

School Management Based on Culture in Public Junior High School 1 Jetis and Public Junior High School 3 Banguntapan, Bantul, Yogyakarta

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Abstract: This study aims to describe: Cultural-based school management, planning, implementation, supervision, evaluation, and supporting factors and obstacles to the implementation of culture-based school management in Public Junior High School 1 Jetis and Junior High School 3 Banguntapan Bantul, Yogyakarta. This research is a phenomenological type of qualitative research with case study in which this study explains what happened directly in the field or where research is conducted. The subjects of this study consist of principals, vice principals, teachers, committees, communities, and students. The research data was collected through interviews, observation and analysis of documents. Data from this study were analyzed qualitatively using the analysis of the Miles and Huberman models. The results of this study are as follows; good culture-based school management can improve the quality of education in schools, school management can be the identity of a school, the most important supporting factors of culture-based school management are school environment and the community in it, while the most important inhibiting factors are implementers and habituation in life at school.

Keywords: *management of education, culture-based schools*

INTRODUCTION

Changes in the times that are increasingly rapid also result in the development of increasingly advanced globalization, along with this development, human civilization has always experienced an increase, not least with the culture in it. The development of the times has resulted in the increasingly intense competition between nations, especially in the field of education. The pressure of changing times that is getting stronger can lead to the cultural changes where the culture that exists in a nation is displaced by other cultures that enter and result in the subtraction of the noble values instilled by the nation itself. Therefore, education plays an important role in maintaining culture and developing the culture of a nation.

Government regulation in law No. 32 of 2004 concerned on regional government article 10 describes the decentralization of education that the central government essentially gives authority and flexibility to the regions to regulate and manage the interests of the local community according to their own initiative based on the aspirations of the community in accordance with laws and regulations. Decentralization is the surrender of government affairs by the central regional government to autonomous regional governments based on the principle of autonomy. Authority is given to the regency and city regions in realizing broad, real and responsible autonomy. Therefore, schools are expected to be able to see what is important and must be done in the implementation of education in accordance with the environment in which the school is located, this implementation is carried out to improve and develop good values to be maintained and developed in accordance with the goals of the country.

In line with regional autonomy, the policies and implementation of education must be adapted to the demands of education through autonomy and decentralization of education. In explaining the law Number 20 of 2003 concerning the National Education System, it is stated that science and technology are developing quite rapidly, so that new demands arise in all

aspects of life including in the education system including School Based Management (SBM). SBM in question is a form of education management autonomy that must be adjusted for the development and achievement of the expected educational goals.

Daryanto (2015) said that school culture shows the elements of beliefs, values, norms, habits, languages, and any better goals. School culture is seen as the existence of a school that is formed from interplay between three factors, namely the attitudes and beliefs of people who are in the school environment and outside the school environment, school cultural norms and relationships between individuals who are in school. Each school has a set or sets of beliefs, values, norms, and habits that are characteristic of it and are always socialized to school people through school activities and even the media. Over time, the process has formed a certain cultural climate in the school environment. The climate directly illustrates feelings, and moral experiences that exist in school.

Triatna (2015) states that there are six elements of culture that are subject to the study of organizational culture researchers, namely: values, beliefs, work / activities (*play*), rituals (*rituals*), ceremonies (*ceremonies*), and cultural object. Values and trust are the glue that will bind the culture of the members as a whole. Values in organizations will explain organizational principles. Objects of kurtulan in organizational culture are symbols that tell us about culture through activities, words, events or behavior. Cultural objects are created by human existence in groups or organizations that are mutually agreed upon.

Public junior high school 1 jetis and public junior high school 3 Banguntapan, Bantul are based on school culture. As a culture-based school, the implementation of school cultural values becomes very important and needs to be developed in a school environment where the development of school culture will make the performance of principals, teachers and school staffs better. Researchers chose the two schools as the object of research related to culture-based school management because in addition to schools that have a cultural base, the development of the implementation of school culture is also important for the school.

DISCUSSION

Hellriegel (1988) defines management as "management is the art of getting things done through other people. Managers achieve their objective by arranging for other to do things, not by performing all the tasks themselves. " Management is a tool or container activities that were used to complete the task by systematically through other people. Management said as an art in the field to complete the activities or tasks that are programmed and cascading for the sake of achieving the purpose of which is held by the other with a system of monitoring and evaluation to achieve the result that maximum.

Donnelly (1987) defines management in the process that "Management is the process carried out by one or more individuals or more to coordinate the activities of other to achieve results not achieved by individual acting alone." In this case management is made by a person or individual to arrange an individual other in carrying out the activities were deemed difficult what if done by an individual, by because it required the management to carry out an activity mover or mengkoordinasikan group of people to achieve the objectives specified by moving some people to carry out activities that the purpose of that desired can be achieved.

