# Learning School of Leading School in Senior High School

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### Abstract

The purpose of this study is to explain (explanatory) how the management of learning in senior high school 1 Praya (SMAN 1 Praya). The research approach used is a qualitative approach with a case study method. This research was conducted at SMAN 1 Praya, Central Lombok Regency. The type of data in this study consists of Primary Data, Secondary Data. Sources of data in this study were chosen as needed until the information obtained had reached complete data. Subjects who became informants in this study were the Principal, Vice-President of the Curriculum, Student Vice-President, Vice-President of Public Relations, Vice-President of Sarpras, Principal of Administration, Teachers, Students, and Representatives of students' parents / school committees. Data collection techniques in this study are: (1) Unstructured Interview, (2) Participatory observation participates, (3) Document study. The results showed that: 1) The form of learning management in SMAN 1 Praya is modern management 2) The implementation of learning management in SMAN 1 Praya is carried out by planning which is discussed in school work meetings (raker) involving all components of both the principal, waka, teachers and employees, Learning management of all learning components, Teacher management, KBM Management, Teaching Materials / Materials, Media Management, Environmental Management, and Learning Evaluation. 3) The form of efforts made by the teacher in supporting learning activities in SMAN 1 Praya in accordance with the principles of modern learning, both in terms of planning, managing, and evaluating learning outcomes.

**Keywords:** Management; Learning; Favorite School

### Introduction

Schools are institutions that have a role in improving the quality of education and play a direct role in producing quality Indonesian generations. Schools will function optimally if supported by a planned management system that is supported by quality human resources, infrastructure and appropriate funding / education costs. The application of standardized rules and management systems in educational institutions is certainly very much needed in the effort to maximize the functioning of schools so as to create quality education. Quality schools correlate with increasing quality human resources. The better the quality of the school will produce good inputs, processes and outputs.

Suyanto (2006: 180) explains that efforts to improve school effectiveness can be done by applying four techniques, namely: 1) School review, which is a process in which all components of the school

work together specifically with parents and professionals to evaluate and assess school effectiveness and quality graduates, 2) Benchmarking, namely activities to set targets to be achieved in a certain period, 3) Quality assurance, is a technique to determine that the education process has proceeded as it should. The information that will be generated will be a feedback for the school and provide a guarantee for parents that the school always provides the best service, and 4) Quality control is a system to detect deviations in the quality of output that is not in accordance with the standards.

Jabar Findings (2012) in his research revealed several ways schools have taken to achieve excellence, namely: 1) Embed character; 2) Improving academic quality; 3) Utilizing ICTs; 4) Comprehensive school management; 5) Maintain professionalism of personnel; 6) Organizing international programs; 7) Organizing extracurricular programs; 8) Selecting inputs transparently and well; 9) Effective leadership; 10) Supervise and supervise; and 11) Creating and preserving school culture. Thus, schools can be said to be superior if students are able to achieve high academic achievement, have a responsible public awareness, have moral and ethical character, are able to express the values of beauty, and emotional and physical aspects.

In addition, excellent schools can also be seen in the perspective of the organization, that because educational institutions are included in one organizational unit, and the organization also consists of various elements or sources, then the human element becomes a very important element. Human Resources such as school principals, teachers, students, employees / employees must support each other and work together to achieve the goals set. Therefore it can be said that the success or failure of an organization to achieve the goals set depends on the ability of its leaders to foster a climate of cooperation so that it can easily mobilize these resources or resourcers so that their utilization is effective and efficient and can continuously improve their performance and use its resources optimally to foster overall student achievement, both academic achievement, psychological potential, physical, ethical, moral, religious, emotional, spirit, adversity and intelligence.

