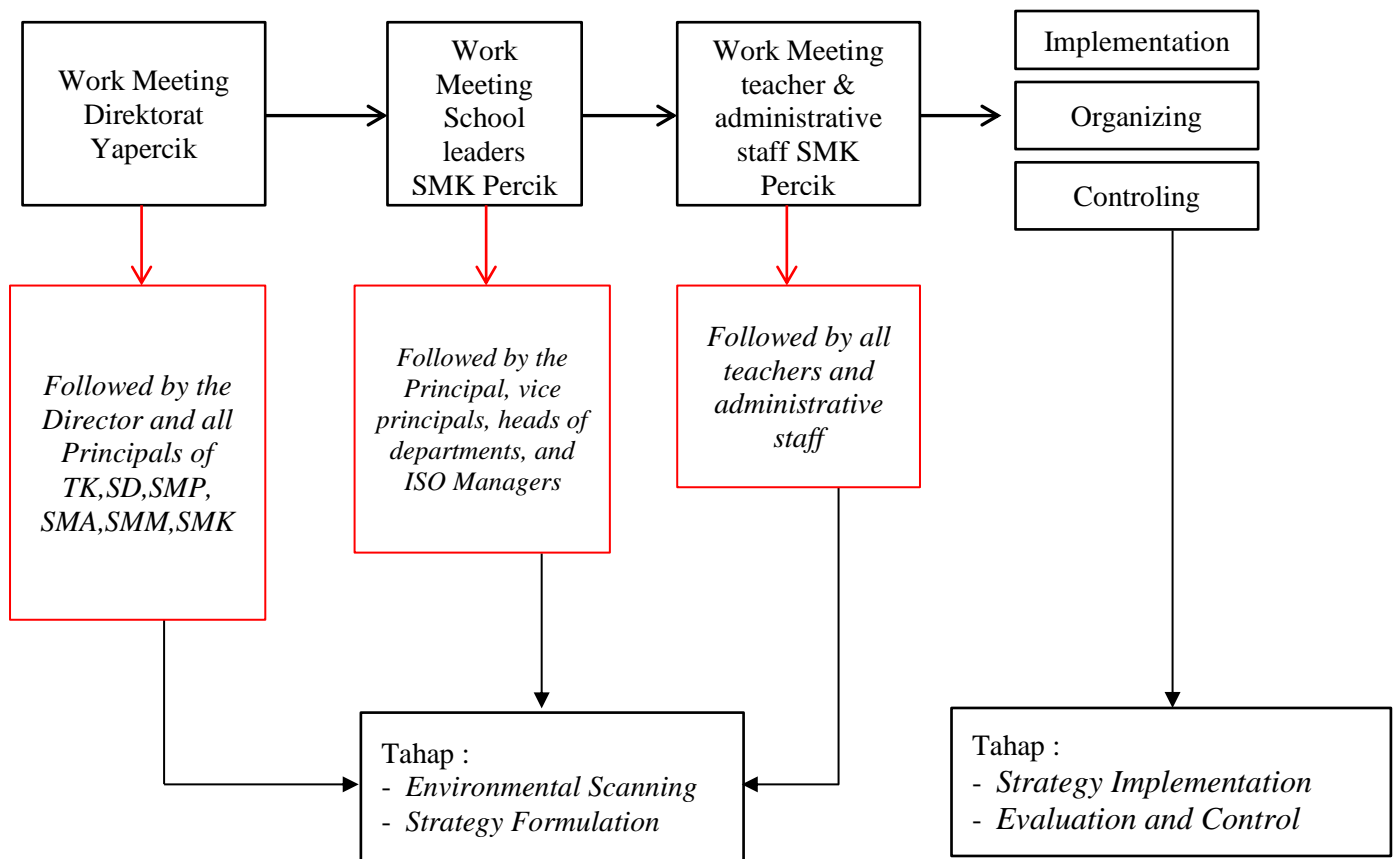


Figure 2. Chart of the mechanism of work meetings at the Yayasan Perguruan “Cikini”

From the chart above it can be concluded that the work meeting at the SMK Perguruan “Cikini” level is a conceptual and technical translation of the Direktorat Pendidikan Dasar dan Menengah Yayasan Perguruan “Cikini” work plan. Work Meeting took place for 4 days and was attended by all teachers and employees. The two big things done at this meeting are as follows.

1. Formulation of school work programs

This activity was guided by the vice-principals who were each in charge of the curriculum, students, facilities and infrastructure, as well as industry and community relations. The working meeting participants were divided into 5 commissions, namely the curriculum for the curriculum, the commission for facilities and infrastructure, the commission for student affairs, the commission for industrial and community relations, and the commission for administration. Each commission discusses translating conceptually and technically work program of Yayasan Perguruan “Cikini” according to the field discussed. The results are then presented in a plenary session chaired by the school principal.

2. Formulate joint commitments

This activity is guided directly by the school principal. The purpose of this activity is a unified perception of school policies and the achievement of the commitment of all teachers and employees

to implement school policies as well as possible. The output of work meeting activities is a strategic plan. This strategic plan is then more operational in detail into the annual work program of SMK Perguruan “Cikini”, which includes work programs in the field of students, facilities and infrastructure, curriculum, as well as industry and community relations. Furthermore, this work program will be implemented, monitored and evaluated. The strategic formulation scheme in the field of curriculum formulated at the 2019 work meeting can be seen below.

PERUMUSAN STRATEGIS BIDANG KURIKULUM TAHUN 2019/2020

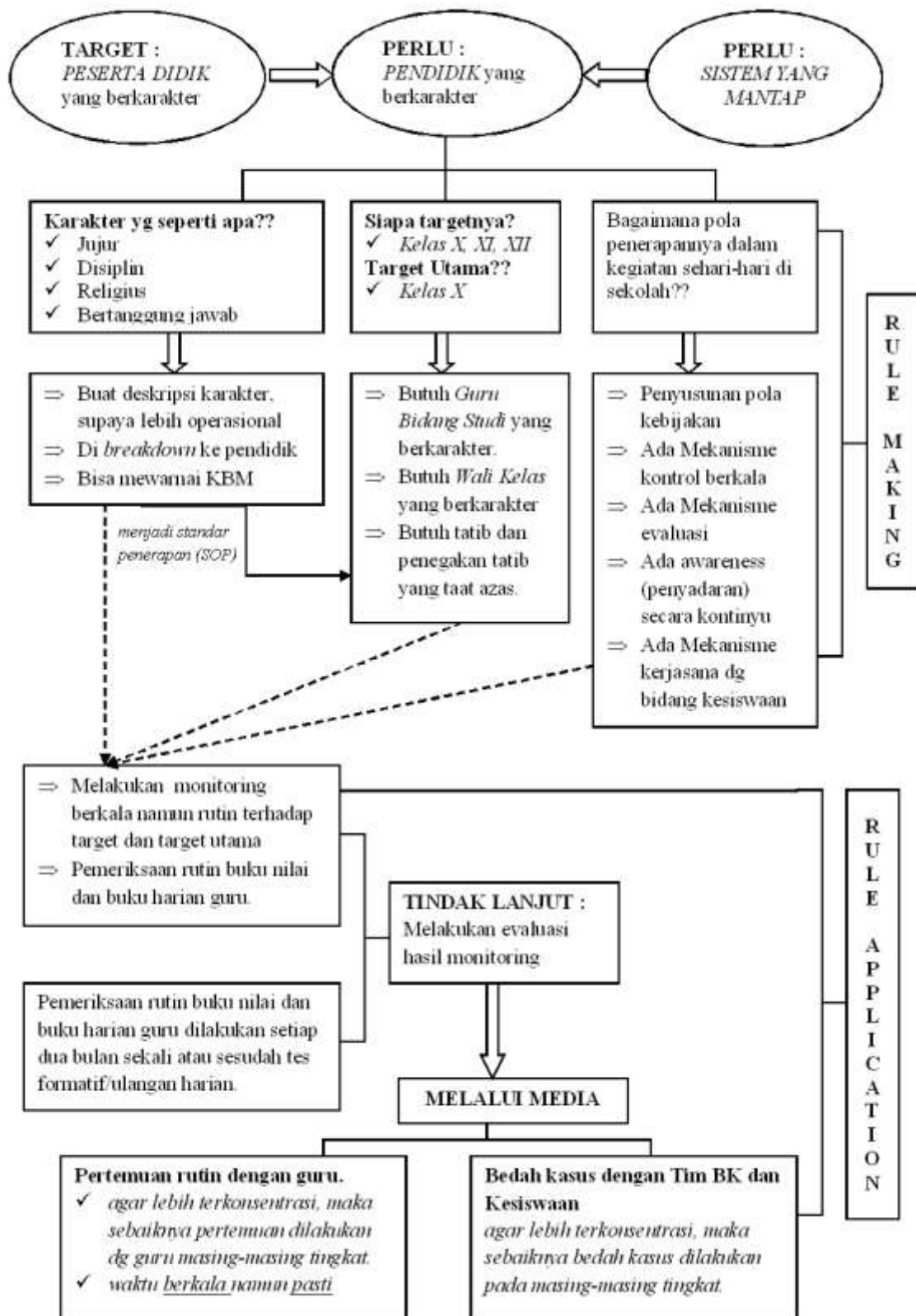


Figure 3. The strategic formulation scheme in the field of curriculum

The results of the strategic formulation of the curriculum field later became a work program for curriculum in 2019/2020. The work program is as follows.

1. Meeting early even semester and odd semester start.
2. Monthly homeroom teacher monthly meeting.
3. Monthly meetings of subject teachers.
4. Teacher supervision and class supervision.
5. Examination of the teacher's grade book and diary.
6. Teacher training.
7. Class coaching by the school leader.

Stages of Evaluation and Control

Implementation of work programs that are the result of work meetings must be evaluated and controlled so that they are always in accordance with the strategic plan that has been formulated. At this stage the actual work program implementation process will be seen.

To evaluate and control the implementation of work programs in each field, an internal audit is regularly conducted. Internal audits are carried out by school leaders together with those responsible for school quality management. Various findings of the discrepancy are then followed up with corrective plans. Improvement plans that are formulated are also always evaluated and controlled for their achievement. This is certainly in accordance with the basic elements of strategic management cycle that has been explained in the introduction. The internal audit scheme of work programs at SMK Perguruan “Cikini” can be seen below.

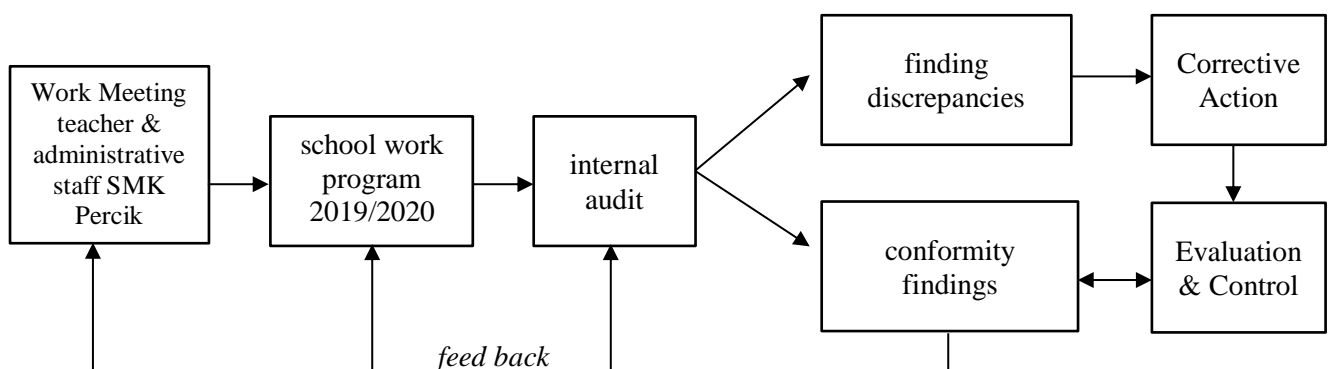


Figure 4. The internal audit scheme of work programs at SMK Perguruan “Cikini”

From the picture above it can be seen that the actual results of the internal audit are outputs that can be considered as a school development planning process. In general, outputs from a process are often very valuable inputs for the next school planning process. The following is a list of audit activities for the fields of curriculum, student affairs, and industrial relations.

Table 2. Internal audit SMK Perguruan “Cikini” (stage I)

No	Audit Activity	Case Findings	Corrective Action	PIC	Note
1	BIDANG KURIKULUM				
	It was no evidence that relevant mechanism (Procedure) was established regarding “Monitoring of Teacher KBM Realization (Class Supervision)”.	Lack of evidence procedure class supervision	Make a quality procedure “Monitoring of Teacher KBM Realization (class Supervision)	Wakil Kepala Sekolah Bidang Kurikulum	Will be reviewed on next audit
2	BIDANG KESISWAAN				
	It was observed for several activities as below:				
	<ul style="list-style-type: none"> To enhance promotion methodology from the existing methodology. To ask and collect report/data in progressively from PPDB Team 	There was no evaluation for PPDB processes	Make evaluated PPDB processes and promotion	Wakil Kepala Sekolah Bidang Kesiswaan	Will be reviewed on next audit
3.	BIDANG HUBUNGAN INDUSTRI				
	It was observed for several activities as below:				

<ul style="list-style-type: none"> • To monitoring quality objective properly. • To do analyze “keterbercapaian dan ketertidakcapaian” from quality objective achievements • To develop marketing/hubin database • To establish objective for hubin’s marketer (daily, weekly, monthly) 	<ul style="list-style-type: none"> • Lack of monitoring quality objective • Lack of analyze “keterbercapaian dan ketertidakcapaian” from quality objective achievements • industrial partners were derived from students prakerin • the absence of targeted marketing students periodically • lack of media promotion in Hubin 	<ul style="list-style-type: none"> • Make monitoring quality objective Prakerin every month • Make a list of students who prakerin appropriate department and analyzed the results • Create industrial database as much as possible and followed up • Collaboration with several industrial and conducting presentations at regular intervals in order to establish cooperation • Held a “job fair” at school after UN and visit appropriate industry majors 	<p>Wakil Kepala Sekolah Bidang Hubungan Industri</p>	<p>Will be reviewed on next audit</p>
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CONCLUSION

Based on the results of research on the application of strategic management in SMK Perguruan “Cikini” it can be concluded that SMK Perguruan “Cikini” has implemented four basic elements of strategic management. Various findings of discrepancies that are followed up with corrective actions indicate that SMK Perguruan “Cikini” always responds to various problems found and makes continuous improvements in maintaining school quality. The results of the internal audit and corrective actions are then used as feedback to develop a strategic plan the following year.