Griffin (1990) explains that management is "Management is a set of activities, including planning and decision making, organizing, leading, and controlling, directed at the organization's human, financial, physical, and information resources, with the aim of achieving organizational goals in an efficient and effective manner. " the meaning is the management is a

series of activities, including the planning and decision making, organizing, leading, and controlling, aimed at human resources, financial, physical, and information organization, with the aim of achieving organizational goals in an efficient and effective way. Event management has a goal to plan activities and directs those who exist in it to act in achieving objectives in a way that is effective.

According to Bush and Coleman (2000) management education is "educational management is a field of study and practice is concerned with the operations of educational organization." Management education is a field of study that is associated with the operational organization of education . Management education are better able to impact the increasing quality of the education sector in the country as well as increasing the performance of every education that exist in it to carry out activities of education and purpose of education that is desired.

Mohanty (2005) management is "Educational administration in shot is a human enterprise controlled and affected by a large number of historical, philosophical, sociological, political and psychological factors." Management education or who is often called by the administration of education is a business man who controlled and influenced by historical, philosophical, social, sociological, political and psychological factors that develop in educational organizations. Businesses that do form management number of activities to mobilize people who are there in which to carry out activities for the sake of berjalanya activities of education .

Machali (2013) described the management of education is the ability and skills specifically which is owned by a manager of education to perform an activity either as individuals or together with others, or through others in efforts to achieve the purpose of the organization of the school as a productive, effective, and efficient. Management in the implementation of the program of education is not a goal, but a tool or method for achieving quality and improving performance are expected. With the management expected the manager to arrange so that helpless that there can be used with either for the achievement of objectives of the school are expected .

Mulyasa (2009) divides education management functions as follows ;

1. Planning

Planning is a process that is systematic in making decisions about the actions that will be carried out at a time that will come.

2. Implementation

An activity to realize the plan into action real in order to achieve the objectives in an efficient and effective . In the execution of every organization should have a strength that is steady and assured that what that is desired can be realized .

3. Supervision

Supervision interpreted as an attempt to observe in a systematic and continuous : record, give explanations, guidance, coaching and straighten out the various things that are less precise and fix errors. Supervision is the key to success in the entire management process .

4. Coaching / Evaluation

The series of efforts to control it professionally all elements of the organization in order to function as it should so plan to achieve the goal can be accomplished as effectively and efficiently.

Haviland (1981) states that culture is "Culture is a set of rules or standards shared by members of society that when acted upon by the members, produce behavior that falls within a range of the members Consider proper and acceptable." Cultures is a set of rules or standards owned by members of the community which, when followed up by members, results in behavior that is within the range deemed appropriate and acceptable by members. The rules or norms that

there is an agreement by members of organizations or groups that exist in it so that a culture that becomes something that is required to do as is good for every member of the organization .

Niaz Ali, et al (2016) in a research journal defining culture is "culture is the name of interaction among groups of people, disclosing the paradigm of people about different matters of life; as they think, believe and react. " Culture can be expressed as a thought collective or approach collectively to stiap groups or organizations who agreed in together to be used as a habit that is good in the group are. Cultures evolve or emerge from a group or organization that contains values and norms are together used as a habit that is good to be done by any person or member therein .

West Burnham (1997) argues that culture is "the product of the shared values, beliefs, priorities , expectations and norm that serve of inform the way this roomates and organization manifest it self to the world." More further added that culture is products which tibul be assumptions of values and norms that good to be implanted in the life of association, in addition to the culture also becomes something that is inappropriate to apply and are shown at the world as an identity.

Zamroni (2011) suggests the importance of schools having a culture or culture. School as an organization must have : (1) the ability to live, grow thrive and perform adaptation to various environments that exist, and (2) the integration of internal allows schools to produce individual or group that has the properties of a positive. Organization including a school must have a pattern of assumptions base that held together the entire citizens of the school. Pay attention to the concept of the above, it can be concluded that the culture of the school is a pattern that is deep, the trust value, ceremonies, symbols and traditions that are formed from the circuit, customs and history of the school, as well as how to view in solving the problems that exist in the school.

Abdul Aziz (2008) explained that the culture of the school is the values and standards that drive the behavior of members of the public school and determine the direction of the organization of the school as a whole. Cultural organization of the school includes several aspects such as attitude, uniforms, rules, language, which is agreed upon and carried out by the organization are together in a group or organization. Culture school have role that highly to encourage and improve the effectiveness of the performance of the work of educators both in term length and term short.

MATERIAL AND METHODS

This research is a qualitative research . The use of a qualitative approach in this study is to match empirical reality with applicable theories using descriptive methods. In this qualitative method, researchers try to understand phenomena through data collection techniques such as observation, interviews, and documentation.

This data is collected from primary data and secondary data, according to Sugiyono (2014: 39), primary data is a data source that directly provides data to data collectors. This primary data is the main data that contains the results of interviews with informants and notes of direct observations in the field. Sugiyono (2013: 309) argues that secondary data are data sources that do not directly provide data to data collectors, for example through other people or through documents. Secondary data that researchers get from the results of the study are student attitudes records, photo files of teacher and student activities, in the implementation of learning and the implementation of school culture and literature study results.

