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# The application of the principles of effective schooling in *SMP PIRI* Ngaglik, Sleman, Yogyakarta Special Province

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**Abstract:** *The purpose of this study was to reveal the implementation of the three components of effective schooling: inputs, processes, and outputs of SMP PIRI Ngaglik, Sleman, Yogyakarta Special Province. The qualitative method and narrative approach were used in this research study to analyze the data collected from observation, interview, and documentation. The results are as follows. (1) Inputs: The vision and mission of SMP PIRI Ngaglik are academically formulated and implemented well even though there are some obstacles occurring during the implementation processes such as the lack of human resources in the fields of computer, mathematics, and English. (2) Processes: The school management and leadership of SMP PIRI Ngaglik are termed as generally good. (3) Outputs: The academic achievements of SMP PIRI Ngaglik are quite high (93, 48 %) for the national examination at grade IX, even though the average scores of English, and mathematics of some students are still lower than the standard score (4.76).*

**Keyword:** *School-based management, effective schooling, school community, school environment*

## 1. Introduction

According to the Law No. 22, 1999 concerning Regional Governance, political and administrative responsibilities have been created and specified them for each level of government under a decentralized structure. Under this law, all public service delivery functions are decentralized to sub-national governments except defense, foreign affairs, monetary and trade, and the legal system. Most public services including education, health, and infrastructure, will be delivered by districts and cities, with provinces performing only the role of coordinators (World Bank, 2000). Accordingly, the Indonesian Government announced its local autonomy policies in 1999. Like many other sectors, the education system has undergone many processes of reforms, that is, educational decentralization in which more control rests in the hands of individual schools, communities, and local governments.

In addition, in consistency with the law, educational policies have changed from centralized management to decentralized one. This is a mass changing in the hope that it will support the innovation in all aspects of Indonesian lives (*Depdiknas*, 2002: 1). With autonomous management, most educational decision making has to be made at the school level. In this regard, in fact, the school staff will be more active in the involvement in decision making, while in the past it was only the school principal who thought about how to improve the school. The school is expected to be able to identify its own requirement,

formulate its target, plan the program to reach the target, carry out its program, and assess the effectiveness of the program implementation.

In the context of educational decentralization, furthermore, School-Based Management (SBM) plays an important role in upgrading the quality of education in order to provide the decision making to the individual schools, allow the school community to participate in the school activities including decision-making, and consider the school staff (administrative staff, teachers, and students) as the main parts of the school. As a result, a new mechanism of educational decentralized system was created and called effective schooling. As effective schooling becomes a component of SBM, decision making, curriculum planning, target formulating, assessment the, budgeting, improving the teaching and learning process, and increasing the students' learning achievements are carried out transparently and accountably at the school with the participation of the administrative staff, teachers, and school community.

In the era of educational decentralization, the principals of state and private schools have tried to better and develop their schools so as to attract the students, train the human assets, and serve the needs of the people and regions. Consequently, many schools become effective, favorite, excellent, and international schools. However, there were also many schools that have not yet been given this classification. This has been a big question to many. Many complex problems are involved in the above question that requires articulate studies of the school contexts and of its products. As comparison, in the same context and situation, the educational system in Cambodia is lower than the educational system in Indonesia. Most of the schools are state schools and the school staff and teachers have low motivation to work hard and do research. Students pay less attention on their study, while the school community or parents of the students often ignore their duties of encouraging their children to study. Many students drop out from school before they finish their schooling. In addition, the facilities and equipment in the state-run schools are not adequate to support the teaching and learning process.

It is hoped that, when the research result is revealed, it will provide key solutions to deal with those matters. For the Cambodian context, for example, the research finding will be very important for the educational policy makers as variables to deal with those problems, particularly to strengthen the management and leadership of the school principal and motivate all the school members to work hard, do more research, and study harder. The school community or parents of the students should be motivated to participate more actively in the school activities and the school facilities and equipment should be supplied optimally.

In accordance with this development, starting from 1997, Ngaglik Junior High School of Islamic Teacher of the Republic of Indonesia (*Sekolah Menengah Pertama, Perguruan Islam Republik Indonesia, SMP PIRI*), Sleman, Yogyakarta Special Province, has applied the School-Based Quality Improvement Management program and the principles of effective schooling. The vision and mission of effective schooling is to improve the management system (including curriculum management development and financial management), reinforcing the teaching and learning process, improving the school facilities and equipment, increasing the students' achievements, providing perception to the school staff about the effective school and school-based management concepts, attracting the school community and students' parents' participation, etc.

## **2. Method**

This research study is basically used the qualitative method and narrative approach to examine and analyze the application of the principles of effective school of *SMP PIRI* Ngaglik, Sleman, Yogyakarta Special Province, specifically to examine the

implementation of each component of effective school started from inputs, processes, and outputs that assists this school to become an effective school and influence the learning achievements of the students.

Data and information are obtained through the means of observation; interview (the interview with the school principal, vice principal, administrative staff, teachers, students, and parents of *SMP PIRI* Ngaglik); and documentation. Furthermore, those data and information are related to the school vision and mission, characteristics (principal, teachers, and students), curriculum development, facilities and equipment, making and using budget, school management and leadership, teaching and learning process, the roles of the school community or parents of the students, school environment and climate, and academic and non-academic achievements.