ACKNOWLEDGMENT

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EVALUATION OF ADDITIONAL FOOD PROGRAM FOR SCHOOL CHILDREN

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ABSTRACT

This thesis aims to see the level of success in achieving the goals set for the Evaluation of School Child Supplement Program. This research is a qualitative descriptive study using an evaluation Discrepancy Evaluation Model (DEM) Input, Process, Output, to find out the level of success in achieving the goals set at Evaluation of Service Quality in School Child Supplement Program at SDN Pluit 03 Kelurahan Pluit North Jakarta. The subjects of this study were the Principal, Vice Principal and Chair of the Committee. Data collection techniques with the study of documentation, observation and interviews. Data analysis uses an interactive analysis model that is data collection, data reduction, data presentation and drawing conclusions. Input Components, all predetermined criteria for program implementation program Provision of Supplementary Food for School Children the input component is already good but there are components which have not been met related to additions to support the activities of School Child Supplementary Food Program to a better way. Process Components, there are some standards that are not implemented such as not carrying out deliberation activities, teachers have not fully carried out the mentoring properly, there are still teachers who do not accompany students, provide direction, or monitor. Output Components, standards that have been set based on output components are already good but not optimal occurs in community participation as supervisors not going well.

Keywords: *Evaluation, Service Quality, Programs, Supplementary Feeding for School Children*

ABSTRAK

Tesis ini bertujuan untuk melihat tingkat keberhasilan pencapaian tujuan yang telah ditetapkan dalam Evaluasi Program Tunjangan Anak Sekolah. Penelitian ini merupakan penelitian deskriptif kualitatif dengan menggunakan evaluasi Discrepancy Evaluation Model (DEM) Input, Process, Output, untuk mengetahui tingkat keberhasilan pencapaian tujuan yang ditetapkan pada Evaluasi Kualitas Pelayanan pada Program Penunjang Anak Sekolah di SDN Pluit 03 Kelurahan Pluit Jakarta Utara. Subjek penelitian ini adalah Kepala Sekolah, Wakil Kepala Sekolah dan Ketua Komite. Teknik pengumpulan data dengan studi dokumentasi, observasi dan wawancara. Analisis data menggunakan model analisis interaktif yaitu pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Komponen Input, semua kriteria yang telah ditetapkan untuk pelaksanaan program Program Pemberian Makanan Tambahan Anak Sekolah komponen input sudah baik namun ada komponen yang belum terpenuhi terkait penambahan untuk mendukung kegiatan Program Makanan Tambahan Anak Sekolah ke arah yang lebih baik. Komponen Proses, terdapat beberapa standar yang belum dilaksanakan seperti tidak melaksanakan kegiatan musyawarah, guru belum sepenuhnya melaksanakan pendampingan dengan baik, masih ada guru yang tidak mendampingi siswa, memberikan arahan, atau memantau. Komponen Keluaran, standar yang ditetapkan berdasarkan komponen keluaran sudah baik tetapi belum optimal terjadi pada partisipasi masyarakat sebagai pengawas yang tidak berjalan dengan baik..

Keywords: *Evaluasi, Kualitas Pelayanan, Program, Pemberian Makanan Tambahan untuk Anak Sekolah*

INTRODUCTION

Education is a learning process for students to be able to understand, understand, and make humans more critical in thinking. Also, any experience that has a formative effect on the way people think, feel, or act can be considered educational. The quality of human resources (HR) is one of the first factors needed in implementing national development. In achieving quality human resources, nutritional factors play an important role. Good nutrition will produce quality human resources who are healthy, smart, and have a strong and productive physique. Nutritional improvement is needed in the life cycle starting from pregnancy, infants and toddlers, preschoolers, elementary school children, adolescents and adults.

Based on Erick Erickson's psychosocial theory, school-age children 6-12 years are in a diligent phase where normally children always try to achieve achievement. Children feel incompetent and unproductive in an unsupportive environment. One of the benchmarks for the academic success of a child in school is learning achievement, which is a school output and a reflection of students' cognitive abilities during learning. Can have a negative impact, namely loss of productivity, loss of brain development, cognitive, school opportunities and loss of resources due to high health costs and can hamper the aspirations of national progress.

Learning achievement is influenced by several factors, namely factors that come from within the child (internal) and from outside the child (external). Provision of supplementary school meals for school children (PMT-AS) is a national program started from 1996-1997, implemented in a cross-sectoral manner related to the PMT-AS coordination forum and has the legal basis of INPRES No.1 of 1997 concerning the School Child Supplement Program. The aim of implementing the supplementary food program for school children is to increase the physical endurance of elementary school children and the equivalent through improving the state of nutrition and health so as to encourage student interest and learning ability to improve achievement. The effect of food on brain development, namely food that does not contain enough nutrients and lasts a long time will cause changes in metabolism in the brain.

Subjects for the research will include: Indonesian, Mathematics and Natural Sciences in the form of Mid-Semester Examination (UTS) and Final Semester Examination (UAS) scores. The reasons for taking these subjects are the National Examination subjects. The results of the first semester scores of SD Negeri Pluit 03 Pluit Village students in 2019 show that out of 590 students who have bad grades in Indonesian Language, Mathematics and Natural Sciences lessons (SD Negeri Pluit 03, Pluit Village, 2019). Based on this background, the authors would like to examine the effect of Supplementary Food for School Children (PMT-AS) on improving learning achievement at SD Negeri Pluit 03, Pluit Village in 2019.

Evaluation is a tool from the branch of science to analyze and assess various scientific phenomena and the application of science in the application of science in professional practice, therefore evaluation is in various branches of science.

According to Stufflebeam and Shinkfield states that:

Evaluation is the process of delineating, obtaining, and providing descriptive and judgemental information about the worth merit of some object's goals, design, implementation, and impact in order to guide decision making, serve need for accountability, and promote understanding of the involved phenomena.

Evaluation is a process of providing information whose data is used as a consideration to determine prices and services from the goals achieved, design, implementation and impact to help make conclusions, assist accountability and increase understanding of phenomena.

Rutman argues that program evaluation is an activity that requires a scientific method to measure program implementation and outcomes in order to make decisions. Agreeing with Rutman, Langbein and Felbinger stated

"Program evaluation is the application of empirical social science research methods to the process of judging the effectiveness of public policies, programs, or projects, as well as their management and implementation, for decision-making purposes¹."

The meaning of evaluation in this definition is part of the social research method including the decision-making process regarding the effectiveness of program management and implementation for the benefit of decision making.

There are many definitions about quality. In the Complete Indonesian Dictionary, quality is a value or condition. Edward Deming, said that quality is: "an apredictive degree of uniformity and dependability at a low cost, suited to the market". Based on these elements, quality can be defined as a dynamic condition related to products, services, people, processes and the environment that meet or exceed expectations.

Management of special services in schools is established to facilitate all matters relating to school education or learning objectives. And if special services are well managed, it will produce good results.

Provision of Supplementary Food for School Children, hereinafter abbreviated as PMT-AS, is the activity of providing food to kindergarten and elementary school students in the form of a meeting along with other supporting activities, taking into account the aspects of quality and food safety. Supplementary food is intended as a supplement, not a substitute for the main daily meal. Supplementary foods must meet the following requirements: diverse, nutritionally balanced, safe and contain carbohydrates, proteins, fats, vitamins, and minerals.

¹Laura Langbein dan Claire L. Felbinger, *Public Program Evaluation: A Statical Guide* (New York: M.B. Sharpe Inc., 2006), h. 3.

The purpose of providing supplementary food for school children has the dimensions of nutrition, health, education, agriculture, economy, and community empowerment. The objectives of the provision of supplementary food for school children are the dimensions of children, parents, teachers and the community.

METHOD

The method used in this research is a qualitative method which is a procedure in the research that will produce descriptive data in the form of written or spoken words from the people and the behavior under study. Qualitative methods are also useful for exploring and understanding the meaning that some individuals or groups perceive as coming from social or humanitarian problems. In the view of qualitative research, symptoms are holistic (comprehensive, cannot be separated) so that qualitative researchers do not determine their research based solely on research variables, but the overall social situation under study includes aspects of place, actor and activity (activity) which interact synergistically. The model used in the evaluation of this program is the Discrepancy Evaluation Model by Malcom Provus. This evaluation model was chosen to measure the extent of the gap between program implementation and the program standards that have been set.

FINDINGS AND DISCUSSION

A. Discussion

1. Component Input

The school children's supplementary feeding program at SDN Pluit 03 already has a PMTAS team or at SDN Pluit 03, the person in charge of the program. It is fitting that a program will be successful or not, a leader or coach is needed to be able to control the running of the ongoing program. However, what needs to be underlined is that each team or person in charge is expected to be able to control the running of the program on an ongoing basis so that the program can run according to the predetermined corridors.

The PMTAS team under the command of the principal has collaborated with public elements in the success of this school children's supplementary feeding program. One way is to work together.

The various facilities in the school are also in accordance with their functions, such as the availability of ways to wash hands with soap in the school sink, healthy food banners in the school canteen, school gardens where the names of trees are written, to a prayer room which is available text or posters of how to perform ablution and how to pray properly.

Overall, the input component for the supplementary feeding program for school children at SDN Pluit 03 is in accordance with the standard criteria for implementing the supplementary

feeding program for school children, this needs to be a concern of the school, so that this program can provide more benefits to students and school residents.

2. Process component

The process of providing additional food for literacy school children at SDN Pluit 03 has been running sustainably. The activity of providing additional food for school children has been running and is currently entering the year for approximately 1 year. This is in accordance with the standard criteria that have been set, namely the implementation 15 minutes before the lesson starts. However, it does not meet the standard criteria regarding the activity of providing additional food for school children which must be carried out every day.

3. Process Components

We recommend that all activities that have been carried out by a student should be waited by the teacher. This also applies to the activity of providing supplementary food for school children. A teacher is expected to look after students so that the food is not thrown away. However, this was not found in the activities of supplementary feeding for school children at SDN Pluit 03. Things that have been done by students well. Of course this violates or does not comply with the standard criteria set by the government.

However, this does not mean that the activity of providing additional food for school children is not recorded at all. The provision of additional food for school children at SDN Pluit 03 has an adequate place. This is certainly in accordance with the standard criteria of a supplementary feeding program for school children.

4. Inequality between Program Standards and Reality

The imbalance that occurs between program standards and its rigor can be found in the Input, Process, and Output section of the school children's supplementary feeding program at SDN Pluit 03. Among them is the input component, the PMTAS team or person in charge of PMTAS at SDN Pluit 03 but has not worked sustainably .

In the process component, the standard should be that the activity of providing additional food for school children is carried out every day but at SDN Pluit 03. In the output component, students improve hygiene and healthy living habits including healthy eating habits. Community participation in utilizing and providing local food ingredients.

CONCLUSIONS

1. Component Input

The person in charge or what was said by the PMT-AS team at SDN Pluit 03 had not carried out their duties optimally. Although some of the facilities and infrastructures to support the running of the supplementary feeding program for school children are sufficient. Among them are adequate school fields, a lunch box and a place to wash hands / sink.

2. Process component

The activity of providing supplementary food for school children has been going well. Several indicators of school literacy standards in primary schools have met. However, several indicators must be immediately addressed to support the program of supplementary feeding for school children towards a better direction, such as supplementary feeding activities for school children that must be consistently implemented every day, and field utilization.

3. Component Output

In the output component, the teachers must be in the position of the students who are eating so that the students do not waste the food. In terms of the results, which consist of the sustainability of the supplementary feeding program for school children and the improvement and attitudes of students, it is still not optimal. The lack of optimism that occurs in community participation as supervisors is not going well. From the results of the implementation of supplementary feeding for school children, there is an increase in the health quality of students, although not yet fully. The increase is seen from cooperation, discipline, and ways of communicating.

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**EVALUATION OF
SCHOOL
EXTRACURRICULAR
PROGRAMS TO
IMPROVE LEADERSHIP
AND STUDY
MOTIVATION AT SDN
JATISAMPURNA IX
BEKASI IN 2019**

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ABSTRACT

This thesis aims to see the level of success in achieving the goals set in the Evaluation of the Scout Extracurricular Program. This research is a qualitative descriptive study using the Context, Input, Process, Product (CIPP) evaluation model to determine the level of success in achieving the goals set in the Evaluation of the Scout Extracurricular Program at SDN Jatisampurna IX Bekasi. The subjects of this study were the Principal, Guidance Scouts, and students. Data collection techniques with the study of documentation, observation and interviews. Data analysis uses an interactive analysis model that is data collection, data reduction, data presentation and drawing conclusions. Context Component, all policies that have been established for the implementation of the Scout Extracurricular program in the Context component are eligible. Input Components, all the standard criteria that have been set for the implementation of the Scout Extracurricular program on the input components are good but there are components that have not been fulfilled with additional supervisors to support the activities of Scout Extracurricular programs in a better direction. The Process Component, there are some standards that are not implemented such as not holding a group discussion, the teacher/subject has not fully implemented the assistance properly, there are still teachers who do not accompany students, provide direction, or monitor. Product Component, the standard that has been set based on the product component is good but the optimization occurs in the community participation as a supervisor doesn't go well.

