

Analysis Of Implementation Of Work Plan Solid Scholarship Of Islamic Sawasta Integrated Siti Hajar Medan

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Abstract : *This study aims to analyze the implementation of the work plan of Integrated Private Primary Islamic School Siti Hajar Medan and obstacles in its implementation based on government regulation No. 13 of 2015 on the national standard of education (SNP) which is the minimal criteria of the education system.*

This type of research is descriptive qualitative research. The subjects of this research are foundations, principals, vice principals, teachers, and administration. Data collection techniques such as interviews, field observation and documentation studies. The result of the research stated that the implementation of the integrated private Islamic school work plan of Siti Hajar Medan in general has been done in accordance with the determined plan which refers to 8 national standard of education. Obstacles in the implementation of school work plan in SDS IT Siti Hajar that of 42 teachers personnel as many as 37 people (88%) who implement the standard of learning process effectively and 5 people (12%) do not implement learning effectively. The school should pay attention to the educators and educational staff agar can all implement the learning process effectively and the city education office should also pay attention to schools in implementing the fulfillment of 8 national education standards.

Keywords: *Implementation, Work plan School, National Standard of Education*

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I. Intruduction

In order to educate the nation's life, aims for the development the potential of learners to be human beings who believe and cautious to the Supreme God, morality, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible.

In realizing the purpose of education, various efforts made by the government in improving the quality of education nationally, the government efforts are contained in the policies that have been issued and implemented such as Government Regulation of the Republic of Indonesia (PPRI) number 32 of 2013 on National Education Standards covering 8 (eight) standards are: graduation, curriculum, process, education and education personnel, facilities and infrastructure, financing, management and, education assessment.⁽¹⁾ but in reality there are still many schools that make planning as a document or written script without implemented and implemented consistency of programs that have been formulated so that there are still many schools that have not met the national education standards, and cause problems First, the low implementation of school work plans that have been formulated school programs affecting the quality of education are low can be seen from the results of the study PISA (Program for international student assessment) in 2015 which shows Indonesia can only rank 69 of 76 countries. Secondly, there are also many schools in Medan that have not achieved maximum accreditation.

Based on the above problems it can be seen that the implementation of the planning is important to be implemented because it is affecting the achievement of vision, mission, objectives, targets and policies that have been planned in the planning document and has an important role in the implementation of improving the quality of education in accordance with 8 (eight) National Education Standards. With the above description, the researcher considers that the analysis of the implementation of the school work plan in which contains the strategic plan and operational plan into an interesting study to be scientifically researched, and make SDS IT Siti Hajar Medan Became a research site because the primary school Siti Hajar Medan has an advantage , based on a grand tour observation by visiting SDS IT Siti Hajar for 2 (two) weeks, in December 2016 and the researcher obtained the advantages of Siti Hajar school: integrated education system, using education unit level curriculum, learning concept with active learning system, varied extracurricular activities, qualified educators with minimum S-1, adequate facilities and infrastructure, strategic environment and still beautiful. The SDS IT Siti Hajar is located at Jalan Djamin Ginting km 11.5 Paya Bundung Medan village Simpang Selayang, District of Medan Tuntungan

Law No. 20 of 2003, then to achieve these objectives should be made efforts such as government programs that demand schools to produce potential human resources. One of the government's efforts is stipulated in the Government Regulation of the Republic of Indonesia (PPRI) number 32 of 2013 on National Education Standards To achieve these standards the need for action and careful planning.

Robbins discloses planning is the activity of setting goals, setting strategies to achieve those goals, and developing workplans to integrate and coordinate activities toward specific goals ⁽²⁾. Ismayana said that there are 4 (four) stages in the planning, namely: (1) setting goals or a set of goals, (2) formulating the current state, (3) identifying all the conveniences and constraints, (4) developing a plan or series of activities for the achievement of goals. ⁽³⁾