However, with the passage of time precisely when the community gives great attention and trust to the education system in excellent schools, many education experts and practitioners state that the education system in superior schools is very burdensome to students, too pushy, too chasing intelligence targets, for example : (1) flagship schools ignore student competencies, schools are too shackling students, if not handled seriously will reduce public confidence, (2) there is severe stress on children who have an education at top schools. There are schools that only pursue targets so they can be accepted at a higher level of education. So indeed not all leading schools have a good impact on students. There are still superior schools that only pay attention to intelligence abilities and pursue targets so that students can penetrate favorite schools. Leading schools in Indonesia only measure a portion of academic ability. In the actual concept, superior schools are schools that continuously improve their performance and use their resources optimally to grow and develop student achievement as a whole. It means not only academic achievements are cultivated, but psychological, physical, ethical, moral, religious, emotional, spirit, adversity and intelligence potentials.

Based on the results of preliminary observations, that Praya 1 Public High School is one of the leading Public High Schools in Central Lombok. This school has obtained accreditation A, which is one proof that this school is classified as a quality school. In addition, this school has also been able to achieve a proud achievement that reinforces that this school is truly capable of producing qualified human resources. Among the achievements that have been achieved, namely Student of SMAN 1 Praya representing West Nusa Tenggara (NTB) 4 pillar competition, representing NTB OSN in Computer Sector, winning the best NTB National Exam in 2016.

The achievements that can be achieved by this school make it able to compete with other advanced schools, especially those in West Nusa Tenggara. The advantages of this school have a good school

management and system, including: 1) the learning process and effective tutoring, 2) motivating all school members through various competency patterns and strategies, 3) BP / BK teachers who play an active role in helping students get to know identity, 4) fostering a religious atmosphere at school, 5) the principle of reward and funishment is pursued optimally and consistently, 6) proactive attitude of all school residents based on the spirit of democracy in an effort to create a work and learning culture, 7) managing school support facilities which is cultured in the environment. (Praya Public High School 1 Profile document). In addition, the high interest of parents to send their children to SMAN 1 Praya can also be considered because it is considered that this school is able to compete with other more advanced schools in NTB. Based on the explanation, a study with the title Management of Leading Schools in SMAN 1 Praya was conducted.

## *Literature Review*

### *1. Featured Schools*

Cahyati (2012) explores that a superior school is a school that is able to bring each student to reach his ability in a measurable and capable of being demonstrated achievement, where the superior category implies expectations of what students can expect to have after leaving that is the extent of the school's output have intellectual abilities, morals and skills that can be useful for the community. Excellent schools are schools that have been developed to achieve excellence in the outputs of their education (Mulyasa, 2003). A superior school is an educational institution that was born from a desire to have a school that is able to excel at the national and world levels in the mastery of science and technology that is supported by the morality of karma (Fathurrohman, 2012).

According to the author's view, that superior school means schools that have strengths, virtues, virtues when compared to others, then in this context superior schools contain meaningful model schools that can be referred to as examples for most other schools because of strengths, virtues and its virtues and qualities both academically and non-academically.

### *2. Learning Management*

Learning is an effort made by teachers, instructors or learners who aim to help students (Setyosari; 2003: 6). In line with this Muhaimin (1996: 99), states that learning is an effort to teach students / students to learn. This activity will cause students to learn things more effectively and efficiently. Meanwhile, according to Hamalik, (2003: 57), states that learning is a combination that is composed including human elements, materials, facilities, equipment, and procedures that influence each other in achieving learning objectives.

Aspects of learning objectives are the needs of students, subjects, and the teacher itself. Based on students' needs, it can be determined what they want to achieve, develop and appreciate. Based on the subjects contained in the curriculum instructions can be determined desired educational outcomes. The teacher himself is the main source of goals for students (Hamalik, 2003: 76). The Excellence Teaching is a teaching and learning process that is developed in order to teach all students based on their level of excellence (individual differences) to make them faithful and devoted to God Almighty, mastering science and technology independently but in togetherness, able to produce work the best in the face of free market competition (Bafadhal, 2003: 30).

Learning management is all efforts to regulate the teaching and learning process in order to achieve an effective and efficient teaching and learning process. Management of learning programs is often called curriculum management and learning (Bafadhal, 2004: 11).