Keywords: *Evaluation, Program, Scout Extracurricular*

ABSTRAK

Skripsi ini bertujuan untuk melihat tingkat keberhasilan pencapaian tujuan yang telah ditetapkan dalam Evaluasi Program Ekstrakurikuler Pramuka. Penelitian ini merupakan penelitian deskriptif kualitatif dengan menggunakan model evaluasi Context, Input, Process, Product (CIPP) untuk mengetahui tingkat keberhasilan pencapaian tujuan yang telah ditetapkan dalam Evaluasi Program Ekstrakurikuler Pramuka di SDN Jatisampurna IX Bekasi. Subjek penelitian ini adalah Kepala Sekolah, Pembina Pramuka, dan siswa. Teknik pengumpulan data dengan studi dokumentasi, observasi dan wawancara. Analisis data menggunakan model analisis interaktif yaitu pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Komponen

Konteks, semua kebijakan yang telah ditetapkan untuk pelaksanaan program Ekstrakurikuler Pramuka pada komponen Konteks memenuhi syarat. Komponen Input, semua kriteria standar yang telah ditetapkan untuk pelaksanaan program Ekstrakurikuler Pramuka pada komponen input sudah baik namun terdapat komponen yang belum terpenuhi dengan tambahan pengawas untuk mendukung kegiatan program Ekstrakurikuler Pramuka ke arah yang lebih baik. Komponen Proses, ada beberapa standar yang belum diterapkan seperti belum mengadakan diskusi kelompok, guru / mata pelajaran belum sepenuhnya melaksanakan pendampingan dengan baik, masih ada guru yang tidak mendampingi siswa, memberikan arahan, atau memantau. Komponen Produk, standar yang telah ditetapkan berdasarkan komponen produk sudah baik namun optimalisasi yang terjadi pada partisipasi masyarakat sebagai pengawas kurang berjalan dengan baik.

Keywords: *Evaluasi, Program, Ekstrakurikuler Pramuka*

INTRODUCTION

Extracurricular activities have an important role in learning at school. Extracurricular activities are activities outside school hours, activities outside school hours have a lot of influence on the child's personality. The Scout Movement aims to form every scout to have a personality who is faithful, cautious, noble, patriotic, law-abiding, disciplined, upholds the noble values of the nation in maintaining and building the Unitary State of the Republic of Indonesia, practicing Pancasila and preserving the environment.

Thus it is expected that every student who takes part in the scout extracurricular program has a personality that is in accordance with the objectives contained in the scout movement and follows the scout movement seriously so that this activity has a good impact on the personality of the student.

At SDN Jatisampurna IX Bekasi, they have implemented various extracurricular programs, both compulsory and optional, including pianic music, rabana, sports, paskibra, tutoring and scouts. The implementation of this extracurricular activity still has various problems. This extracurricular activity is still running until now but it is not maximized seen from the phenomenon of the lack of coaches at SDN Jatisampurna IX Bekasi so that its implementation is less effective, from observations made that all students who take scout extracurricular activities are only part of the students who participate every time, in the scouting implementation. consists of initial activities, core activities, and closing activities which are not well structured.

A. Evaluation

1. Definition of Evaluation

Evaluation is a process of providing information whose data is used as a consideration to determine prices and services from the goals achieved, design, implementation and impact to help make conclusions, assist accountability and increase understanding of phenomena.

2. Definition of Program Evaluation

Program evaluation according to the Joint Committee on Standards for educational Evaluation in Widoyoko's book program evaluations that asses educational activities which

provide service on a continuing basis and often involves curricular offering. Program evaluation is an evaluation that assesses activities in the education sector by providing continuous data. Thus program evaluation is a series of activities carried out deliberately and carefully to determine the level of implementation or success of a program by knowing the effectiveness of each component, both on ongoing programs and programs that are already in effect.

B. Extracurricular

Extracurricular activities are activities that are carried out outside the classroom and outside of lessons to develop the potential of students' human resources both in relation to the application of the knowledge they get and in a special sense to guide students in developing their potential and existing talents. in him through compulsory and optional activities. Extracurricular activities in education are intended to answer the demands of the needs of students, help those who do not enrich their learning environment and stimulate them to be more active.

C. Scouts

Scouting originated in the united kingdom with lord baden powel particular interpretation of the scouting concept). Talking about Scouts, it is inevitable that we must know the founder of the scouting movement, namely Lord Baden Powel of Gilwell. Has made leaps in history that shocked the world. He is a British soldier and inventor of the boys scout, born in London, and graduated from a charterhouse school. Joined the 13th Hussars Army in India in 1876. His experience in the army would later influence the development of scouting in England.

The Scout Movement is the name of an educational organization outside of school and outside the family that uses the basic principles of scouting education and scouting education methods. The scout movement is also known as the scouting movement. The scouting movement is a youth development movement that has a worldwide influence. The scouting movement consists of several youth organizations whose aim is to train the participants physically, mentally and spiritually and to encourage them to carry out positive activities in society. This goal is achieved through a scouting training and education program that prioritizes practical activities in the field.

D. Leadership

According to Mifta Thoha, leadership is an activity to influence the behavior of others, or the art of influencing human behavior, both individually and in groups. According to Pudjosemedi, leadership is a relationship between one person and another, the leader is able to influence others to be willing to cooperate in related tasks to achieve what he wants.

So leadership is the art of influencing others to be able to work together in order to achieve their goals. The leadership function is a social phenomenon, because it must be manifested in interactions between individuals in the social situation of a group / organization.

E. Learning Motivation

According to Evelin, motivation is a condition that causes or gives rise to certain behavior, and which gives direction and resistance to the behavior. According to M. Sobry Sutikno, motivation is certainly very necessary, because someone who does not have motivation to learn will not be possible to do learning activities.

METHOD

A. Evaluation Methods and Models

1. Evaluation Method

The method used in this research is the non-test method or qualitative method which is a procedure in the research that will produce descriptive data in the form of written or spoken words from the people and the behavior under study.

2. Evaluation Model

The evaluation model used in this program evaluation research uses an evaluation model developed by Stufflebeam, et al at Ohio State University, namely Context-Input-Process-Product (CIPP).

B. Data and Data Sources

The determination of the sample in this study was carried out when the researcher began to enter the field and while he was in the place where the research was taking place. In this research, the sampling technique uses nonprobability sampling, which is a sampling technique that does not provide an opportunity / opportunity for each element or member of the population to be selected as a sample, a sampling technique not randomly selected. Techniques and Data Collection Procedures

1. Observation

Observation is a stage related to observing, observing, and recording actions taken as the object of research.

2. Interview

Interview is a method of collecting data by asking respondents directly and face-to-face about several things that are needed from a research focus.

3. Document / Documentation Study

Documentation is any process of evidence based on any type of source, whether it is written, oral, illustrative or archaeological.

4. Triangulation

Triangulation can be defined as a data collection technique that combines various data collection techniques and existing data sources.

FINDINGS AND DISCUSSION

A. Description of Evaluation Findings

1. Context (Context)

Komponan The context in this program includes three important focuses, namely, Scout extracurricular legal foundations, implementation background, Scout extracurricular program objectives.

2. Input (Input)

The Input component is carried out to identify and assess the capabilities of human resources, materials, tools, time, place and costs for implementing the selected programs.

3. Process (Process)

The process components in this research include scout extracurricular planning, scout extracurricular implementation, and scout extracurricular assessments, use of facilities.

4. Results (Product)

From the results of product evaluation, it is hoped that it can provide information that can help the evaluator in making a decision regarding the continuation, end and modification of the program.

B. Discussion

1. Aspects of Context (Context)

Evaluation of the context aspect of the scout extracurricular program at SDN Jatisampurna IX is categorized as good. The school as the organizer of the scout extracurricular program has and understands the basic rules of government policy, and guidelines for the implementation of the scout extracurricular program. The school also provides budget support and supporting facilities for the implementation of the scout extracurricular program at school

2. Input Aspect (Input)

The evaluation of the scout extracurricular program input at SDN Jatisampurna IX was in the very good category. The school fulfills all the criteria in the input aspect of the scout extracurricular program. For the scout development component as one of the evaluation criteria, the findings show that even though the scout coach has met the minimum qualifications of KMD, the quantity is still very limited. In the input aspect, a scout coach

should ideally be determined according to the principle of a separate unit. One scout coach is assisted by a scout assistant to foster male students and vice versa. And this is what has not been fulfilled properly in school. Especially if the school implements a scouting program as a compulsory extracurricular activity, then the fulfillment of the quantity and qualifications of scout coaches is a need that must be met immediately.

3. Process Aspects (Process)

In the planning aspect regarding the implementation of front cluster deliberations as a means of evaluating the previous program and planning the next program good planning is planning that is documented in a standard administrative format, SDN Jatisampurna IX does not carry out front cluster meetings but regularly holds deliberations at the educational unit level, from the aspect of the process in planning component, this aspect is categorized as good. In the aspect of scout extracurricular activities, scout extracurricular activities at SDN Jatisampurna IX are carried out for 1 year with the actualization system being carried out once a week and once each activity is carried out for 120 minutes.

In the aspect of scout extracurricular assessment that scout extracurricular participants get the value given by the scout coach. In the aspect of using the facilities in general it is sufficient, the classrooms are used for coding activities, songs and skill knowledge, and in the field it is used for activities in the form of marching and semaphore as well as games and performances between teams, for facilities, especially the field, need improvement because In terms of size, it is not sufficient to carry out a scouting activity outside the room because the field land is divided into two schools, namely SDN Jatisampurna I and SDN Jatisampurn IX, so when scouting activities take place it will definitely be full.

4. Aspects of Results (Product)

Aspects that become parameters are aspects of leadership attitudes and learning motivation of students with cooperation and being able to plan group activities, this is one of the requirements that a leader must have in that they have skills in communication, social skills and are critical in acting , and after they participate in many competitions they become motivated and able to overcome difficulties by cooperating to achieve good results and this is the motivation that students must have. The next aspect is the sustainability of the Scout extracurricular program in the future, the scout extracurricular activity program by schools in the form of a systematic program developed by the school.

CONCLUSIONS

In general, the results of the evaluation with the CIPP model for the scout extracurricular program to improve leadership and learning motivation at SDN Jatisampurna IX Bekasi are quite good, but there is still much to be improved in several aspects so that the benefits of the scout

extracurricular program can be felt optimally by students. This can be seen from the following four aspects:

1. Context

Judging from the context aspect which consists of scout extracurricular legal basis, scout extracurricular background, scout extracurricular goals. Most of them have met the requirements, because the documents they have are complete, have a legal basis for the scout extracurricular program, have a background in the scout extracurricular program, have the aim of the scout extracurricular program.

2. Input (Input)

In terms of the input aspect which consists of students, scout coaches, financing, facilities and infrastructure. There are several components that have not been fulfilled. First, scout coaches who only rely on one scout coach from internally, if you see according to a separate unit, there must be additional coaches to support activities optimally, both facilities and infrastructure have not fully supported the skills of students to train scouting competency skills.

3. Process (Process)

Judging from the aspect of the process which consists of fulfilled implementation, first the planning of scouting activities is not optimal because it does not follow the front group deliberations. The non-optimization occurs in components, namely the implementation time of scout extracurricular activities that have not met the standards because they only carry out the actualization model and regular model activities. Class / subject teachers have not fully implemented mentoring properly, there are still teachers who do not accompany students, provide directions, or monitor.

4. Results (Product)

In terms of the results, which consist of the sustainability of the scout extracurricular program and the improvement of the skills and attitudes of students, it is still not optimal. The lack of optimism that occurs in community participation as supervisors is not going well. From the results of the scout extracurricular implementation, there is an increase in the competence of leadership attitudes and learning motivation of students, although not yet fully. The increase is seen from cooperation, discipline, and ways of communicating

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HARMONIOUS INTERMINGLING BETWEEN SCHOOL SUPERVISORY TEAM AND INDUSTRY TRAINING SPECIALISTS

KUSNADI

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ABSTRACT

Dual system, as a combined partnership in education between vocational schools and companies is a teeming phenomenon all-over the world. Indonesia is one of the countries that for sometimes has been practicing this system seriously using huge amount of resources all-over the nation. However, the result is not typical for different schools. Originally the researcher was interested in evaluating the implementation of Dual System Program, but after sometimes during qualitative data collection, the researcher was more interested in some important factors affecting the success of dual system. The study shifted to explore key success factors in implementing dual system at YKTB 2 vocational High School in Bogor Indonesia. Using a Discrepancy Evaluation Model (DEM) and beyond, the researcher evaluated the implementation of the System at the Vocational School in Bogor Indonesia and conclude that the success of implementation is very much depends on harmonious association of school supervisory activities and the capability of training specialist in the industry to translate the objective of vocational schools for providing graduates to work in several positions available in the economy.

Keywords: dual system, vocational school, intermingle

ABSTRAK

Sistem ganda sebagai suatu sistem pendidikan yang menjalin kerja sama antara sekolah kejuruan dan industri/perusahaan merupakan fenomena yang marak di banyak Negara. Indonesia adalah salah satu di antaranya yang telah mempraktikkan sistem ini secara bersungguh-sungguh dengan mengangarkannya dalam sector pendidikan . Namun demikian hasil pelaksanaannya masih perlu dikaji dengan seksama. Pada mulanya peneliti berniat untuk mengevaluasi tingkat keberhasilan pelaksanaan sistem ganda ini, namun kemudian peneliti tertarik mengkaji factor penentu keberhasilan pelaksanaan dari sudut keamatan jalinan hubungan antara tim yang melakukan fungsi pengawasan di sekolah dan kemampuan para pelatih di perusahaan. Beranjak dari kajian DEM dan studi eksplorasi menyimpulkan bahwa tingkat keberhasilan pelaksanaan sistem ganda dalam mempersiapkan lulusan untuk bekerja di perusahaan sangat tergantung pada keamatan hubungan yang harmonis antara tim pengawas di sekolah dan tim pelatih di perusahaan.