The school work plan is actually another form of a strategic plan. Previously used terms are the strategic renaena of the school (Renstra Sekolah), the school development plan (RPS). Suhaili reveals the School Work Plan is a process for determining appropriate future school / madrasah actions, through a sequence of options taking into account the available resources, the RKS is also a document about the future picture of school activities to achieve the changes / school goals that have been set. ⁽⁴⁾ Long term, medium and short term school programs are aimed at: (1) Ensuring that the objectives of the school / madrasah that have been formulated can be achieved with high levels of certainty and small risks, (2) Supporting coordination among school stakeholders, (4) Ensuring linkages and consistency and planning, budgeting, implementation and supervision, (5) Optimizing the participation of school and community residents, (6) Ensuring the integration and synchronization and synergy between school actors,) Ensures the achievement of efficient, equitable and sustainable use of resources.

The benefits of school program plans, both long-term, medium-term, and short-term are useful for: (1) Implementation of all forms of school programs is measurable, directed, smooth and effective in realizing the objectives of the school programs, (2) Realizing to achieve the objectives of improving the quality of education, (3) Measuring the success of the school program implementation for subsequent reflection and follow-up improvement or development of the preparation and implementation of school programs.

The school work plan (RKS) is structured as a work guide in school development, the basis for monitoring and evaluation of school development implementation, and as a reference for identifying and submitting necessary resources. Below is a drawing of the school work plan drawing drawn up to 8 standards:

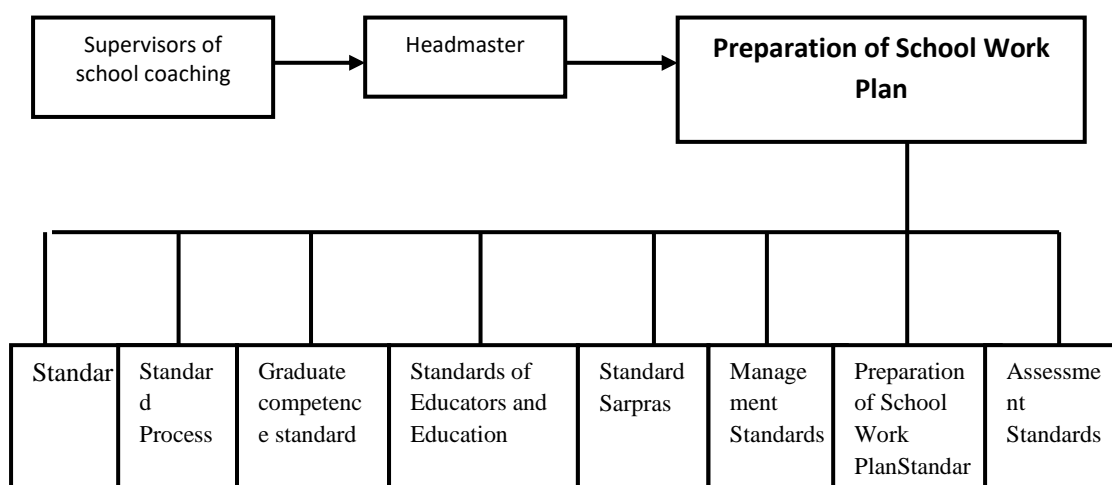


Figure 1. Preparation of School Work Plan Referring to PPRI No. 19 of 2015

II. Research Method

This research was conducted at SDS IT Siti Hajar Medan. This type of research is descriptive qualitative research. The subjects of this research are foundations, principals, vice principals, teachers, and administration. Santori said that in the data collection, this research is done on natural condition, primary data source that directly give data to the researcher such as participant observation, in depth interview and secondary data is indirect source provide data to researchers such as documentation. ⁽⁵⁾

In this study triangulation of data used isIn this research triangulation of data used is triangulation technique that is researcher use various kind of data collecting technique (kuisioner, observation and documentation) to get same data.

III. Result and Discussion

Standard The contents of the school work plan in SDS IT Siti Hajar are in conformity with the indicators set out in the national education standard (SNP) using the education unit level curriculum (KTSP) and curriculum K 13. The process standard is carried out by learning planning, learning process, evaluation and supervision by conducting technical guidance of lesson planning, preparation of RPP, training of learning quality management and technical guidance of using RPP in improving the quality of school learning siti hajar conduct technical guidance and teacher working group (KKG) held 2 times a year at the beginning of semester and held socialization to learners to follow ekstrakurikuler as a quality learning process.