## *Methodology*

The research approach used is a qualitative approach with a case study method. This research was conducted at SMAN 1 Praya, Central Lombok Regency. The object of qualitative research studies is often casuistic. Researchers do not attach importance to generalization. Therefore (Patilima, 2010) states that the sample is determined purposively (deliberately / with consideration) so that the research sample does not need to represent the population. The consideration of sample research is not based on aspects of population representation in the sample. The consideration is more on the ability of the sample (informant) to supply as complete information as possible to the researcher. Based on this view, the sample used in this study are the Principal, Vice-President of the Curriculum, Vice Student of Student Affairs, Vice-President of Public Relations, Vice-President of Sarpras, Principal of Administration, Teachers, Students, and Parents.

The type of data in this study consists of primary data and secondary data. The primary data examined in this study were obtained from interviews using the "snowballing technique" based on informants and recommendations from key informants in SMAN 1 Praya. Secondary data sources are notes or documentation.

Data collection techniques in this study are: (1) Unstructured Interview, (2) Participatory observation participates, (3) Document study. Data Analysis Techniques consist of three lines of activities that occur simultaneously, namely: data reduction, data presentation, and drawing conclusions or verification.

## *Result and Discussion*

Leaders in carrying out their leadership processes transform and motivate employees by: (1) providing understanding and awareness to employees about the importance of the results of a job, (2) encouraging them to pay more attention to the team or organization rather than self-interest, (3) activating the needs- their needs are higher (Yulk, 1994: 297). Leaders are a source of ideas and inspiration, a leader must have a strong vision and far ahead (Stone and Eddy, 1996: 41). This can be seen in the leadership at SMA Praya 1, namely the principal always giving new ideas every two weeks at regular meetings in the first week and third week.

In addition, the employees of Praya Public High School 1 both teachers and employees showed some attitudes as outlined by Yulk (1994: 297) as follows: (1) employees feel trust in the leadership, (2) employees show admiration for the leader, (3) employees show great loyalty to the leader, (4) employees show respect to the leader, and (5) employees are motivated by what the leader aspires to.

As an institution that applies the principles of modern management, SMAN 1 Praya prioritizes long-term efforts that are planned regularly in accordance with the vision, targets and goals to be achieved. To realize the achievement of long-term goals requires strategic management efforts continuously and continuously. It is understandable that modern management uses a strategic planning

model in formulating its strategy, because modern management is oriented to a long-term strategy, this is also a stimulation for executives to be responsible for implementing plans that have been prepared effectively (Mantja, 2002: 30-31). With the management of strategies, long-term priorities become targets for institutions that apply the principles of modern management. So it is very clear that if an institution does not have a vision and a strong mission, then the institution will experience a deadlock in the sense that what it aspires will not be achieved (Wahyudi, 1996: 38).

Motivation in the context of education can be directed towards employees and students. Motivation can be interpreted as a series of efforts to provide certain conditions, so that a person wants and wants to do something, and if he does not like it, then he will try to eliminate, or avoid the feeling of dislike. So motivation can be stimulated by external factors, but motivation arises from within a person. In educational activities, motivation is the overall driving force in teachers and students to carry out teaching and learning activities effectively and efficiently.

Giving rewards or gifts is one way to motivate children's learning. Lots of forms and kinds of rewards (prizes). According to Emmer in Arikunto (1980: 160) there are various prizes ranging from symbols, confessions, activities, to objects. The form of gifts in the form of symbols that are often used is in the form of letters or numbers, stars or points. Giving symbol gifts in the right way is a very appropriate gift if it is associated with student effort, achievement or ability. Therefore, the use of symbols can be done as much as possible with various aspects of student success. The important thing that teachers must know is that in giving grades as prizes, it must be adjusted to the students' efforts towards what they have done.

Prizes in the form of recognition can be things that have the meaning of "attention" to students. For example, students succeed in making handwork or making their own work. Because these results are very good compared to the work of other students, the results are exhibited in front of the class or exhibited to other students or perhaps to the public when there is an exhibition opportunity at school. Words of praise can be categorized as giving attention and recognition for student success.