Kata Kunci: sistem ganda, sekolah kejuruan, kerja sama

INTRODUCTION

Indonesia agreed to sign Asian China Free Trade Area (ACFTA) which will formally be implemented in January 2010 and further the World Free Market in 2020. The agreement has consequences in trade competition among nations both for products and services. Indonesia as a big country in Asian must prepare for providing productive human resources coming from vocational schools to compete other nations particularly in Asean countries. This responsibility involves the Ministry of Education, the Ministry of Workforce and the Ministry of Trade. Not to mention the involvement of Chamber of Commerce and the community in general.

The Central Bureau of Statistics mentioned that unemployed work forces in February 2005 were 10.9 million. This happened due to imbalances between workforce and employment. On the other hand, the government planned to create jobs to reduce unemployment as many as 10.3% of the total workforces. Educational reform is needed to respond to the new challenges,

if not, education will only produce workforce that cannot be absorbed by job market. Relating to this problem, ideally the graduate of vocational education can be absorbed by employment around 80 to 85%. By rough estimation, the number of graduates that can be absorbed by employment were under that figure. Under this condition a reformation in vocational education is a must to overcome unemployment problem in Indonesia. Considering the limited availability of national budget which was allocated only to solve poverty problem, unemployment problem and other social aspects. One possible way that can be taken by the government at the present time is to change the proportion of vocational schools and high schools. At the present time the proportion of vocational schools to high school is 30 to 70%. It is believed that by changing this proportion the unemployment problem can be reduced.

The Ministry of Workforce and Transmigration in collaboration with The Ministry of Education has initiated to innovate “job-oriented” education system. In line with this initiation, the governor of West Java said that the number of vocational schools in West Java will be increased gradually. At the present time the proportion of high school and vocational school is about 70% to 30%. In the future, the proportion will be 30% to 70%. This policy is based on the fact that the quality of job seekers is very low. As a result, job seekers do not have bargaining positions. The increase in the number of vocational schools will hopefully improve the number of graduates entering employment.

In addition to the low quality of job seekers, according to the governor the availability of employment is lower than the number of job seekers. Therefore, the mindset of the youth and job seekers must be changed from seeking a job to creating a job.

Two European countries can be taken as an example for their success in implementing dual system are Denmark and Germany. What these two countries did was to provide the apprenticeship for students to be trained in companies or industries or involved students directly in working environment. This practice is well known worldwide for its ability to prepare students to go to labor market with

qualified labors. They are easily adjusting themselves to the fast-changing conditions and technologies. The dual system provides skilled labors to work directly in industries or to be entrepreneur. This system provides harmonious connection between education and industrial challenges. Another countries apart from Germany that practicing dual system are Austria, Switzerland, Holland and Norway. (Billett et al., 2012)

What the school cannot teach is intrapreneurship skill. Intrapreneurship is a kind of behavior needed in the firm and industry as a potential substantial value in the enterprises. According to (Frank, Korunka, Lueger, & Weismeier-Sammer, 2016) the selection processes of apprenticeship, corporate social responsibility are among the process for shaping intrapreneurship behavior. Intrapreneurship is needed when a firm or industry confronts internal problems such as inefficiency and ineffectiveness. Developing this skill becomes a big challenge for modern industries where competition become very tight and harsh. By implementing Dual System, students of vocational schools can learn from the industries to develop intrapreneurship. Since intrapreneurship is the very critical skill that the schools cannot provide, they must work together with industries by implementing an appropriate Dual System.

Many countries will look at German experience when they want to do dual system in education (Deissinger, 2015). Because they think that Dual System can overcome the integration problem between school-leavers outgoing from vocational education and skills deriving from training in industries to reduce youth unemployment. Education and training system as a whole is very complex and still considered to be in the transitional process in Germany, however the lesson learned from Germany can promote spirit for many countries to follow or to imitate and even innovate in some ways the form of Dual System to be applied in their respective countries.

Islamic education has also rich examples of doing Dual System. In early days, Islamic education was considered have a holistic approach in the developing humankind and Islamic civilization. This kind of education has been practiced by Nigeria and Malaysia prior to Euro Colonial Adventures. (Abubakar, Abdullah, Ubale, & Embong, 2016). This is done because the fact that education that focused itself on physical well-being of temporal life achievement may have negative impact on the individual family and even on the entire communal life. This Islamic study proposed recommendation for reforming contents, methods and curriculum as an integral part of educational system with balanced policy as promoted by Islamic education.

METHOD

The method, the way the researcher accomplishes data collection and analysis, brought forward steps and activities to arrive at the conclusion. This is an evaluation research using a discrepancy evaluation model as initially developed by Provus (1972). Initially, the purpose of the study was to evaluate the effectiveness of Dual System program run by vocational school. However, during the implementation of data collection the researcher was interested in expanding the purpose of the study

to explore the key factors influencing success of Dual System. The study was conducted at YKTB 2 Vocational School at Bogor Regency West Java Province. To complete the study, researcher went beyond using discrepancy model which enabled him to see the differences between what is said in the standard and what's happened in the field as a result of implementation. The researcher explored determining factors that might enhance the success of Dual System by examining the interaction between school supervisory team and training specialist in the industry.

The Researcher used qualitative and quantitative analysis after careful data collection. In this study the researcher took several stages as followed. Definition stages, defining the objective processes and activities as well as describing the needed resources. This information becomes measuring standard to evaluate the program implementation. Installation stage, in this stage research established the standard measurement to judge the success of the implementation of the program and to know how far the deviation from the standard happened. Process stage, this stage included data collection, the examination of preliminary impact of the program. Product stage, at this stage the researcher analyzed all data measuring the degree of achievement or outcome. Through these four stages. The researcher can examine the degree of success of dual System Program. And the final stage is exploring factors most influential to the success of the program implementation.

In completing the study, the researcher followed several steps below.

1. Preparation, this step included literature reviews, explored theories, developed key performance indicators, developed instruments, prepared research design, and conducted preliminary observation on the location. Prior to data collection, instrument was carefully pilot tested. Key informants were carefully selected both supervisory team at school and training specialist in the industry. Only those meeting certain criteria were selected in the study.
2. Data collection (primary, and secondary), this step included observation and in-depth interview. During in-depth interview the researcher used open ended questions. The researcher listened to the respondents, confirmed narration and recorded respondents' stories. The following are respondents in this study: school principal, curriculum wise principal, head of office administration program as supervisory team, tutors, teachers responsible for production, normative teachers, adaptive teachers, training specialist from industry, Dual System instructors, and students. This process is an iterative process until the information is saturated. To improve the quality of information, triangulation technique was applied during data collection and processing.
3. Data processing and Analysis. These included data reduction data presentation and conclusion. Also included in this step are data verification.

4. Report writing as the final step of the research cycle. This is the final stage of the study

Before the report was reviewed by the involved parties both in school and in industry. The researcher assigned School Supervisory Team as key informant and training specialist in the industry to describe how close the interaction between them and how they can solve training problems during the implementation seen from their respective responsibilities.

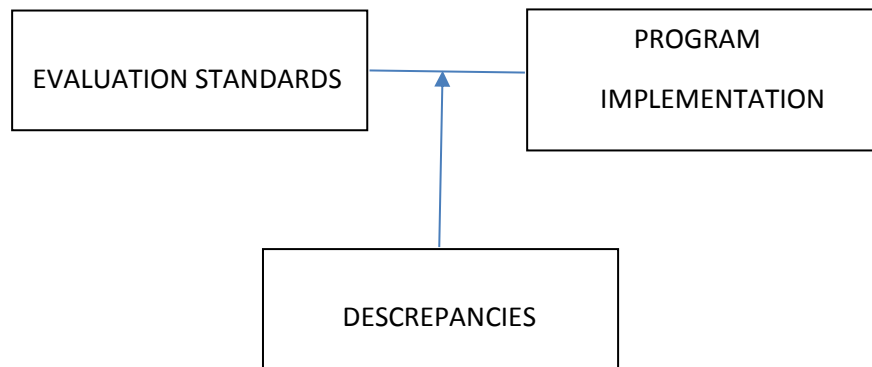


Figure 1. Provus discrepancy model

FINDINGS AND DISCUSSION

Practical activities of students under Dual System in the Department of Office Administration is conducted for grade XI in semester IV for two up to four months in industry. The students work for five days in industry Monday through Friday from 07.30 up to 15.00 with half hour break at 12.00 up to 12.30 for taking lunch and pray. And the students must come back to school on Saturday for making consultation on the problems they faced in the industry or to learn normative and adaptive contents. They call this “Five to One System”. However, in “PT Asuransi Jasindo” the students are obliged to come to the office from 08.00 up to 16.00 as regular employees do. These activities are required after the students take midterm examination at school. The activities are meant to provide students with materials, norms and ethical information. These activities are intended to make students adaptable to job and have full experiences from preparation until the completion. This is done under guidance and supervision of training specialist in the industry. Billet, Future et al. (2012) argued that this cooperation should be understood if vocational education is to be strengthened.

As part of the cooperation between school supervisor and training specialist in industry, a monitoring system is established that school supervisor involved in monitoring activities for three times – preparation, implementation or formative evaluation and summative evaluation. During this process school supervisors regularly make visit to the industry to examine industrial practices conducted by

students. This monitoring activities is followed by written report. During monitoring, the students are assessed on their skills, attitude and behavior and certified by industry for the purpose of obtaining recognition for their competence.

Table of visit made by School Supervisory Team

NO.	DURATION (IN MONTH)	GROUP NUMBER	VISIT FREQUENCY			
			1	2	3	4
1	1					
2	2	15				
3	3	70				

This table shows variation of duration of visit to different groups of students. It was found that the evaluation of student’s performance was conducted using a special form to be completed by students and then checked by training specialist in the industry. The overall evaluation was made at the end of the training program. - at the time students are about to return to the school. According to both school supervisory team and training specialist there are no significant difficulties and problems during the implement of Dual System and the students feel satisfied about the program. However, it was found that the most critical problem lays in the “how” to reconcile and align harmonious cooperation between in school and out of school programs and the distribution of resources for education and practical training. As the consequences of Dual System, the cooperation between school supervisor and training specialist in industry is to balance between monitoring made by school supervisor team and certification by training specialist in industry. And as mentioned by (Işgören et al., 2009), that the cooperation should be orderly updated.

CONCLUSIONS

Dual System students does not only learn knowledge from theoretical perspective through instruction but also are introduced as early as possible to hard and soft skills needed for employment. More importantly, they learn by their own experiences how to discipline and to behave based on work ethics guided by training specialists in the industry. These two institutions basically have different but interrelated functions claiming limited resources. They must work together toward a common end – providing skilled workforces who are able to compete in the global market. Of course, this is not an

easy task for both school and industry. It needs an intermingling harmonious cooperation between school supervisor and training specialist in the industry in terms of strategies and the use of competing resources and the student needs to reconcile what they learn in school and what they do out of school. Therefore, student visit to the industry becomes a crucial part to ensure the success of Dual System

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STUDENT PARTICIPATION IN EXTRA-CURRICULAR SCOUTING AND THE ENHANCEMENT OF DISCIPLINE A CORRELATIONAL STUDY IN PUBLIC VOCATIONAL SCHOOLS.

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ABSTRACT

This research aims to examine student extracurricular participation through scouting activities in relation to the level of discipline in Public Vocational High School East Jakarta City. Using quantitative approach, the researcher collected data from 364 student respondents by means of Likert scaled questionnaires. This study involved 12 vocational high schools in East Jakarta. To ensure the representativeness, the sample was proportionally randomized out of 6701 student population. Prior to data collection, the instruments were validated to 30 respondents. The study concluded that there was a moderate positive correlation between the level of student involvement and discipline at Public Vocational High School in East Jakarta.

Keywords: extracurricular scouting; correlation; and discipline.

ABSTRAK

Penelitian ini bertujuan untuk mengkaji hubungan antara keikutsertaan siswa dalam kegiatan ekstrakurikuler kepramukaan dan tingkat kedisiplinan siswa di SMK Negeri se-Jakarta Timur. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan kajian korelasional. Pengambilan data penelitian dilakukan dengan menggunakan angket atau kuesioner yang dibagikan kepada siswa sebanyak 364 sebagai sampel dari populasi sebanyak 6701 siswa yang tersebar di 12 sekolah. Sebelum pengumpulan data, peneliti melakukan uji validitas instrument terhadap 30 responden. Hasil penelitian menunjukkan bahwa terdapat hubungan yang moderat antara tingkat keikutsertaan siswa dalam kegiatan ekstrakurikuler kepramukaan dan tingkat kedisiplinan siswa di SMK Negeri se-Jakarta Timur..

Keywords: ekstrakurikuler pramuka; korelasi; dan disiplin.

INTRODUCTION

Extra-curricular scouting is an activity that becomes compulsory in every school. This activity is designed to develop student character, good citizenship and discipline. The implementation of scouting

is based on “2013 Curriculum”. Scouting activities are practiced once a week. No wonder scouting is attached in the school activity as an integral part of the curricula. The implementation of scouting is not always running smoothly. Many students do not seriously participate in this extra-curricular scouting activities. In the meantime, one can find many subject matters that are less oriented to shaping student discipline. Therefore, the government enacted new curriculum obligating schools to implement extra-curricular scouting as a means of shaping strong discipline as well as improving academic and nonacademic achievement. To achieve this objective, the school implements in-school and out-of-school activities to strengthen student discipline and student loyalty to Pancasila (The Five Principle of State Philosophy). Scouting education will produce spirit of mutual help, responsibility, and good character both in school and out of school.

