
SCHOOL MANAGEMENT AT SMA NEGERI 1 GEBOG KUDUS

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ABSTRACT

Based on the results of research on "School Management at SMA Negeri 1 Gebog Kudus", school management, which is a way of behavior in managing schools so that the process in learning can run well, is also implemented at SMA Negeri 1 Gebog Kudus. This school has a wide environment, and also the management of school management is also good in the context of teaching and learning activities. The determination of the research location is at SMA Negeri 1 Gebog Kudus which is a school with accreditation A. Research objectives are specifically formulated: To find out and explain the school profile of SMAN 1 Gebog Kudus, To know and explain the management of the school curriculum of SMAN 1 Gebog Kudus, To know and explain the management of students at SMAN 1 Gebog Kudus, To know and explain personnel management at SMAN 1 Gebog Kudus school, To know and explain the finances in the school of SMAN 1 Gebog Kudus, to know and explain the management of public relations in the school of SMAN 1 Gebog Kudus, to know and explain the infrastructure in the school of SMAN 1 Gebog Kudus, and to know and explain the management of special services in the school of SMAN 1 Gebog Kudus. The implementation of school management at SMAN 1 Gebog Kudus has met good standards, this can be seen from the performance of professional educators in KBM. This study has used a descriptive study, & qualitative approach. In this study, observations have been made in the form of data collection techniques in several ways, including: observation, & interview.

INTRODUCTION

School management is a way of behavior to manage schools so that the process in learning can run well. School management actually has the same meaning as education management. The scope and field of study of school management, namely education management, is motivated by one school, while education management has a large & wide range of systems from regional, national & international (Efriani, Ahyani, and Fattah 2021).

Schools are very complex environments. One, because the concept of the school itself is difficult to understand when using a single view. Second, because of the difference in focus which can cause difficulties in interpreting schooling. Third, because schooling is often related to the human element, namely education & students. Because of these human factors, schools are difficult to manage properly (Alfiansyah, Assingily, and Prastowo 2020).

There are at least 7 school components that can be managed properly in the framework of SBM, namely curriculum & programs in teaching, students, teachers, finance, management of school relations with the surrounding community, infrastructure in

education, and management of special services (Novianti 2015).

In Indonesia, there is an education system that still has a flexible nature to strengthen the "status quo" in an established social structure, so that not all children can experience schools that are internationalism or national standard schools.

From the results of the description above, school observation is also needed to find out the management in the school.

Based on the background of the thoughts above, the problem that arises is "School Management at SMA Negeri 1 Gebog Kudus". To examine the problem, several interconnected problems are formulated through this question: 1). What is the profile in SMAN 1 Gebog Kudus school?, 2). How is the curriculum management in SMAN 1 Gebog Kudus school?, 3). How is the management of students in SMAN 1 Gebog Kudus school?, 4). How is the personnel management in SMAN 1 Gebog Kudus school?, 5). How is the finances in SMAN 1 Gebog Kudus school?, 6). How is the public relations management in SMAN 1 Gebog Kudus school?, 7). How is the infrastructure in SMAN 1 Gebog Kudus school?, and 8). How is the management of special services in SMAN 1 Gebog Kudus school?

This research aims to explain about "School Management at SMAN 1 Gebog Kudus". In detail, the objectives in this study are: 1). To find out and explain the school profile of SMAN 1 Gebog Kudus, 2). To know and explain the management of the school curriculum of SMAN 1 Gebog Kudus, 3). To know and explain the management of students at SMAN 1 Gebog Kudus, 4). To know and explain personnel management in SMAN 1 Gebog Kudus school, 5). To find out and explain the finances in the school of SMAN 1 Gebog Kudus, 6). To know and explain public relations management in SMAN 1 Gebog Kudus school, 7). To find out and explain the infrastructure at SMAN 1 Gebog Kudus and 8 schools. To know and explain the management of special services in the school of SMAN 1 Gebog Kudus (Nur, Harun, and Ibrahim 2016).

Benefits of this research, 1). So that students know about school management at SMAN 1 Gebog Kudus, 2). So that students know what is the school management at SMAN 1 Gebog Kudus, and 3). So that students know the school environment at SMAN 1 Gebog Kudus.

METHOD RESEARCH

In this study, it has used a descriptive study, namely research that has the purpose of describing a situation. This research approach uses a qualitative approach because it examines information, information, & symptoms from a result of the observation process during this study regarding "School Management at SMA Negeri 1 Gebog Kudus".