Many gifts have been made by teachers of Praya State High School 1, namely giving gifts in the form of items that are estimated to contain value for students. The prize is in the form of stationery, game equipment, books or trophies. However, in giving this gift the teacher is required to be more careful in considering it compared to other prizes. Because of the limited source of funds, the teacher must really choose and determine the children who really deserve it. If prizes can strengthen student motivation in learning and also the emergence of positive behavior, then punishment can "weaken or stop" negative behavior.

The function of punishment is to stop behavior that is not in accordance with the rules. Punishment is also needed to avoid violating rules and regulations. However, it should be noted that not all penalties are needed or desired by people as a tool for all rules and regulations. Many types of violations can be solved in a simple way by the teacher without the use of punishment at all.

Increasing ability and creativity is not only applied to students but also to teachers. Teachers are required to have good abilities, this is evidenced by the frequent High School 1 Praya delegating teachers in trainings both conducted at school and outside the school. It is strived to provide experience to teachers, especially new teachers so that they have average abilities. In addition to increasing the competence or ability of teachers, they must also be able to show their creativity both in making media and other learning activities. Teachers' creativity can be seen through the works they have made, both in managing the learning environment at school, creating an interesting learning environment or even new learning media which are the work of each teacher.

In carrying out the planning process the main principles used by SMAN 1 Praya are based on the attitude of trust that has been given by the parents of students. This is in accordance with the view of Bafadhal (2003: 43) that in making planning must be based on shared needs and predict the future or the future. Based on observations so far, the writer found that SMAN 1 Praya in this case the headmaster tried to provide the best service to parents of students. Through this attitude of trust will be achieved predetermined goals. This principle has similarities with the opinion of Bafadhal (2003: 43), namely: planning must consider aspects of policies, budgets, procedures, rules, methods, criteria to achieve the goals set.

The second consideration in the planning process of Praya Public High School 1 is based on the results of the evaluation of previous learning. If it is made clearer, planning for SMAN 1 Praya starts from the results of the previous learning evaluation (Bafadhal, 2003: 43). This method is used by SMA Praya 1 in the planning process so that learning targets that have not been achieved can be achieved in the following year planning must pay attention to the present reality in order to achieve the goals as specified, so as not to deviate from the goals set (Bafadhal 2003: 42).

The learning planning process in addition to being based on the two considerations above, namely the principle of trust and the results of previous evaluations, SMAN 1 Praya also set targets and programs to be achieved. Planning is determining the work that must be done by the group to achieve the goals set. In succession the targeting and the program being achieved are carried out through stages. First, is to look at the results of previous evaluations by paying attention to the achievement of students' minimum basic competencies. Second, paying attention to human and non-human resources in an effort to support the learning process, this is done to determine the ability of schools. Third, determine the targets and strategies for further learning, both the target achievement of students' basic competencies and other learning targets. After an in-depth study, the findings of this study are broadly similar to what Sudjana (2000: 61) revealed that planning is a systematic process of making decisions about actions to be taken in the future, so that targets and goals do not deviate from predetermined plan.

Students are one component in learning, in addition to teacher factors, objectives, and learning methods. As one component of learning, it can be said that students are the most important component among other components. Basically it is a determining element in the teaching and learning process. Forms of student management in SMA Praya 1 include: (1) student selection, (2) grouping, and (3) student coaching. This is in accordance with the view of Indrafachrudi (1994: 99) explaining that the duties of the headmaster who are assisted by the student body include: a) admission of new students, b) coaching students in schools, and c) strengthening student programs. To get students who have the potential of SMAN 1 Praya carry out a selection process for prospective new students, with two models, first: psychological tests, second: numerical tests and student insights. This is done to get individuals who have more potential. Like what was stated by Bafadhal (2004. 21) that the purpose of holding a selection is to find students who are truly potential.