According to Gilang (2014) the implementation of scouting as extra-curricular activities are obliged by Ministry of Education Regulation Number 63 - year 2014 about scouting was intended to develop skills, dignified national character and civilization in the framework of a nation building program. Also, scouting was designed to develop student potentials in order to educate the life of the nation. Simultaneously, scouting activities are expected to develop student potentials in order to have strong belief and devotion in One God the Almighty, and noble morality. They are intended also to shape healthy, knowledgeable, capable, creative, independent, disciplined, democratic and responsible citizen. The consequence of the Ministerial Decision is that the schools, so far must have been implementing the regulation in order to shape good student behavior in schools since good behavior is necessary for improving student achievement.

One of several strategies to achieve the school vision, the school must make use of good student management. In relation to this, Imron (2012) reminded that all forms of school activities must be oriented to education mission. All activities liked or disliked by must be solely directed to the development of students.

It is mentioned on scouting article of association/bylaws in the national headquarter that scouting movement is intended to make education relevant to local conditions, community interest as well as the level of development. Scouting activities are also intended to make students:

1. Have noble personality, mentality, intelligence, skill, health and devoted to One God the Almighty.
2. Have good, obedient, independent Indonesian citizen which are loyal to Pancasila (the five principle of State Philosophy) and be responsible for the development of state and nation.

According to Azwar (2012) the functions of scouting movement are:

1. To provide children and youth with interesting activities, anything like games that are joyful and educating. They must be purposive and contain rules not just entertaining. That is why the researcher labels them as interesting activities.

2. To provide adults with forum for dedication. To adults, scouting is not just a game to play but an activity to function their roles in the community with responsibility, sincerity, and dedication for the sake of organizational objectives.
3. To provide community and organization with a means for taking actions. Scouting is a tool that can be used to satisfy local community with their needs and a medium for organizations to achieve their goals. In this context, scouting activities are considered as an instrument and not an end.

Based on the background mentioned above, the researcher is interested in examining the relationship between extra-curricular scouting and student discipline. The purpose of this research is to inquire whether the level of student's discipline and the extent of student's participation in extracurricular scouting has close relationship at public the vocational high schools in East Jakarta. The reason the researcher took vocational high schools in his study was the fact that vocational graduates were directly go to labor market right after graduation. Current employment needs not only skillful workforces but also disciplined workers. Discipline is badly needed in industry since it affects the quality of product and services.

There were many studies on scouting that has been done so far. One of them was the study conducted by Ferris et al. (2016). And study conducted by Polson et al. (2013). , However, this correlational study differs from other existing studies in the sense that this study tried to involve wider population involving public funded vocational high schools which its accountability is monitored by the community. The study was conducted in East Jakarta Municipality examining discipline behavior of students resulting from the implementation of extra-curricular scouting in schools.

METHOD

This research used quantitative analytical approach which focused itself on a correlational study. Data collection was designed to describe the correlation of extracurricular scouting and student discipline of public vocational high schools in East Jakarta Municipality. Using Krejcie & Morgan table, 364 students were involved in the study. They were proportionally randomized out of the total population of 6701 students. Data were collected using four-option Likert scaled questionnaires. Prior to data collection, the instruments were pretested to 30 students to ensure their validity. The questionnaires have four alternatives: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). To analyze data, the researcher focused himself on (1) descriptive analysis which is intended to delineate class interval and percentage of each variable which is meant to give brief picture of frequency distribution of the two variables; (2) the test of normality which is intended to make sure that the data were normally distributed. In this test the researcher used Kolmogorov Smirnov formula; (3) the test of linearity, which is intended to examine whether the correlation of two variables are

deviating from linearity; and (4) the test of hypothesis which is intended to accept or to reject null hypothesis

FINDINGS AND DISCUSSION

Student participation in Extra-Curricular activities

The analysis on how intensive the student participation in extracurricular scouting was based on 49 items of 339 returned questionnaires. Using three categories of low, medium, and high criteria of participation it was found that the highest score was equal or greater than 168 and the lowest score was 120 and the mean was 154.56.

More detailed information can be seen in the following table and pie-diagram.

Table 1. Frequency Distribution of Student Participation in Extracurricular Scouting

No	Criteria	Interval classes	Frequency	Percentage
1	Low	120-143	78	23 %
2	Are	144-167	191	56 %
3	High	≥ 168	70	21 %
	Total		339	100%

The table shows that 23% of students are low (78 students), 56 % of students are medium (191 students) and 21 % are high (70 students) in the scale of their extracurricular scouting participation.

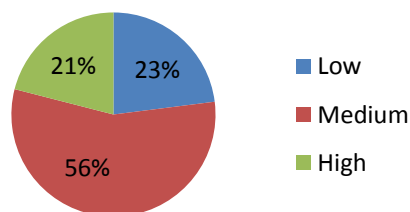


Figure 1. Pie Diagram of student participation in extracurricular scouting

Student Discipline

The analysis on how high the student level of discipline was based on in extracurricular scouting was based on 19 items of 339 returned questionnaires. Using three categories: low, medium, and high criteria of discipline it was found that the highest score was equal or greater than 67 and the lowest score was 42.

More detailed information can be seen in the following table and pie-diagram.

Table 2. Frequency Distribution of Student Level of Discipline

No	Criteria	Interval classes	Frequency	Percentage
1	Low	42-54	23	7 %
2	Medium	55-66	171	50%
3	High	≥ 67	145	43%
Total			339	100%

The table shows that 7% of students are low (23students), 50 % of students are medium (171 students) and 43 % are high (145students) in the scale of discipline.

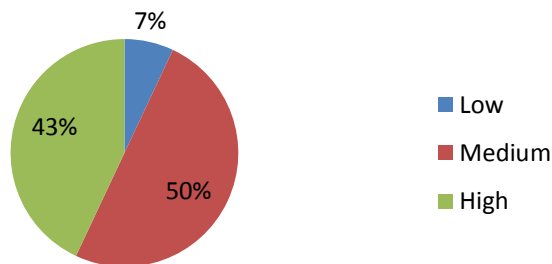


Figure 2. Student Level of Discipline Diagrams

Test of Normality

The table below shows that data are normally distributed as indicated by one-sample Kolmogorov Smirnov test.

Table 3. One-Sample Kolmogorov-Smirnov Test

Extra-curricular		Student Discipline	
N		339	339
Normal Parameters	Mean	154.56	65.24
	Std. Deviation	14.864	7.487
Most Extreme Differences	Absolute	0.048	0.047
	Positive	0.048	0.047
	Negative	-0.028	-0.044
Test Statistic		0.048	0.047
Asymp. Sig. (2-tailed)		.054 ^c	.064 ^c

According to the above table, the data were normally distributed since both Asymp. Sig. (2-tailed) or p value of extracurricular and discipline are bigger than ($>$) 0.05.

Test of Linearity

The table below shows that variables are linearly correlated.

Table 4 Test of Linearity Student participation and discipline ANOVA

			Sum of Squares	Df	Mean Square	F	Sig.
Student Discipline Extra-Curricular Scouting	Between Groups	(Combined)	7282.232	62	117.455	2.779	0
		Linearity	4706.719	1	4706.719		0
		Deviation from Linearity	2575.512	61	42.222	0.999	0.485
	Within Groups		11666.45	276	42.27		
Total			18948.68	338			

This table shows that the correlation of these two variables is linear since the sig. value of *Deviation from Linearity* is equal to 0.485 or greater than .05.

Test of Hypothesis

The purpose of this hypothesis testing is to examine whether the correlation worked from sample can be significantly generalized to the population. Using Pearson product moment, as shown in the table 5 below, it can be concluded that null hypothesis is rejected.

Table 5. Correlation between Extra-Curricular Scouting and Student Discipline

		Extra-curricular Scouting	Student Discipline
Extra-curricular Scouting	<i>Pearson Correlation</i>	1	.498**
	<i>Sig. (2-tailed)</i>		0.000
	<i>N</i>	339	339
Student Discipline	<i>Pearson Correlation</i>	.498**	1
	<i>Sig. (2-tailed)</i>	0.000	
Total		339	339

This table tells us that after the schools implement extracurricular scouting program as stipulated by the Ministry of Education’s Decision the correlation between scouting and discipline is medium (consult table 6 below). Since the sig. value equal to .000 or less than 0.05, it concludes that there is a significant positive correlation between Extra-Curricular Scouting and Student Discipline (it is also indicated by a two-star positive coefficient correlation .498**). According to the table below the correlation between the two variables is moderate.

Table 6. Degree of Correlation

Coefficient Correlation	Degree
0,00 – 0,25	Low
0,26 – 0,50	Moderate
0,51 – 0,75	High
0,76 – 0,99	Very High
1.00	Perfect

DISCUSSION

The above research findings tell us that the schools in general have implemented the scouting program and “Dasa Darma Pramuka” (The ten scouting principles of dedication) well enough. The ministry of Education’s regulation has obliged schools to implement extracurricular scouting through the implementation of 2013 Curriculum. Gilang (2014) mentioned that the purpose of scouting is to develop student capabilities and shape personalities in the framework of nation building and educating the life of the nation. This finding is consistent to the previous study conducted by Alam (2017) examining the scouting in Public Vocational School 2 in Wonsari. Other similar study was conducted by Saraswati (2017) in Public Junior Secondary School Banjarsari revealing that the implementation of extracurricular scouting result in high student social skills. The reason of this achievement is that the school implement extracurricular scouting in a more intensive way. In fact, the previous studies conducted by Alam and Saraswati were limited to individual schools, while this study have wider scope of observation up to the population of the whole Public Vocational School at the level of East Jakarta Municipality.

Student Discipline

Discipline is a form of orderliness of prescribed behavior. It enhances learning and student achievement at school. Without discipline the school will be in chaos. According to Imron (2012) discipline is an orderly behavior demonstrated by students without committing violations and harms directly or indirectly to other students.

This study revealed that student discipline is moderate meaning that student level of discipline in public vocational high schools is fair enough. This finding is supported by Indrakusuma (2002) study stating that the purpose of discipline is to control student behavior either in school or out of school which sooner or later discipline will grow from within.

Correlation between student participation in extra-curricular scouting and student level of discipline. The correlation of the two variables is obvious in explaining that if student participation in extracurricular scouting increases, it will be followed in the increase of student discipline (Suryani, 2017). This indicates that the two variables have positive correlation. This also means that if the student participation in extracurricular goes down, it will be followed by a decrease in student level of discipline (Kurniawan, 2017). Even though this statistical information is significant at the alpha of .01 (two starred correlation coefficient) it does not indicate the two variable have a causal relationship in the sense that student participation in the extracurricular scouting will have effect on student discipline in their population. The above correlation study is held up by Fitri (2012) mentioning that through scouting activities the students can be trained to develop student personalities. Similar finding is also acknowledged by Hudyono (2012) citing that scouting is a medium for developing character, discipline, honesty, obedience, devotion, emotional maturity as well as physical strength.

CONCLUSIONS

According to the data, in spite of the implementation of scouting activities has been done carefully by public vocational high schools at Public Vocational High School in East Jakarta Municipality, there is only a medium correlation between student participation in extracurricular scouting and student discipline. This is due to the students are not interested in participating the scouting program. This is also true for the degree of student discipline that are not too much affected by their participation in scouting since the content is lack of practical activities that leads to the establishment of character building. Eventually the researcher recommend that school principals need to evaluate the implementation of scouting activities and identify implementation problems so that the scouting program can be improved in the future. In addition, coordination among the whole team should be promoted in line with the improvement in the allocation of funds and resources to achieve the predefined

goals. The researcher recommends other researchers to study possible variables affecting students, and level of discipline.

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THE EFFECT OF MANAGERIAL CAPABILITIES OF PRINCIPAL TOWARD SCHOOL QUALITY IN VOCATIONAL HIGH SCHOOL

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ABSTRACT

The figure of principal as top management in schools has an important role in optimizing the function of teachers in accordance with the background of their expertise, particularly to vocational high school, which becomes one of Indonesian's government priorities. Thus, the aim of the study was to examine the influence of the principal's managerial ability on the quality of vocational high school. The study was conducted at three public vocational schools of Business Management group located in North Jakarta. The study employed a quantitative survey method with 102 teachers as a sample from the teacher population of 138 people. Prior to the research, trials were conducted on 30 teachers. The research reports that direct influence of the principal's managerial ability on the quality of vocational school of business management group is 16%. This figure indicates the direct influence of the Principal's managerial ability on the quality of vocational high Schools. It is concluded that the competency of principal has a major role to bring the success of school as an educational organization and the quality of teachers.

Keywords: Managerial ability; School Quality; Principal.

ABSTRAK

Figur Kepala Sekolah sebagai top manajemen di sekolah memiliki peran penting dalam mengoptimalkan fungsi guru sesuai dengan latar belakang keahliannya, khususnya pada sekolah kejuruan yang saat ini menjadi salah satu prioritas utama pemerintah Indonesia. Dengan dasar ini, maka penelitian ini bertujuan untuk mengkaji pengaruh kemampuan manajerial kepala sekolah terhadap mutu Sekolah menengah Kejuruan (SMK). Sampel penelitian ini diambil pada tiga SMK Negeri, khususnya pada kelompok Bisnis Manajemen di Jakarta Utara. Metode penelitian yang digunakan adalah metode kuantitatif dengan mengambil sampel sebanyak 102 orang dari populasi guru sebanyak 138 orang. Sebelum dilaksanakan penelitian dilakukan uji coba pada 30 orang guru di luar sampel. Kesimpulan yang diperoleh adalah adanya pengaruh langsung antara kemampuan manajerial kepala sekolah terhadap mutu SMKN kelompok bisnis manajemen sebesar 16 %. Angka ini mengindikasikan adanya pengaruh langsung kemampuan manajerial Kepala Sekolah terhadap mutu Sekolah di SMK Negeri Kelompok Bisnis Manajemen Jakarta Utara. Dari hasil penelitian ini dapat disimpulkan bahwa kemampuan kepala sekolah dalam memimpin sekolah mempunyai peranan yang besar dalam membawa keberhasilan sekolah sebagai organisasi pendidikan dan kualitas para guru.