This research has also been focused on a problem of planning, organizing systems, applications in learning, systems in supervision that need to be used by a program at SMA Negeri 1 Gebog Kudus. The focus on this research is then further elaborated through several questions as follows: 1). What is the school profile of SMAN 1 Gebog Kudus?, 2). How is the school curriculum management of SMAN 1 Gebog Kudus?, 3). How is the management of students in SMAN 1 Gebog Kudus?, 4). How is the personnel management in SMAN 1 Gebog Kudus school?, 5). How is the finances in SMAN 1 Gebog Kudus school?, 6). How is the public relations management in SMAN 1 Gebog Kudus school?, 7). How is the infrastructure

in SMAN 1 Gebog Kudus school?, and 8). How is the management of special services in SMAN 1 Gebog Kudus school?.

The data that has been collected through this research is certain data with the focus of the research, namely School Management at SMA Negeri 1 Gebog Kudus. The types of data in this study have been divided into 2, namely: primary & secondary data. Primary data have been obtained in the form of verbal as well as words & actions from the subject. Moleong (1994) which can emphasize that the characteristics of primary data are in verbal speech, as well as the behavior of humans. Meanwhile, secondary data is sourced from several documents and photos that have been used to complement the primary data. Secondary data characteristics are photos, images, recordings, & writings.



The data collection technique is to try to get information media or reality that is correct and accountable. Data collection is the main stages in this study, because only by obtaining the data that has been obtained will a research process be able to last until a researcher who obtains an answer to the formulation of the problem that has been applied, (Sarwono 2006). Thus, without knowing the data collection techniques, a researcher cannot obtain sufficient data from the standards that have been imposed. In the study entitled "School Management at SMA Negeri 1 Gebog Kudus" a researcher has carried out data collection techniques in several ways, including observation, documentation, and interviews.



In this data analysis technique, according to an expert named (Usman 2013), it is an analytical activity that categorizes data to obtain interconnected patterns, themes, interpreting what is meaningful, and others. According to the opinion of an expert named (Subagyo et al. 2017) data analysis techniques are activities to utilize data so that truth or truth can be obtained from a hypothesis.

In the data analysis technique in the study entitled "School Management at SMA Negeri 1 Gebog Kudus" will apply a model from the qualitative research of Miles & Huberman. Data analysis there are 3 activity pipelines that are together, which includes reduction, data presentation, & verification.

RESULT AND DISCUSSION

A. School Profile of SMAN 1 Gebog Kudus

School profiles are school data in the form of names, addresses, cities, & others. The school profile can contain the history of the school's establishment & its development to date. In the school profile, other information included can be in the form of profiles of principals, educators, students, & others including with sarpras & school activities.

For the school profile itself at SMAN 1 Gebog in the compiler of the school profile it refers to the vision & mission of the school. The vision of SMAN 1 Gebog is the formation of school residents who have commendable morals, excel, have the nation's cultural insight, & care about the environment. From that vision then develop, with the goal to be achieved from that vision. From the vision and mission, it will be elaborated into related school programs from all elements of the curriculum, student affairs, public relations, and so on.

B. Curriculum Management of SMAN 1 Gebog Kudus School

Curriculum management is a common way to ensure that teaching objectives are specialized in an effort to optimize the competence of teaching and learning interactions. Curriculum management is related to management in the learning experience that requires certain strategies to produce student learning productivity. Learning management is a way with interconnected components, including: students, educators, teaching materials, curriculum, infrastructure, & learning strategies.

Curriculum management in schools, for this school year 2022 still uses the 2013 curriculum, which in the curriculum of course must also refer to the permendikbud. For the rules and structure of the curriculum, it is already in the permendikbud. For the next school year, we will try to use the implementation of an independent curriculum, because there are several schools that are specifically designated as alarm schools. If there are only two in Kudus, for later in the next semester, SMAN 1 Gebog Kudus registers for an independent IKM curriculum.

C. Student Management at SMAN 1 Gebog Kudus School

Student management from the expert opinion of (Hendayat and Wasty 1982) is the regulation of all activities related to students, from the entry of students to the exit of the student from a school.

For student activities at SMA Negeri 1 Gebog Kudus, there is such a thing as student waka, there continues to be a student council, as a children's organization at the school level. For such management, every activity carried out by the student is monitored by the school, especially by the student so that any activity carried out by the student must be with the knowledge of the school. Moreover, if in KBM hours or outside the KBM in the afternoon, everything must be monitored by the school, the activities are coordinated by the school, supervised by the teacher, whether it is from the student council coach or extracurricular activities, there is also an extra coach or an extra coach. For all children's activities to be monitored and reported by the school, no child activities are illegal. Like in class, there is a homeroom teacher whose job is to coordinate the students, where when there is an activity or organization through the homeroom teacher first, then in the classroom an organizational structure is also formed starting from the class leader, and so on.