In the context of student affairs, the purpose of the selection process is to get a prospective student who has standard abilities or at least has more potential, so that it can be developed to the maximum. This is consistent with the views of Thordike and Hagen (in Kartawidjaja, 1987: 8) that selection aims to choose people who are expected to have certain knowledge and skills qualifications. Practically, selection relates to the number of applicants, and ideally the selection relates to the expected quality of graduates. Therefore we need a selection process that can truly recruit individuals appropriately. The selection conducted by Praya Public High School 1 is a good form of selection because the assessment includes students' cognitive, affective and psychomorphic.

Heterogeneous grouping of students is the choice of Praya State High School 1 in managing the learning of their students. In addition, this method is also the most efficient way, because it does not

really need manpower and funds. This is in accordance with the view of Dimyati and Mudjiono (1999: 169) that classical learning is a learning activity that is classified as efficient. Economically, class financing is cheaper. Therefore there is a minimum number of students in a class, the number of students per class generally ranges from 10-45 people. The grouping of Praya Public High School 1 is based on the assumption that students in a class usually have diverse abilities, namely: clever, moderate and lacking. Therefore the teacher needs to regulate when students work individually, in pairs, in groups or classical Madjid (2005: 112) If in groups, when students are grouped based on abilities so that they can concentrate on helping the less, and when students are mixed in groups as an ability so that peer tutors occur.

Even so a teacher can still learn students well. Classical learning means carrying out two activities at once, namely: (1) classroom management, and (2) learning management. Class management is the creation of conditions that enable the implementation of learning activities well. In classroom management problems can occur that originate from: (a) conditions of the learning place, and (b) students involved in learning. The condition of the place of learning in the form of a dirty room, a damaged blackboard, a broken chair table for example, can interfere with the teaching-learning process. Whereas student problems can be individual or group problems. Learning disabilities in class can originate from a student or group of students. Of course, with this classical system teachers are required to have the skills to manage and overcome student learning disorders.

From the description above, according to the author's view the method used by SMAN 1 Praya in grouping students based on their level of ability and psychological aspects into small groups is very appropriate, because this method can provide a positive effect for students in achieving learning objectives in accordance with predetermined basic competencies. In addition to students being able to give input to each other (because there are peer tutors), they can also familiarize themselves between one student and another.

To get qualified teachers from SMAN 1 Praya, a strict selection of teacher candidates will be accepted at the school. In addition, the teachers recruiting must also be in accordance with the criteria expected by the school. This is in accordance with what Gorton (1991: 189) offers regarding recruitment, namely "the active pursuit of potential candidates for the purpose of influencing them to apply for positions in the scholl district". Namely that recruitment is an active process to get potential employees in certain positions in schools.

In this case, teacher recruitment is an effort to get teachers or employees who are truly potential and have the ability in accordance with their fields, so they are able to occupy a certain position or position. In addition, Praya Public High School 1 set certain criteria for selecting prospective employees, namely those with a "plus" value. In addition to being competent in the occupied field, they have the strengths and skills needed by the current institution. This form uses the concept of Gorton (in Bafadhal, 2003: 21) which is that the purpose of the recruitment is to provide prospective employees who have surplus value and most qualified and outstanding individuals to occupy a position. Therefore, if we specialize in the problem of teachers, then people who meet the criteria as teachers in SMAN 1 Praya are those who have competencies according to their respective professionalism, also have more ability than others. So that they can carry out their functions and duties as teachers more professionally. To select the teachers of SMAN 1 Praya using the principles stated (Bafadhal, 2003: 22-23), as follows: (a) teacher recruitment must be designed to meet the needs as expected, (b) teacher recruitment must be conducted objectively , meaning that the selection committee objectively determines applicants who pass and applicants who do not pass, (c) in order to get candidates who are truly professional, then the selection material must cover all aspects of the requirements that must be possessed by prospective teachers.