Kata Kunci: Kemampuan Manajerial; Mutu sekolah; Kepala Sekolah.

INTRODUCTION

Competition in industry and trade is increasingly tight with the implementation of ASEAN Free trade Area (AFTA) and ASEAN Economic Community (AEC). To respond this, the most effective way is to build the quality of graduates through improving the quality of education services. Vocational High School as a sub-system of National Education which is responsible for preparing reliable middle-level human resources, is required to apply the principles of demand driven, job oriented, and dual based programs, which are oriented to market needs and even able to develop innovation to influence changes in needs the job market so as to realize customer satisfaction. The development of educational services must be carried out in an integrated manner in one quality management by paying attention to all aspects and elements that exist in the administration of education. This effort focuses on building positive character and creating a sustainable vocational education and training system. Besides that it also equips students with the ability to innovate in the field of science and technology, work skills, and entrepreneurial spirit.

From the results of the databoks survey, Katadata Indonesia in 2016 showed that the open unemployment rate of the population aged 15 years and over viewed from the level of education showed the following results; elementary school (2.08%), Junior High School (5.75%), Senior High School (8.73%) and Vocational High School (11.11%), Diploma I / II / III (6.04%), University (4.87%). The data were taken in August and published on November 8, 2016. In addition, based on the Central Statistics Agency (BPS) data, the quality of SMK graduates has not been too encouraging (Republika Online, 28 December 2015) by Rakhmat Hadi Sucipto. The open unemployment rate (TPT) of the 15-year-old population from vocational school graduates turned out to be much higher than high school graduates. In August 2015, TPT of vocational graduates reached 12.65 percent, while high school graduates were 10.32 percent. In fact, the vocational unemployment rate shows an increasing trend from year to year. Then the National Professional Certification Agency (BNSP) assessed that there were still high unemployment rates for vocational graduates because their quality and competitiveness were still low. According to the chair person of BNSP, Sumarna F Abdurrahman, there are gaps in learning at school and during apprenticeships with the real world of work. The solution, the government must adjust the curriculum of vocational high school with industry-developed standards.

Regardless of economic development and the expansion of existing employment opportunities, these numbers become responsibility that need to be anticipated early on. Some of the issues are what breakthrough efforts have been made by the Vocational High School in DKI Jakarta to answer these challenges; and With regard to the level of quality of human resources, why the position of our country is still far compared to neighboring countries. The task of the principal as the top management plays an important role so that the ability to manage must be supported by a professional attitude.

The main target that must be achieved by schools in carrying out educational activities is to produce "qualified graduates", therefore schools must have professional educators and carry out quality education processes as well. To control and guarantee the quality of the implementation of education, the school is required to take concrete steps and be able to detect the progress of the learning process and results of its students regularly / periodically. Not only in the realm of knowledge and skills but also in the attitude and mental aspects. The quality of graduates must show reliable character quality. Graduates from education units are actually future assets.

In connection with efforts to improve quality, there are five main strengths that can encourage the movement of school institutions to achieve the expected "quality" of education, namely; (a) Effective school leadership, (b) Appropriate design / standards, (c) Effective systems, (d) Personal awareness and motivation, (e) a conducive environment. Organizers and school administrators or principals are required to be able to carry out their functions effectively, be good at leadership, understand the principles of education, and be quality minded.

Furthermore, to facilitate this, measuring quality and making equality of perception is the first step, which is built and equated to be used as the basis for formulation or quality limitation. This means that the context of quality is not merely described to avoid subjectivity. What will be the focus of the formula to equalize understanding of what will be discussed. Zainal et al (2016) highlighted that "to measure it, it is necessary to first create a common perception about what is meant by quality in the education institution system."

In this study, quality will be discussed in terms of education quality. With regard to the quality of education, the context of quality will be seen from the aspect of service institutions, and the achievement of learning objectives that all lead to students. How education productivity is pursued by paying attention to aspects of output and input, the performance of institutions and the use of resources, as well as effectiveness and efficiency. In the business and industry world, there is a quality management concept known as Total Quality Management (TQM) or "integrated quality management". The application of the quality management concept has brought success in management, quality improvement, and achieving company profits. Integrated quality management is a management that focuses on continuous improvement efforts to meet the demands of the workforce. schools can implement School Based Management (SBM). Therefore, the concept of integrated management is very appropriate to be applied to vocational schools to achieve an improvement in the quality of education through school quality assurance and control.

Various regulations in the field of education have been poured out by the government to spur and realize the management and implementation of education systems in this beloved homeland is getting better with the development and demands of changing times. The legal basis upon which education is carried out, among others, can be stated: (a) Law Number 20/2003 concerning National Education System, (b) Government Regulation Number 32 of 2013 concerning National Education

Standards, (c) Minister of National Education Regulation Number 64 of 2013 concerning standards contents, (d) Minister of National Education Regulation No. 54 of 2013 concerning graduate competency standards, (e) Minister of Education and Culture Regulations No. 28 of 2016 concerning quality assurance systems for primary and secondary education.

Vocational education as a sub-system of the national development system is important in participating in the development of human resources. The regulation of the education sector can be used as a reference or benchmark for minimum standards for the implementation of vocational education, thus it is expected to become an educational activity that can be relied upon in producing graduates who are of high quality and have productive abilities as national assets.

The reality in the field regarding quality assurance is that ISO 2000 has not been implemented consistently in several public schools. Some even do not conduct quality assurance activities with external parties because of the reason they have stopped the ties with ISO 2000. Another thing is the existence of schools that do not have officers who are responsible for implementing quality assurance specifically. Representatives in the field of Quality Management in several schools have been eliminated on the grounds that they can be doubled. Another reason is that there are too many administrative activities while the support of time, costs, facilities and energy is very limited.

Another thing is that the elements of curriculum and other educational devices are certainly required to meet quality standards that are in line with the expectations of society. Given the dynamic condition of the community, the design / standard must always be adjusted to the dynamism of the demands of the community's needs, so that schools can always look superior. The company should be involved as a partner intuition. To realize this, it is still constrained by the company because of differences in vision and mission. Not to mention the problem of time and energy, so often the work practice activities in the industry are still far from expectations. The school should be able to get many things from field practice activities to harmonize the curriculum (curriculum validation).

With the implementation of school quality management in the form of implementing quality improvement programs on an ongoing basis it is expected that the school will get many benefits. Target focus with objectives and standards will be clearer. Similarly, the implementation of teaching and learning activities and other activities will be more effective, avoid mistakes. In terms of resources such as labor, and costs, it will be more effective and efficient. The end result is to produce graduates who meet the standards / quality, and the good name of the school and public trust increases. Even the welfare of school residents will increase.

The implementation of quality control resulting from products and services will essentially control all aspects of activities carried out by the school, from the start of controlling the quality of the program, the quality of the process including the quality of human resources and quality of management, to controlling the quality of results. So, if the school institution is able to carry out the process of quality

control of all components and aspects of its activities appropriately, then the school will be able to guarantee the effectiveness of the education process and the achievement of graduate / graduate quality according to the stated goals / standards.

As described above, all of that is certainly not independent of the ability of the Principal to carry out management functions. Operationally the principal is the person most responsible for planning, coordinating, mobilizing, and aligning all school resources. The principal is a motivating factor to realize the vision, mission, goals and objectives of the school he leads to quality schools. Quality in the field of service, in the field of learning, in the field of infrastructure, human resource development, in the field of academic and non-academic achievements.

Vocational education at the secondary level of education held is expected to have quality and excellence insights, as well as continuously guarantee and quality control. Measuring the quality of planning, closing processes can do this, and the results of educational services based on national standards by taking into account the curriculum and demands of the workforce, on the level of productivity and quality of work. Schools that are oriented to "quality" are required to always move dynamically full of innovation efforts, and condition themselves as learning institutions or organizations that always pay attention to the demands of the growing needs of society. For this reason, schools are required to always try to improve the design or standard of process and results of education so that they can produce "graduates" that are in accordance with the demands of society. From the description, it is important to examine the influence of the principal's managerial competence on the quality of the vocational high schools of Business Management group.

METHOD

This study used a quantitative approach aimed at obtaining empirical data to see whether or not there is a strong and weak influence of the principal's managerial ability on the quality of the State Vocational High School of Business Management group in North Jakarta. For the data collection technique, the study used a questionnaire of 5 Likert scales. The instruments are in the form of questions given to respondents. Research was conducted at three (3) State Vocational High Schools namely, SMKN 12, SMKN 23 and SMKN 49, which all of them are located in North Jakarta. The number of respondents was 102 teachers from 138 of total population. The study employed the Slovin formula to take the sample.

RESULT AND DISCUSSION

The research findings are presented descriptively for each variable and each relationship between variables discussed as follows, a general description of the quality of North Jakarta Vocational High of School Business Management major obtained by the range of respondents from 150 - 196, with a range (the difference between the maximum and minimum values are 46). The average result is 171.76

almost the same as the result of the middle tendency 172, while the most tendency is 175. For the population data the standard deviation (s) is 10.53, which is the root of the variance 119.964. This means that the distribution of the average score of 171.76 can be seen from the variance value (σ^2) of 119,964. The total number of scores of all respondents is 17520. Test for normality by looking at the results of the Shapiro-Wilk test obtained statistical value of 0.986, df 102 with a significance of 0.367 above the sig (α) 0.05.

Regarding the general description of the principal's school managerial capability is operationalized into 41 items. The results of the statistical calculation obtained the range of scores from respondents ranged from 141 to 192, with a range (the difference between the maximum and minimum values) of 51. The average score of 170.01 was almost the same as the middle trend of 170, while the most trend was 168. For the population data, the standard deviation (s) obtained 10.488 is the root of 109.990 variance. This means that the distribution of scores on an average of 170.01 can be seen from the variance value (σ^2) of 109,990. The total score of all respondents is 17341. Test for normality by looking at the results of the Shapiro-Wilk test obtained the statistical value of 0.976, df 102 with a significance of 0.062 above the sig (α) 0.05.

Quality Variable Homogeneity Test North Jakarta vocational school Business Management major based on the capability Principal managerial using the Leven test obtained statistical Leven values of 0.930, df_1 25 and df_2 60 with a significant value of 0.566 above the sig (α) 0.05. Then for the linearity test, it obtained the value of F 1.418 with a significant value of 0.108 above the value of sig (α) 0.05.

The results of data processing based on hypothesis testing that has been done between the influence of the principal's managerial abilities (X_1) on school quality (Y). It obtained the regression equation $Y = 100.828 + 0.417 X_1$ with a correlation coefficient of 0.400. This indicates that there is a significant effect between the principal managerial ability variables (X_1) on school quality (Y). This opinion is based on the applicable category with the acquisition of $r_{\text{value}}=0.400$ in the interval 0.30 - 0.49. The coefficient of determination (R_{square}) obtained from this study is 16%, while 84% is influenced by other factors (epsilon).

From the results of the above research, efforts to improve the graduation, of course, are directly with the performance of school heads. Wahjosumidjo (2005, p. 82) states that the principal has an important role in driving school life in achieving its goals. According to him there are two things that need to be considered, first, the principal as a central force that is the driving force of school life, and Second, principals must understand their duties and functions for the success of the school, and have a concern for the staff and students. The estuary of school activities is how to produce quality graduates. Graduate quality is inseparable from the quality of services provided by schools to students. This means how the management team creates quality schools to provide quality services through the principal as

the highest responsible person. School as a service provider education certainly has characteristics such as other services.

In this context, services as service products in educational organizations that meet quality or quality can be seen from the following aspects: (a) Communication (communication) between service providers and service recipients, (b) Credibility (credibility) of service recipient trust against service providers, (c) Security (security) Security of services offered, (d) Customer knowledge (knowing the customer) Understanding of the service provider to the recipient of services or understanding of service providers to the needs and expectations of service users, (e) Standards (tangibles) That in providing services to customers must be able to be measured or made standards, (f) Reliability (reliability) Consistency of the work of service providers and the ability of service providers to fulfill the promises of service recipients, (g) Response (responsiveness) Response of service providers to needs and expectation of the recipient of the service, (h) Competence (competence) Ability or skill of the service provider needed s every person in the organization to provide services to recipients of services, (i) Access (access) Ease of service providers to be contacted by service recipients, (j) Layout (courtesy) Courtesy, respect, attention, and similarity in personnel relations (Al-Jufri 2011).

Schools are organizations that provide education services. Unlike the industry, school orientation is directed at producing qualified graduates. According to Wahyudi (2009), school productivity with regard to the quality of graduates has the meaning of intelligence, knowledge, values, and attitudes including personalities that are in line with the expected goals of education.

Comparing output and input can see the productivity of school. This means how the output of the service program implementation activity is compared to the input received by the school in the form of time, energy, facilities, regulations, and others to implement it. Not only that, how the performance of the work displayed is compared to the power that is owned. Another thing is how effectiveness is compared to efficiency. The end result of seeing school productivity can be in the form of an index, which can be described as follows;

$$\text{Productivity Index} = \frac{\text{Output}}{\text{Input}} = \frac{\text{Performance}}{\text{source user}} =$$

Figure 1. Productivity Index Formula (Wahyudi, 2009,)

The process of achieving quality is aimed at service goals that are in line with the expectations of users of education services. Al-Jufri and Suprpto (2014) emphasize the quality of education is an output produced from input and a continuous teaching and learning process. The school is considered quality if the output achievement is directly proportional to the input and process. The output of

education in schools is in the form of quality graduates who have intelligence, skills and abilities as expected.