D. Personnel Management at SMAN 1 Gebog Kudus School

Personnel management is planning, organizing, directing, & controlling labor procurement, development, compensation, integration, maintenance, & termination of employment.

The name is employee, you also teach employees, TU is also an employee there is also an order, and there are rules that must be obeyed, there are also superiors who always provide guidance at all times. There must also be something to obey, for example the presence of the teacher, for a maximum attendance at 7 o'clock, if it is more than 7 o'clock although not often 1 - 2 minutes late 1 or 2 times it is still reasonable. The personnel relations themselves and the teachers are well established, everything is communicative and there are no problems whatsoever. Everything with a sense of family, togetherness, learning from each other if there is new knowledge that does not know, and can ask questions or exchange ideas.

E. Finance at SMAN 1 Gebog Kudus School

Funding Management is funds management, namely the management of own & external funds obtained from other institutions that have the aim of maximizing profits while still being able to maintain adequate liquidity & security in conducting.

The management of funding, of course, in public schools, now there are only two BOS sources of funds and from the BOP, it is clear that the funding is from the government, in the management of funding it clearly refers to the juknis of the BOS and BOP.

F. Public Relations Management at SMAN 1 Gebog Kudus School

Public relations management is the process of research, planning, implementing, & evaluating activities in communication that will be supported by the organization. The public relations management process is carried out by practitioners in public relations activities. In the opinion of expert Frank Jeffkins, public relations is something that consists of a form of planned communication, either inward or outward, to achieve a specific goal, namely a common understanding.

The management of public relations, whose name is the school, cannot be separated from the surrounding community, the school continues to cooperate with the surrounding community. Continuing to establish good relations in the surrounding community, in this gebog area the term is in the edge area (village), in this gebog high school also collaborates with the community in rahtawu. Another example of working with universities, socialization about universities when grade 12 wants graduates many who need information about colleges. On the other hand, it also cooperates with the health department. It also cooperates with the police, in terms of making mass driver's licenses, and many also cooperates with other agencies.

G. Infrastructure Management at SMA Negeri 1 Gebog Kudus School

Equipment management is the process of planning, organizing, procurement, maintaining, removing, & equipment activities. (Soebagio 1992). Educational facilities are all equipment, materials, & furniture that are directly used in the educational process in schools.

The management of facilities & infrastructure in schools has a budget source, for advice and its own infrastructure every year in preparing budget planning must still be

balanced for the needs of KBM, Sarpras. In planning facilities and infrastructure activities that should be prioritized for the needs of students, the needs of KBM are also prioritized. After everything is fulfilled for suggestions and infrastructure in the school, everything may be labs, classrooms and the whole thing, even the furniture and even the environment in the school can be said to be good in terms of facilities and infrastructure.

H. Special Service Management at SMA Negeri 1 Gebog Kudus School

Special service management is an activity process that provides a service to the needs of students to boost learning activities so that educational goals can be realized effectively & efficiently. The management of special services in schools has basically been made easier in learning, and can meet the special needs of students in schools. Special services have been held in schools with the intention of facilitating the implementation of teaching in order to achieve educational goals in schools.

Special services in schools may be for students who have special needs. For students who have special needs even though the school is public but the school will be encouraged if there are students with special needs, and able to study at SMAN 1 Gebog Kudus in general must be accepted. Incidentally, at SMAN 1 Gebog Kudus there is one student with special needs, but in a normal mind, but the road is a bit difficult. In that case we help him provide the closest classroom to the student, providing facilities and infrastructure to the classroom easily. For example, schools have special facilities, such as wheelchairs, for children who do have special needs or are needed at that time with things that are urgent.

CONCLUSION

Based on the results of field observations that have been carried out, it is concluded that the implementation of school management at SMAN 1 Gebog Kudus has met the good standards applicable in the government. Viewed several aspects that are used as guidelines in its implementation that have been appropriate. This is realized through the performance of professional educators in the KBM process. From students, they have also given positive feedback on learning that is realized through mastery of theory by students. The output of obtaining good grades, judging from students who graduated from last year to the present has relatively increased, & also graduates are ready to work so that they can be directly distributed to companies, or do not continue to PTN.

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