### **3. Findings and Discussion**

The findings of the study are presented in the three aspects of school management of input, process, and output. According, the discussion is centred around these three aspects.

#### **Inputs**

##### Vision and Mission

The vision and mission of *SMP PIRI* Ngaglik were formulated and implemented academically well. The school staff and school community or the students' parents understood them clearly, and they have been motivated to work towards the vision and mission with pride and enthusiasm. On the other hand, there were some obstacles occurring during the implementation process such as the lack of human resources in the fields of computer, mathematic, and English.

##### Characteristic of the Principal, Teachers, and Students

###### *Principal*

Characteristic of the school principal of *SMP PIRI* Ngaglik was considered as a good model for school staff, teachers, and students because he possessed good personal integrity and clear vision for the school, devoted considerable time and energy to school improvement activities. He also provided with strong leadership to staff, teachers, and students, and especially he developed yearly plans for curricular implementation and monitored the school progress.

###### *Teachers*

Characteristic of the teachers at *SMP PIRI* Ngaglik was quite good to become the part of effective school because they are good role model for the students, they were satisfied with the number and quality of in-service training, and have good interpersonal skills and responsibility. The teachers allocated the time for instruction in a particular content area positively associated with learning, reduced the number of digressions and focused instruction on the objective to be learned, and clearly communicated the purpose or goal of each lesson.

###### *Students*

The students at *SMP PIRI* Ngaglik had good characteristic that could be deemed as a good model of effective school because they were discipline, they had good interpersonal relationship, and had high degree of diligence with motivation in entering the school. However, there were few students whose characteristics were not good enough, and

particularly the students who sat at the back during the class. They sometimes paid less attention on the lesson and explanation of the teachers and talked with their friends even though their conversation did not bother other friends and process of teaching and learning.

### Curriculum Development

The curriculum of *SMP PIRI* Ngaglik has been successfully developed and implemented. The development was focused on adding the time to certain subjects which were considered as the important ones including English, mathematics, natural sciences (*IPA*), and religious education. A further development of the curriculum added more subjects to be given extra time. These included Javanese language, electronic skills, training for reading *Al-Qur'an*, art and music, theatre, and adolescent scientific work/activities study. Final additions to this group of subjects included special English learning program (Higher Learning) and guidance and counseling.

### Facilities and Equipment

The school facilities and equipment were not so far considered to be adequate but they could support to produce many academic and non-academic achievements. Besides, *SMP PIRI* Ngaglik still needed more facilities and equipment to sustain the school progress such as classrooms, natural science lab, computers, LCD projectors, printers, scanners, textbooks, sport materials, musical instruments, and traditional musical instruments.

### Making and Using the Budget

Based on the principle that the making and using of the budget should be carried out transparently and accountably, *SMP PIRI* Ngaglik has an adequate budget to support the school operational processes. There were different financial sources such as government, students' tuition fees, educational department, voluntary donation, and educational development fund of new students.

## **Processes**

### School Management and Leadership

The school management and leadership of *SMP PIRI* Ngaglik were academically good. This is in line with the fact that this school has been termed as one of the 16 effective schools in Yogyakarta Special Province. Furthermore, the administrative staff, teachers, students, and parents of the students or school community were characterized as strongly to support the management and leadership of the school principal. They realized that the principal managed and led the school transparently and accountably.

### Teaching and Learning Process

According to the research finding, the teaching and learning process of *SMP PIRI* Ngaglik could be termed as academically good. This is supported by the fact that the students were active in learning, participating in group and discussion, and searching for more information via textbooks, computers, and the Internet in order to accomplish their assignments. Furthermore, the students were guided to use the school facilities such as computers, the Internet, the library, TV, LCD projectors, and the like. In addition, the teachers prepared their lesson plans well for every schedule and used the methodologies and supportive facilities which help the students to comprehend the lessons. On the other hand, some teachers did not use the teaching and learning material optimally and they read

the book or text during teaching that could not make the students to catch the concept of the lesson clearly.

#### The Roles of Students' Parents or School Community in School Activities

The roles of the school community or parents of the students of *SMP PIRI Ngaglik* were deemed to be active and efficient in participating in the school activities. Members of these groups were frequently invited to join in the school activities such as monthly/annual meeting, discussion forum about the school development plan or making and using finance, school promotion program, and discussion about the students' learning progress. The school always reported to them about what was done related to the school progress. In addition, the school encouraged them to contribute their ideas and means, asked for advice on how to develop the school, and insisted them to motivate their children to study hard even though they were at home.

#### School Environment and Climate

The school environment and climate of *SMP PIRI Ngaglik* could be termed good. In this case, the school location was handy and secure, and the environment was also clean, tidy, and orderly that make the parents feel safe to send their children to study there. The atmosphere in the classroom was conducive for learning, and classroom's decorations and learning aid were attractive to the teaching and learning processes as well. Besides, the school climate and culture were good because all involved members were always allowed to share their ideas and decision-making. The school communication was open to all members; the school principal, administrative staff, teachers were especially cooperative with school community or parents of the students. On the other hand, nothing is perfect, the garbage and dirt were still seen in classroom, office, and schoolyard due to the observation and the information given by the students during the interview.