Damayanti (2017) mentions the quality of education is the level of achievement of the benefits of input, process, output and outcome that are adapted to national education standards that are felt by users of education services. In line with this opinion is the opinion of Burge and Tannock in Rowley written by Zainal; "The educational institutions that enable students to enable students to be effective in learning goals including appropriate academics." success of an institution can be seen from the provision of a learning environment that allows students to achieve standardized learning goals.

The main objective of the implementation of vocational education is the preparation of students to enter the workforce with qualifications at the lower level. Formulation of goals greatly determines the relationship with other elements. The strength and clarity of the formulation of the objectives of vocational education will provide clarity to other elements, so that it is more focused and focused. Thus the quality of vocational schools can be interpreted as the achievement of the objectives of vocational education services to produce graduate competencies in the field of management of business according to the standards set.

To realize the productivity of quality education should pay attention to the whole process of structuring and the use of resources to achieve the goals of education effectively and efficiently. Two effective and efficient indicators can be seen from Wibowo's opinion cited by Wahyudi (2009) that indicators of effectiveness in education can be seen from the quality of the program, the accuracy of the preparation, satisfaction, adaptability, morale, motivation, achievement of goals and the appropriateness of utilization of facilities and infrastructure and learning resources in improving the quality of education in schools while the efficiency of education is related to optimizing the use of limited educational resources to achieve optimal output.

Furthermore, if you want to pay attention to whether the school strives for quality in the service process we can refer to Baker's thinking in Al-Jufri and Suprpto (2015) mentions seventeen school standards including: (a) administrators and staff as well as teachers are reliable professionals, (b) available a broad curriculum for all students, (c) having a philosophical always communicated that all children can learn with high expectations, (d) a good climate for learning, safe, clean, caring, and organized well, (e) a continuous assessment system supported by supervision, (f) high community involvement, (g) helping teachers develop strategies, instructional techniques and encourage group collaboration, (h) programmed schedules to provide training in positions and seminars for all staff, (i) organizing human resources to serve all students, (j) communication with parents and providing there will be sufficient time for dialogue, (k) clearly define and articulate goals, (l) maintain staff who have a balance of skills and abilities and know the specific strengths and capabilities of staff, (m) work to maintain high morale towards organizational stability and limit levels turn-over, (n) work hard to

maintain class size according to the subjects and grade level of students according to existing rules, (o) develop with staff and parents of school policies in discipline, assessment, attendance, testing, promotion and memory, (p) cooperation between teachers and parents to provide service support in solving student problems, and (q) maintaining good relations with the local government.

There are several principles that need to be held in implementing quality programs such as the following: (a) Professional Leadership, (b) Ability to face system failure, (c) Make a leap of change, (d) Money is not determinant, (e) Commitment is the main key, (f) Able to overcome the demands of the times, (g) Flexible, (h) Measurable, and (i) sustainable (Lecturer Team on Education Administration UPI, 2009). Handling the quality of education is not an easy job and must be handled seriously. The need for professionals relates to the nature of the activities of handling quality education. To eliminate the problem and possible failure of system, and rapid development changes outside of the school, creativity and hard work of all citizens is required. Of course this requires a strong commitment to deal with it all. Sincerity is marked by the desire to continue to make improvements on an ongoing basis.

Schools are required to be responsive and skilled in managing or treating complaints as feedback to achieve quality and position errors as an instrument to do right in the next period. Develop policies by making plans to achieve quality, both for the short, medium and long term by involving all people according to their main duties, functions and responsibilities. The view on everyone has creativity, is able to create quality that motivates and stimulates others to work in quality. The principle of each position is formulated to clarify the roles and responsibilities of each person, including the clarity of work directions vertically and horizontally.

In relation to the above, management is needed. Management words are often associated with Italian-English terms, which mean "control". This word gets the influence of French *manègeyang*, which means 'horse ownership' (which comes from English which means the art of controlling horses). French also adopts this word from English to management, which means the art of carrying out and managing. Based on its etymology, the term management actually comes from Latin *manus*, which means 'hand' *danagere*, which means 'do'. So, literally management means managing, implementing and controlling something.

The real definition of the word management turns out a lot, depending on the perception of each expert. However, there is one classic definition of management formulated by George Terry, who was quoted by Indrajit and Djokopranoto in Sule stated "management is a distinct process consisting of planning, organizing, actuating, and controlling, performed to determine and accomplished stated objects by the use of human beings and other resources". Management is a process of planning, organizing, implementing, and controlling through people or other resources to realize goals. The process proposed by Terry is popularly known as POAC (planning, organizing, actuating, controlling). In general, management in the broadest sense is something related to the process of planning, organizing, directing and controlling organizational resources to achieve goals effectively and

efficiently. Meanwhile in a narrow sense, namely in the context of the educational environment, management is planning school programs, implementing school programs, leadership of the principal, supervisor / evaluation, and school information systems.

Wahyudi pointed out that skills are competencies related to work or the ability to carry out tasks and the results can be observed, including the principal. The principal is the manager of an educational institution in accordance with their respective levels of education. However, the assertion of the existence of a school principal as a manager in an educational institution can be assessed from the competency of managing the institution which includes: arranging the administration system of the principal; develop school operational policies; develop school settings relating to qualifications, specifications, work procedures, work guidelines, work instructions etc.; carry out institutional analysis to produce an efficient and effective organizational structure; develop school organizational units on the basis of function.

Referring to the opinion of George R. Terry as quoted by Soekanto (1992) that the managerial ability of the principal is the ability of the principal which consists of four indicators, namely: planning, organizing, actuating, controlling. Further said that the ability to plan is characterized by: making a plan, support the implementation of tasks, involve all components in planning, pay attention to the budget, provide facilities and infrastructure, and request reports from subordinates. Organizational ability is characterized by: dividing the work, arranging the division of labor, being transparent, sharing the remaining business results, making the right decisions, directing cooperation and asking for advice. The ability to move consists of moving the teacher, making decisions, doing guidance, being economical, paying attention to the teacher, developing the work team, understanding the main tasks, and paying attention to quality and quantity. The ability to control or control consists of the ability to make reports, supervise and observe, request reports, and oversee administration and operations.

From the conclusions above the author defines the managerial ability of the principal is the skill to work to carry out managerial tasks in leading certain educational units in a professional manner by managing the resources they have directed towards achieving the goals of educational institutions. Thus, the aspects measured in the managerial ability of principals are: (1) the ability to plan is characterized by; make planning, support the implementation of tasks, involve all components in planning, pay attention to the budget, provide facilities and infrastructure and request reports from subordinates, (2) organizational capabilities are characterized by; dividing the work, arranging the division of labor, being transparent, sharing the remaining business results, taking the right decisions, directing cooperation and asking for advice, (3) the ability to move consists of: moving the teacher, making decisions, doing guidance, being thrifty, paying attention to the teacher, understanding the task principal, and pay attention to quality and quantity, and (4) the ability to control or control which

consists of the ability to make reports, supervise and observe, request reports, and supervise administration and operations.

The quality of education services must be a concern to provide maximum service to its users. The dimensions of service quality according to Bo Bergman, Bengt Klefsjo, which have been adapted by Suhardan can be described as follows:

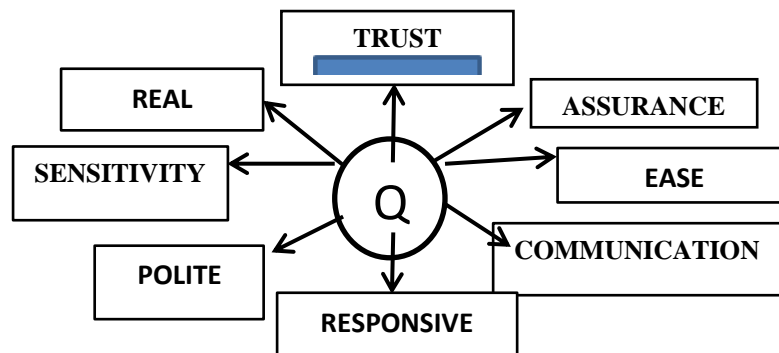


Figure 2. Dimensions of Service Quality (Dadang Suhardan, 2010)

Referring to David A Gavin, which was written by Suharsaputra (2010), it was stated eight dimensions or critical categories of quality, namely: (a) Performance (performance). Main performance characteristics of the product, (b) Feature (profile). Aspects of performance, or working on a product, (c) Reliability (trustworthiness). The possibility of a malfunctioning product or not functioning properly, with this context the product or service can be trusted in carrying out its function, (d) Conformance. Suitability or fit with the desire, (e) Durability both economically and technically, (f) Serviceability. It is about speed, politeness, competence, easy to repair, (a) Aesthetics (beauty). The beauty of the product in the design, taste, sound or smell of the product, and this is subjective, (h) Perceived quality (perceived quality), which is quality in the consumer's view .

Commitment to quality is always endeavored so that what is given produces quality graduates according to the stated goals. Schools as institutions should be managed professionally. The quality achieved will be directly proportional to customer trust and satisfaction. The dimensions of quality both in terms of products and customers are carefully observed. The role of school principals as top managers is important in building and creating school quality for instance how to move all available resources, especially human resources in school, and to mobilize the desired quality creation.

The principal is a top manager at school. . Creating an effective school certainly cannot be separated from the Principal who has professional abilities. Management functions can be implemented. The management team and the teacher council are expected to support each other.

Paying attention to various indicators to see the managerial ability of the Principal as an educational leader in schools, it is clear that there is a relationship with the quality of the school he

leads. The more skilled in management, the better the conditions of education services provided. Managerial ability of a Principal will be indicated by the performance shown. How the Principal carries out his main duties is certainly aimed at the success of himself leading the school to become an effective school. Institutional credibility is the main concern. Effective schools are led by effective principals.

A person who is declared competent in a particular field is someone who masters work skills or expertise in line with the demands of the work field in question and thus he has authority in social services in his community. The work skills are embodied in actions that are meaningful, socially valuable and meet certain standards (criteria) that are recognized or endorsed by the professional group and or the citizens of the community they serve. Obviously the competent person is able to work in his field effectively and efficiently. The level of competence of a person is not only pointing to the quantity of work but at the same time pointing to the quality of work. This is in line with the opinion of Suyatno, who was quoted as saying by Soekanto, (1992), the determinant of the quality of education in high school, one of which was the Principal.

CONCLUSION

The result shows that there is a direct influence of the principal's managerial ability on the quality of North Jakarta Management Business Vocational High School as seen in the results of equation. It indicates that the higher the managerial ability of the principal, the higher the quality of vocational high school. The principal's managerial ability can influence the quality of vocational schools, which school quality can be seen from the quality of graduates as the output of an educational institution. As the principal is a very important factor in realizing the school's vision and mission, creating effective schools is certainly inseparable from the principal who has professional skills, including managerial abilities.

However, the result of the study cannot be generalized since it has some limitations. Some limitations include the limited number of respondent, which is only 102 teachers of vocational high school, the limited area of research, the lack factors or variables, which may affect the principal's ability, and its methods. Thus, further research needs to be conducted to obtain more comprehensive results.

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THE ROLE OF SUPPORTIVE LEADERSHIP ON HEAD PERFORMANCE OF EDUCATION SECTOR IN INDONESIA

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ABSTRACT

In implementing the management of the institution requires decisiveness leadership and responsibility in improving the performance of members in order. In district education office there are some factors supportive leadership means improving the performance of members to improve the quality of Section Chief of District Education Office. The study is aimed at getting empirical answer about direct and indirect influence of supportive leadership on performance of Section Chief of District Education Office. Approach and method of this research is quantitative and descriptive correlation analysis while the model to complete this research is pathway analysis model. Sampling is done with simple random sampling of 30 Section Chiefs of District Education Office of 42 Population Districts. The results showed that supportive leadership has positive direct influence on performance. In conclusion supportive leadership have direct positive influence on performance of Chief of District Education Office.

Keywords: Supportive Leadership, Performance and District Education Office

ABSTRAK

Dalam melaksanakan pengelolaan lembaga diperlukan ketegasan kepemimpinan dan tanggung jawab dalam meningkatkan kinerja anggota secara tertib. Pada Dinas Pendidikan Wilayah terdapat beberapa faktor kepemimpinan suportif artinya meningkatkan kinerja anggota untuk meningkatkan kualitas Kepala Seksi Dinas Pendidikan Wilayah. Penelitian ini bertujuan untuk mendapatkan jawaban empiris tentang pengaruh langsung dan tidak langsung kepemimpinan suportif terhadap kinerja Kepala Seksi. Dinas Pendidikan Wilayah. Pendekatan dan metode penelitian ini adalah kuantitatif dan deskriptif analisis korelasi sedangkan model untuk menyelesaikan penelitian ini adalah model analisis jalur. Pengambilan sampel dilakukan dengan simple random sampling terhadap 30 Kepala Seksi Dinas Pendidikan Wilayah dari 42 Wilayah Kependudukan. Hasil penelitian menunjukkan bahwa kepemimpinan suportif berpengaruh langsung positif terhadap kinerja. Kesimpulannya kepemimpinan suportif berpengaruh langsung positif terhadap kinerja Kepala Dinas Pendidikan Wilayah.

Kata kunci: Kepemimpinan suportif, Kinerja dan Dinas Pendidikan Kabupaten

INTRODUCTION

Good knowledge is the basis for a person in applying the science of management, especially in the education office, when a person does not have good knowledge in the application of management performance in an educational institution, it can be ascertained that the educational institution to stagnate its development, especially in improving the performance of education.