The learning process is a core process in educational activities in schools. Learning activities in Praya Public High School 1 are carried out in classrooms, laboratories, and other places that can be used

for teaching and learning. Because in the learning process there is an interaction between teacher and student. Learning activities can be in the form of delivery of subject matter, training, and providing experience conducted by the teacher. SMAN 1 Praya is very concerned about managing learning methodologies, ranging from conventional learning methods to modern learning methods. This is in accordance with the statement of Mahmud Yunus (1965: 65) "Athoriqah ahamm min al maddah" that "methods are more important than material." students are creative and students can feel happy. This is in accordance with the principles contained in Quantum Teaching Deporter (2000: 3), namely: the change of lively learning, with all its nuances, includes all the connections, interactions, and differences that maximize the learning moment and focus on dynamic relationships in the classroom-interaction environment which established the foundation and framework for learning.

In the process of developing schools towards superior or high quality schools, the Praya State High School 1 is developing material and learning resources. This is in accordance with the view of Madjid (2005: 170-171) that learning material can be in the form of: places, people, objects, books, events and facts. In order for the subject matter to be lived and practiced, the lesson must be accompanied by its application. So all domains must be given, the cognitive domain, the affective domain and the psychomotor domain. In accordance with what was revealed by Madjid (2005: 131-132), that the principle that must be considered in learning is the diversity of children, moral goals (cognitive, emotional and kinetic) and other psychological aspects. To strengthen the lessons, as mentioned earlier, Praya State High School 1 develops with additions or enrichments in schools, practices in the Natural Sciences (IPA) laboratory, learns blind maps using computers, and summarizes lessons in the library, just before the test.

In SMAN 1 Praya for teachers who can make their own learning media they get points or rewards (awards) consisting of schools. This is in accordance with the opinion of Siagian (1987: 90) that proper appreciation for a teacher is one form of increasing his dignity. Therefore it is necessary to conduct training continuously and systematically so that learning objectives can be achieved as expected by the school.In order to improve the quality of education and learning.

SMAN 1 Praya conducts supervision techniques in learning. This is done in two ways, namely: direct supervision and indirect supervision (professional teacher) by self-assessment. This is in accordance with what was stated by Bafadhal (2004: 80), that there are two kinds of supervision techniques, namely individual supervision techniques and group supervision techniques. Individual supervision techniques include: class visits, observations, personal conversations, mutual visits and self assessment. While group supervision techniques include committee, semina, professional library, curriculum laboratory, taking courses, lectures, guided reading, demonstrations, teaching, staff trips, panel discussions, teacher meetings and workshops.

Praya State High School 1 made an evaluative effort in measuring the success of the teaching and learning process through several things including: (1) direct or indirect supervision, (2) formative and summative evaluation, (3) school weekly meetings. It aims at a process of making educational decisions further, Thordike and Hagen in Kartawidjaja (1987: 8) that one form of evaluation is the evaluation of learning outcomes. Measuring and evaluation are not only useful to know the level of understanding and mastery but also provide an overview of the achievement of learning programs as a whole.

In an effort to motivate student learning through communication, the teachers of SMAN 1 Praya use the opinion of Indrafachrudi (1994: 59), namely that the relationship between school and parents / guardians of students takes the form of cooperation in creating a good school and family environment. A good school environment is a good environment conducive to learning, while a good family environment is a harmonious, healthy, educative family environment that encourages children's growth and development.

Based on the author's search, the form of evaluation through observation has similarities with the opinion of Madjid (2005: 195). According to him the assessment can be done by paying attention to human attitudes. Because humans have innate traits for example: intelligence, temperament, and so on. From the above data explanation, the writer can conclude that the learning management applied by SMAN 1 Praya in an effort to improve the quality of learning using modern management theory, which includes aspects of planning, implementing, and evaluating learning.

## *Conclusion*

Based on the results of the study, it can be concluded that: 1) The form of learning management in SMAN 1 Praya is modern management 2) The implementation of learning management in SMAN 1 Praya is carried out by planning which is discussed in school work meetings (raker) involving all components of both the principal, waka, teachers and employees, Learning management of all learning components, Teacher management, KBM Management, Teaching Materials / Materials, Media Management, Environmental Management, and Learning Evaluation. 3) The form of efforts made by the teacher in supporting learning activities in SMAN 1 Praya in accordance with the principles of modern learning, both in terms of planning, managing, and evaluating learning outcomes.

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