Data collection techniques used in this study include interviews, observation, and documentation. This interview aims to obtain information about how the management of school culture is carried out, what is the purpose of forming a school-based culture, what are the supporting and inhibiting factors of a culture-based school and how to measure success in implementing a culture-based school. Observations were made to find out how culture-based school management was carried out. Observations were made by observing and recording the characteristics of the environment and the characteristics of school residents in it. The thing done in the documentation is looking for data from written data, in the form of an archive of attitude value data and some records of events in culture-based schools namely junior high schools 1 Jetis and junior high schools 3 Banguntapan, Bantul, Yogyakarta.

Researchers used the validity test of credibility, among others: 1) increasing perseverance, namely making careful and continuous observations by re-checking the data obtained after observation and interviews. If the data is deemed lacking, the researcher conducts an interview again until the required data can be met ; 2) triangulation, in the form of source triangulation, technical triangulation, time triangulation. Triangulation is done by using data validity test using source triangulation by checking the data that has been obtained through several data sources that have been determined by researchers to be used as informants or informants, namely school principals, local content teachers, and several subject teachers in state junior high schools 1 Jetis includes AN, DW, BT, DA, AG, DK, EN, FH as well as school principals, local content teachers and several subject teachers at junior high school 3 Banguntapan including AC, LH, CH , GN, DN, RT, SY, TY, as well as some students. Researchers also used triangulation of techniques, namely by using various techniques such as observation and interviews with the same informant and using triangulation of school entrance hours for 2 weeks ; 3) using reference material that is using a research aid in the form of a Nikon D3100 camera as an image documentation tool, as well as using the Samsung GT-I8262 as a voice recording device so that the data can be trusted for more reliability.

RESEARCH AND DISCUSSION

Based on the results of interviews, observations, and documentation, it is obtained a picture that culture-based schools need to do school management properly to achieve the desired school goals. Principals as leaders and school managers together with teachers have an important role in implementing management systems such as; planning, organizing, implementing, monitoring and evaluating.

Planning is done by looking at what factors can support the development of school culture in the school environment so that the development of school culture can run in accordance with the expectations set, in addition to planning also look at the long term which will be a future challenge so that schools can still be competitive even viewed as a school to be reckoned with. Dwi Anto (2013) in a study conducted at SMK Muhammadiyah 1 Playen shows that the physical culture of schools varies depending on the environment around the school, the values that develop and are considered good and deserve to be developed are different, besides Romzuni (2015) in Magelang, building has a particular characteristic for schools to maximize the educational process and cultural development, but there is not much difference between schools in a particular area. The principal has an important role in school planning, this determines how the school will run and how teachers and education personnel will work. Principals in making plans to conduct an assessment of the previous period then together with

teachers and other education personnel conduct discussions to make decisions in planning to be carried out.

The school cultural values found are noble values that are considered good and deserve to be carried out for the sake of the continuity of the education process at school. Cultural values such as; the value of discipline, the value of honesty, the value of self-confidence, the value of respect for others, the value of the love of the motherland, the value of courtesy and manners as well as other values that if carried out provide goodness. Culture-based schools are basically applied to uphold the noble values that should be maintained. In addition, with a cultural base the school will have an identity, with this identity the school will be easier to recognize and have an obligation to always develop the school towards a better direction. Ardiansyah (2017) in Bantul values of discipline, courtesy, religion as well as good values to be developed are the main objectives in character building in the school not only for teachers and staff but also for school members including parents of students.

Supporting factors in the implementation of school culture are facilities and habituation in schools such as the habituation carried out in instilling and developing the character of students. Teachers as role models must provide good examples for students. Setting a good example to the students are expected to inculcate per i behavior and good habits are also to be done by the students. Culture of courtesy, responsibility, discipline, obeying religious orders and other cultures that support the development of the character of students and teachers can be done through daily habituation in social life in the school environment, with this habituation expected culture embedded in schools can be embedded in themselves every school citizen. The approach taken by the teacher in applying school culture is done directly. The direct approach to students is done so that teachers and students have communicative relationships both inside and outside the classroom. Communicative relationships between teachers and students will make it easier to instill the values that will be done by the teacher to students.

While the obstacle often faced by schools in the development of culture-based schools is the lack of consistency in implementing school members or make habituation that should be done for the sustainability of school goals and other facilities that are not fulfilled, most of which hinder the process of developing culture-based schools. Wahab Rajasam (2018) in his research at SMK Muhammadiyah Semarang got the results of research that school culture can be formed if supported by appropriate facilities in the implementation and development of culture in schools, but the most important and main thing in the development of culture in schools is habituation that is carried out by school members both principals, teachers, staff, and students in the school environment.

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