### **Outputs**

#### Academic Outputs

The academic outputs of *SMP PIRI Ngaglik* were quite high. For example, of the 92 students, 86 passed the national examination (93, 48 %). There were only six students who failed for that test. However, they finally passed at the second exam (package B). *SMP PIRI Ngaglik*, nevertheless, was not satisfactory yet with its achievements because the test results of English and Mathematics were still lower than the standard score (4.76) and the average scores of these two subjects were not high enough compared with the school perspective. On the other hand, the result of semester's test of grade VII and VIII was optimally satisfactory (100 %) because all the students for each grade had passed and continued to their higher grade respectively.

#### Non-Academic Outputs

*SMP PIRI Ngaglik* has shown satisfactory results with its non-academic outputs. There were many rewards and cups of championships obtained by the students of *SMP PIRI Ngaglik* at the communal, district, or provincial level.

### **4. Conclusion**

Based on the research findings and discussions, the conclusion could be drawn as below:

- a. The vision and mission of *SMP PIRI Ngaglik* were formulated and implemented academically well. There were some obstacles such as the lack of human resources in

the fields of computers, mathematics, and English; but this did not interfere with the implementation of the school vision and mission.

- b. The characteristics of the school principal were considered as a good model for school staff, teachers, and students. The characteristics of the teachers were quite good to become a part of effective schooling. Moreover, characteristics of the students could be termed as a good model of effective schooling as well. Observation showed, however, that a small number of the students did not show good characteristics, particularly the students who sat at the back during the class.
- c. The curriculum of *SMP PIRI* Ngaglik has been successfully developed and implemented. The curriculum development was focused on adding the time to the certain subjects, which were considered as the important ones including English, mathematics, natural sciences (*IPA*), and religious education. Javanese language, electronic skills, training for reading *Al-Qur'an*, art and music, theatre, adolescent scientific work/activities, and special English learning program (Higher Learning program) were also included at a later time.
- d. The school facilities and equipment were not considered to be adequate so far but they could be observed as to have supported to produce many academic and non-academic achievements. It is a fact, though, that *SMP PIRI* Ngaglik still needed more facilities and equipment to sustain the school progress such as classrooms, natural science lab, computers, LCD projectors, printers, scanners, textbooks, sport materials, musical instruments, and traditional musical instruments.
- e. The school had an adequate budget and the process of making and using budget were transparent and accountable. In addition to this, the school management and leadership of *SMP PIRI* Ngaglik were academically good.
- f. The teaching and learning processes in this school could be termed academically well although some teachers did not use the facilities and learning aid optimally. In the class, for example, these teachers still read the books or texts during the teaching, and paid less attention to the students.
- g. The roles of the school community or parents of the students of *SMP PIRI* Ngaglik were considered to be active and efficient in participating in the school activities. The school environment and climate could be considered well even though some garbage and dirt were still seen in the classroom, office, and schoolyard.
- h. The academic outputs of *SMP PIRI* Ngaglik were quite high. A percentage of 93, 48 % passed the national examination for grade IX even though the results of some students for English and Mathematic were still lower than the standard score (4.76). The school has been satisfactory with its non-academic outputs because the school has received many championship rewards or cups for communal, district, and provincial contests and competitions.

### **Recommendations**

Based on the research conclusion revealed above, the researcher would like to share several recommendations as given below. These recommendations are proposed in order to help with the aim of improving the implementation of the components of effective school of *SMP PIRI* Ngaglik, Sleman, Yogyakarta Special Province.

- a. The school should recruit and select potential inputs (teachers and students). This is because the ability and perception of the students affect the learning achievement and the teachers influence the students' learning outputs.
- b. The teachers should receive more training or get new methods particularly in the field of English and mathematics in the aim at increasing the perception or understanding of

- the students towards these two subjects. This is because the achievements of some students for those two subjects were still low.
- c. The teachers should pay more attention to the students whose achievements were still low and the students who sat at the back during the class. Moreover, some teachers should avoid reading the books or texts during teaching and use the teaching and learning materials optimally in order to make the students able to comprehend and get the concept of the lessons being taught. The students whose achievements were still low and who sat at the back should try hard to study, improve their attitudes, and pay more attention to the lesson or explanation of the teachers.
  - d. To attain the school target, *SMP PIRI* Ngaglik should enhance the numbers of facilities and equipment both academic and non-academic. This recommendation is given due to the fact that the school still needed more facilities and equipment such as classrooms, natural science lab, computers, LCD projectors, printers, scanners, textbooks, sport materials, musical instruments, and traditional musical instruments. These facilities were observed as being able to help the teachers and students to teach and learn more effectively and efficiently.
  - e. Seeing that garbage and dirt were still seen in the classroom, office, and schoolyard, the school leaders should pay more attention to this matter. This problem could affect the school image and the feeling of the school staff, teachers, students, and parents or community. The existence garbage and dirt around can cause them to get sick easily.

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