Some factors may be an obstacle to improving a person's management performance in an educational institution if these factors are not done well, for example: leadership factors, the inability of a person to lead an educational institution, that the educational institution is easily infiltrated by outside influences or ideologies that are inconsistent with the ideology of it, therefore, leadership stakeholder educational institutions should understand well the expectations and ideology of educational institutions that led such as the education office. Leadership becomes a very important factor in improving one's performance in developing educational institutions. A leader encourages members to improve their performance so that the community's expectations of the educational institution are met, a leader must be able to provide support to its members well with the aim of improving the quality of the education office, meaning that stakeholder supportive leadership should improve performance in implementing the vision and mission of the education office.

Other factors that can be used in the future, are the factors responsible for the members themselves. A given duty and authority to improve the quality of educational institutions but the person who is given the task is busy with other things outside the duties and authorities so what is expected by society educational institutions and expectations of the public at the institution is not achieved with the maximum, because that given duties and authorities lack a good responsibility for doing tasks and authorities that are not his responsibility. The responsibility of a person who is given the task and authority cannot carry out the main task and function because it does not understand the task, principal, and function or the accountability given by the leader is too heavy. The inability to execute duties and authority can also occur because the educational background that is not linear with the duty and authority or the assignment is not in accordance with the qualifications and competence in implementing the direction of leadership so that the person experiencing "greediness" in carrying out duties and authorities. If a person has a good responsibility then in improving its performance applying management functions in accordance with the needs of educational institutions by planning, organizing, implementing and evaluating what has been entrusted to him/her so that the vision and mission of educational institutions can be achieved well. Both factors are the main cause for educational institutions in improving performance for the quality of educational institutions.

Performance is the work that a person can achieve in an organizational unit in accordance with the trust and responsibility given. Performance is what results from that activity (Robbins and Coulter, 2012:496). An outcome can be gained from intensely-trained, long-lasting activities that are influenced by various factors. Performance also defined, the extent to which an individual contributes to achieving

the goals and objectives of an organization (Evans, 2005:209). Other interpretation of performance is an act and achievement in public also demands in taking responsibility (Robert Bacal, 2002:4). This can be seen from the comparison between the requirements with the level of compliance. Performance can also be seen from the comparison between job requirements and the level of job fulfillment based on the job requirements itself. A person's performance is critical to organizational performance. The meaning of one's performance in the organization (Gibson, Ivancevich, and Donnelly, 1994:11) is the basis for the performance of the organization described that performance is closely related to individual behavior and influenced by various factors such as; (a) individual factors consisting of abilities and skills, background of one's life, such as family, experience and social class; (b) psychological factors consisting of motivation, attitude, personality, perception and learning; (c) organizational factors, consisting of leadership, organizational resources, organizational structure, etc., one of the important things that performance is influenced by work motivation.

Performance can be defined (Suwanto, 2014:76) as the behavior or what the employee does instead of what is produced or what the results of the work. There are two characteristics of performance, evaluative performance and multidimensional performance. Evaluative performance can be considered neutral, negative or positive for the effectiveness of individuals or organizations. While multidimensional performance means many types of behavior whose capacity to advance or hinder the goals of the organization. Performance (Simanjuntak, 2011, 55) is the level of achievement for the implementation of certain tasks. Performance (Mocheriono, 2009:60) is a description of the level of achievement of the implementation of an activity or policy programs in realizing organizational goals, objectives, vision and mission as outlined through strategic planning of an organization. Performance is the desired result of behavior. Performance (Timpe (ed), 2002:165) there are six external factors that determine the level of performance (work performance) of a 1. environment, 2. behavior management, 3. job design, 4. performance behavior, 5. feedback, 6. administration wages. Performance is part of the process whereby the teaching executives and supervisors work to align employee performance with the goal of change.

Performance (Griffin,1987:389) determined by three main things, namely: (1) ability; (2) needs; and (3) the environment. Without knowing these three factors, good performance is not achieved, it should be understood that individuals who have good performance by knowing how to do the job properly, have a high desire to do, and know all the main factors that affect his work. Therefore, individual behavior is determined by a combination of individual and environmental efforts, each individual can make decisions about his behavior within the organization, so that each individual has a difference in terms of needs, wants, and goals. Individuals have alternative planning and behavior based on their perceptions of the best behaviors they will perform. Performance (Drucker, 2001:237) there are five dimensions in controlling the performance of employees, namely (1) The physiological dimension, where one will work well when he works in the sharing of operational configurations, that is working

with a variety of tasks and speed rhythms tailored to the physical state. (2) The psychological dimension, in this working relationship is the expression of personality, in which one will gain satisfaction and work by performing better performance than those who do not like his work. (3) Social dimension, work can be viewed as an expression of social relationships among employees. Situations that cause division among fellow employees can degrade the performance of both individuals and groups. (4) Economic dimension, work is life for employees. The existence of unlawful service rewards may hinder or even spur employees for achievement depends on the employee to respond to the problem. (5) The balance dimension, in this connection the balance between that obtained from work and the necessities of life will spur someone to work harder to achieve balance or vice versa. This dimension is also referred to as the power dimension of work because of imbalances can lead to conflicts that can degrade performance. Thus many affect a person's performance. In fact, many factors that affect performance that affect the motivation. Consequently, managers must know and then eliminate the factors that may hinder "motivational behavior" and performance improvement is not solely influenced by motivation factors but many factors that affect performance. Individual outcomes (Colquitt, LePine, and Wesson, 2009:8) in organization in the form of organizational performance and commitment. Individual outcomes are influenced by individual mechanisms that consist of job satisfaction, stress, trust motivation, justice and ethics, as well as learning and decision making. Performance is the result of work achieved from the implementation of one's work both as individuals and together in an effort to achieve common goals in an organization with several factors namely (1). Interpersonal relationships, (2). Communication skills, (3). Commitment, (4). Initiative, (5). Cooperation, (6). Work result.

The meaning of supportive leadership (Gary Yukl, 2006:73) helping to build and maintain effective interpersonal relationships. It is one of three types of relationship-oriented behaviors that are highly relevant to effective leadership. These behaviors include (1) providing support, (2) developing, (3) giving recognition. Providing support includes a variety of behaviors that show consideration, acceptance and attention to the needs and feelings of others. Giving support is a core component of consideration. In leadership it provides support by showing positive acceptance and outlook. Be polite attentive, not arrogant and rude. Treat every subordinate as human or individual. Be patient and always give help when giving instructions or explanations. Give sympathy and give support when subordinates are agitated or upset. Show confidence to someone when faced with a difficult task. Provide job guidance when needed. Always be willing to help solve the personal problems of subordinates. Supportive leadership is translated (Shane and Glinow, 2010:366), that leader behavior provides psychological support to subordinates. Leaders are friendly and approachable, make the job more fun; employees treat the same respect; and show concern for the employee's status, needs, and well-being. Supportive leadership is the same as leadership-oriented people by reflecting the benefits of social support to help employees cope with stressful situations. Workplace supportive leadership climate

quality, climate strength and individual relative leadership climate position are shown to be significantly associated with job satisfaction (Birgit Schyns, Marc van Veldhoven, Stephen Wood, 2009).

Whether they occur bottom- up or top- down, breakthroughs could not happen without particularly supportive leadership on the part of top management (Jean- Philippe Deschamps, 2005). Supportive leadership is also translated to (Luthans,2008:421) leader asks for and uses suggestions from associates but still makes the decisions. Supportive leadership (Ivancevic, Konopaske, and Matteson, 2008:423) resembles the thought of behavioral theories that identified research in Ohio that supportive leadership includes a friendly and accessible leader as well as meeting the welfare and subordinate needs. Leaders who use supportive behaviors try to make work fun for subordinates. Supportive leaders treat subordinates equally and value their status. Supportive leadership (Shani, 2009:204) explains the supportive leadership in Goal Path theory.

Goal Path theory predicts strong subordinates who needs to have a relationship, preferring leadership support; because a friendly and concerned leader is considered a source of satisfaction. Repetitive tasks require leadership that provides support to maintain subordinate's motivation. a supportive style provides what is lost by encouraging subordinates, when they engage in repetitive and non-challenging tasks. A supportive leadership offers a sense of human touch to subordinates who engage in tedious and automated activities. The path- goal theory of leadership states that the leader helps subordinates to achieve their goals by providing a clear path for them to follow (Colin Silverthorne, 2001).

Supportive leadership (Northhouse, 2013:132) is part of the Goal Path theory which has a positive force that provides a theoretical framework for understanding how leadership behaviors affect employee satisfaction and work performance. This theory extends the focus of previous research which only talks about task-oriented behavior and relationships. The Goal Path approach is also one of the first situational contingency leadership theories that explain how the characteristics of duties and subordinates influence the impact of leadership on subordinate performance. The framework provided in the Goal Path theory informs leaders on how to choose the right leadership style based on the diverse demands of the task and the type of subordinate who is required to do the task. Supportive leadership (Rivai dan Mulyadi, 2010:14) categorized to the Goal Path model. This model becomes effective because of the influence of positive motivation, the ability to execute, and the satisfaction of its followers. Supportive behavioral leadership factors influence the perception of followers on work goals, self-development goals and ways to achieve goals. Leaders' behavioral factors according to this theory are directive leadership, supportive leadership, participative leadership, and task-oriented leadership.

Supportive leadership style is a leadership style that has a significant influence simultaneously on the performance of employees, so that overall leadership style contributes significantly to improve employee performance, leadership style directive partially has a significant influence on employee

performance. Supportive leadership style partially has a significant influence on employee performance, as well as participative leadership style.

Supportive leadership style (Hidayat, 2014:1) is a leader who gives consideration to the needs of subordinates, gives attention to the welfare and creates familiarity with subordinates and pleasant working environment. In a different view, supportive leadership (Kreitner, 2014:215) is a supportive attitude showing concern for the well-being and needs of workers, friendly, and equal, treating workers fairly. The goal path theory predicts subordinates with strong need to have relationships. Supportive leadership is a friendly and caring leader regarded as a source of satisfaction. Supportive leadership (Wuradji, 2014:1) is suitable under following conditions: (1) Organization is well organized. (2) Employees have independence and ability to work. (3) Job tasks require interaction among employees with supportive behavioral characteristics called leader consideration or employee centered leadership has the following characteristics: 1). Pay attention to the personal aspect of employees, 2). Friendly and close with employees, 3). Motivating, 4). Seek harmony, 5). Rewards as a support tool, 6). Use positive rewards rather than negative rewards.

METHOD

The research method used in this research is survey method with path analysis technique. This study was conducted on large and small populations with the data studied derived from samples taken from the population distribution. The survey method in the study was designed to obtain information about the status and symptoms at the time the study was conducted with the aim to describe a variable or about something that exists in a condition. The use of survey methods is conducted not only to compare certain conditions with predetermined criteria or to assess the effectiveness of the performance of the head of the education office, but also to be used to investigate the influence or test the hypothesis. In this study consists of independent variables or exogenous variables that include supportive leadership, while the dependent variable or endogenous variable is the performance of section head of the education office.

FINDINGS AND DISCUSSION

From the data calculation results for the preparation of regression equation model between performance with supportive leadership obtained the following regression constants $a = 51,98$ and regression *coefficients* $b = 0,78$. Thus the relationship model of simple regression equation is $\hat{Y} = 51,98 + 0,78X_1$. Before the model regression equation is analyzed further and used in drawing conclusions, firstly tested the significance and linearity of the regression equation. The result of regression significance test is arranged in *ANOVA* table as in table 1 and linearity test of regression equation is arranged in *Coefficients* table like table 1

Table 1 ANOVA Significance Test
ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2247.921	1	2247.921	159.935	.000 ^a
Residual	393.545	28	14.055		
Total	2641.467	29			

a. Predictors: (Constant), Supportive Leadership

b. Dependent Variable: Performance

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	51.981	5.255		9.892	.000
Kepemimpinan Supportif	.780	.062	.923	12.647	.000

a. Dependent Variable: Performance

Table 2. Coefficients Linearity Test

Regression equation = $51,98 + 0,78X_1$, for significance test obtained $F_{hitung} = 159,935$ greater than $F_{tabel} = 6,90$ on $\alpha = 0,01$. Because $F_{hitung} > F_{tabel}$ then the regression equation is stated very significant, so the distribution of the estimated point formed an acceptable linear line.

From the calculation of path analysis, on supportive leadership variables on performance, obtained value of correlation coefficient of 0,923, value of path coefficient of 0,388, and value t_{hitung} sebesar 5,56. Because value $t_{hitung} > t_{tabel}$ then thus H_0 rejected and H_1 accepted that supportive leadership has a direct positive effect on performance. For more details are shown in table 4 below:

Correlation Coefficient	Path Coefficient	T_{count}	t_{table}		Conclusion
			0,05	0,01	
$r_{y1} = 0,923$	$\beta_{y1} = 0,388$	5,56**	1,70	2,46	Significant

Information :

**) The path coefficient is very significant ($t_{count} > t_{table}$) on $\alpha = 0,01$

Table 3. Path Coefficient

The results of the hypothesis analysis of the study provide findings that supportive leadership has a direct positive effect on performance. Thus it can be concluded that performance is directly affected positively by supportive leadership, increased supportive leadership leads to improved performance.

CONCLUSIONS

Based on the discussion, illustrates that supportive leadership has a very strong role on the performance of department heads of the education department. The implementation of supportive leadership that is not in accordance with the needs of employees will be difficult for himself which consequently the organization's performance will decrease or not good. Conversely, if the leader carries out his / her supportive leadership by assuming that the employee is a partner and that his organization is considered a common property, then it is likely that the organization's performance will be high and successful. Unwise leaders will not hear the employee complaints, so problems arise that will result in a decrease of the organization's performance. Organizations that do not have any problems means that their employees are likely to perform well.

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