The competency standard of the graduates is conducted by forming the attitude and character of the students by providing guidance to the students in developing and developing self-confidence, responsibility and self-reliance, providing religious learning and noble morality by performing congregational prayer and tadarusan, with the giving of religious values and morals to learners will lead to a good attitude in seeing the attitude of the school make regulations and menyosialisasikan regulations to learners, support the establishment of a good attitude the school also make a student note dituiswaan ditiswaan field and student class. Standards of educators and educational staff conducted with teacher competence test activities (UKG) and workshops and training training,

The standard of facilities and infrastructure of SDS IT Siti Hajar has referred to permendiknas number 24 in 2007 because the school already has facilities in the form of equipment and educational equipment and school furniture and laboratory pratikum materials and has infrastructure of school buildings, places of worship, eating places, field, mushollah, hall , playground and parking place. Suggestions and infrastructure support the process and management of education in SDS IT Siti Hajar Medan, which accommodates 28 study groups with a total of 664 students.

Management standards in SDS IT Siti Hajar conduct school quality improvement by doing teacher work group (KKG), make school quality improvement program and formulation of school management guidance by making organizational structure according to duty and authority of educator and educational staff and do repositioning or improvement of composition of energy educators and educators after a teacher evaluation meeting with the principal. In the field of student affairs management, students receive acceptance and conduct comparative studies to improve school quality.

The financing standard used by SDS Siti Hajar is derived from school operational and school self-financing, operating costs include nonpersonalia for the cost of school stationery (ATS), materials and consumables costs (BAHP), costmaintenance and repair of light, cost of teacher service, transportation cost / official travel, consumption cost, competency test cost. Implementation of school work plan in financing standard also make arrangement of RKAS as document as operational cost expense at school management as well as making report of responsibility as document of school financing management. the findings obtained for research support are the attendance of the costing meetings conducted by the directors and school managers, RAPBS and RKAS documents, brochures, and documents of accountability report.

SDS IT SD Siti Hajar Medan grade assessment standards for each subject of teachers make minimum completeness criteria (KKM), daily / weekly / monthly repetition, semester midterm and final repetition of semester, making the assessment documents annually given to learners in the form of rapot and document the attributes given to the school from each teacher which is the result of the assessment in the learning process. Obstacles in the implementation of school work plan in SDS IT Siti Hajar that of 42 teachers personnel as many as 37 people (88%) who implement the standard of learning process effectively and 5 people (12%) do not implement learning effectively.

IV. Conclusion and Implication

5.1 Conculation

Implementation of SDS IT school plan Siti Hajar Medan using education unit level curriculum (KTSP) and curriculum K 13, by implementing lesson planning, learning process, evaluation of evaluation and supervision, and the formation of attitude and character of learners by providing guidance to students, and educational staff are conducted by teacher competency test activities (UKG) and workshops and training training, facilities and infrastructure in the form of educational equipment and equipment and school furniture and laboratory pratikum materials and have school buildings, places of worship, eating places, fields, mushollah, hall , playground and parking lot, carry out school quality improvement by doing teacher work group (KKG), making school quality improvement program and arrangement of school management guidance by making organizational structure according to duty and authority of educator and education and repositioning or SDE Siti Hajar is derived from school operational and school self-financing, SDS IT SD Siti Hajar Medan's assessment standards on each subject of teachers make minimum completeness criteria (KKM), daily / week / month, mid semester and semester final repetition, making annual assessment documents given to learners in the form of rapot, and obstacles in the implementation of school work plan in SDS IT Siti Hajar that of 42 teacher personnel

as many as 37 people (88%) which implements the standard of learning process effectively and 5 people (12%) do not implement the learning effectively.

5.2 Implication

- a. The school should pay attention to the educators and education personnel in order to fully implement the learning process effectively.
- b. The local education office should also pay attention to the school in implementing the fulfillment of 8 national education standards.

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