

Management of Students in Three Public Junior High Schools in Muaro Jambi District: The Voices From The Frontlines

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Abstract—This study aims to describe the findings of how the management of students through the perspective of the vice-headmaster in the field of students and teachers (homeroom teacher and counseling guidance teacher). A total of nine participants who included 3 headmasters and 5 teachers from three public high schools in Muaro Jambi District were included as the main sources in this study. This study used a qualitative research design with a case study approach. The data collection is carried out by face-to-face interviews and then analyzed by using the comparative constant analysis method developed by Glaser and Strauss. The findings showed that; (1) planning students through analyzing the needs of students by determining the capacity of new students and arranging school work programs; acceptance of new students by forming a committee and distributing new student acceptance brochures; selection of new students by written, physical, and interview selection; orientation of new students which include introduction to the environment in and introduction to the environment outside; student placement is based on random techniques; as well as recording and reporting conducted to determine the attendance and condition of students; (2) coaching and developing students through learning activities and extracurricular activities carried out after the learning activities are finished; (3) evaluation of student learning outcomes through daily tests, assignments, practical tests, midterm, and final exam. As well as student assessments which include attitude assessment, knowledge assessment, and skills assessment.

Keywords—*management; students; junior high school*

I. INTRODUCTION

One of the determinants of a country's success in improving the welfare of its people is human resources quality. The progress of schools is a reflection of the progress of the nation [2]. Developed and large countries can create prosperity for their people through human resources by seeing superior quality human resources. In this case, human resources who seek knowledge and school are the two elements which are hereinafter referred to as students who then are the main components of the educational process to produce quality human resources [3]. Responding to the above statement, the school seeks to be able to provide space for students to develop their potential related to the development of mindset (cognitive), affective (attitude), and psychomotor (skills).

Furthermore, one component of success in the administration of educational institutions (in this case schools) in any educational institution will depend heavily on education management and other management components such as curriculum management, student management, funding management, infrastructure management and others. These components are a unity in an effort to achieve the goals of educational institutions (schools). That is, each component has the same role and mutual support for the other components, thus contributing high to the achievement of the goals of the educational institution (school) [4].

Furthermore, the existence of student management is needed by the school, as student management will manage all student activities from entry to exit from a school. Therefore, it is reiterated that the very important element to be managed well so that it can produce quality values for students themselves and for the school is students themselves. In this case, the management of students is applied to fill the needs of good services for students, ranging from students enrolling in schools until the students complete their school term. After all, student management is very necessary in school because students are both subject and object in the process of transformation of science and skills, success in organizing education will greatly depend on the development of physical potential, intellectual, social, emotional and mental health of students [5]. Student management in this study is defined as the management of the planning, implementation, organizing, and monitoring of students so that students are nurtured and guided from since entering school to graduating from school.

Some things that motivate the writer to be interested in conducting this research include; first, student management has a strategic role of many school management, this is because all management activities in schools both related to curriculum management, facilities and infrastructure management, financial management, and other management, will be more directed so that students get good education services. On the other hand, students have the same right to get educational services. Second, student management aims to fill the need for good services for students, ranging from students enrolling in the intended school until the students complete their studies. Therefore, the existence of student management is needed in educational institutions because students are both subject and

object in the process of transformation of knowledge and skills, success in the delivery of education will greatly depend on the development of physical potential, intellectual, social, emotional and mental health of students.

Third, various information from several relevant studies related to student management report that there are some student behaviors that do not reflect good morals as mandated and contained in Pancasila and the 1945 constitution such as deviant behavior in the school environment and do not participate in teaching and learning activities periodically. The aforementioned cases are contrary to the vision and mission of the school which is carrying out religious formation activities and applying the values of Pancasila and the 1945 Constitution in daily life. Fourth, a number of studies that discuss student management by taking data through quantitative research methods and involving many respondents, but very little research that discusses student management with qualitative research methods, especially through a case study approach that aims to dig deeper information about student management.

So, through this study, the authors are very interested in discussing the management of learners in more depth through the perspective of the vice-headmaster of the field of students and teachers (homeroom teacher and teacher BK), which is then followed by additional information about what obstacles are faced by the parties schools related to student management in three public junior high schools in Muaro Jambi District, and how schools evaluate student management in each of the three Public Middle Schools (SMPN) in Muaro Jambi Regency to uncover various interesting facts related to management implementation students in these three schools.

By paying attention to the background of the problem stated above, the questions in this study are; How is the management of students in three State Junior High Schools (SMPN) in Muaro Jambi Regency viewed from five scopes; student planning, organizing students, implementing student coaching, student supervision, and student evaluation?.

II. METHODS

For this study, a qualitative research design with a case study approach, Creswell [6] states that the case study approach is one of the five traditions in qualitative research, case study approach was used to explore in-depth information about student management that was implemented in three State Junior High Schools (SMPN) in Muaro Jambi District viewed from the perspective of the headmaster in the field of students and homeroom teachers and counseling guidance teacher. In this study, researchers used purposive sampling with convenience case strategy sampling in selecting participants involved in this study. A total of 9 participants from each headmaster in the schools and teachers (homeroom teacher and counseling guidance teacher) were involved in taking interview data. Then, researchers translated individual interview data and then analyzed them by using the comparative constant analysis method developed by Glaser and Strauss as quoted in Mukminin [7]. To test the validity of the data in this qualitative study, the researcher did 4 steps related to the validity test; credibility (internal validity), dependability (reliability), transferability (external validity), and confirmability

(objectivity). The key strategy that researchers use to understand their bias is called reflexivity. Through reflexivity, researchers become more self-aware to control their biases.

III. RESULTS AND DISCUSSION

This study aims to describe and report more in-depth information from the school about how the management of students is implemented in three State Junior High Schools (SMPN) in Muaro Jambi District based on the perspective of the vice-headmaster in the field of students and teachers (homeroom teacher and BK teacher). The interview of the participants was conducted for approximately 1 month involving 9 participants as the main data source. Based on the results of the interview, the researchers found five main themes related to the scope of student management in three public Junior High Schools in Muaro Jambi Regency applied. The scope includes the planning of students, organizing students, implementing student coaching, student supervision, and student evaluation. Each of scope was discussed as follows.

A. Student Planning

Discussion of the results of student management study in three public junior high schools in Muaro Jambi Regency is presented in accordance with the focus of the study which includes: 1) Planning for acceptance of new students, 2) Organizing students, 3) Guidance and development of students, 4) Supervision of students, and 5) Student evaluations.

Based on the results of the interview, student planning is an activity relating to things that must be done with regard to student acceptance until the graduation of students. More clearly, Participant 1 stated,

"In this case, student planning is related to the activity of receiving and recording or documenting students' personal data that cannot be separated from the recording of learning outcomes and aspects of curricular and co-curricular activities."

Based on the statement above, the findings are in line with what is presented by Badarudin. In addition, student planning includes an analysis of students' needs. Responding to this, Participant 2 explained,

"Analysis of student needs, which is determining how many students are needed by the school concerned. The activities carried out in this step include planning how many students will be accepted and developing a student activity program."

Based on research findings in three schools that were the object of research, three school headmasters reported that prior to registering they had held a committee formation meeting which would be tasked with registering new students and socializing to schools with criteria of having ability and experience and not teaching in class XII and the composition of the committee consists of teachers, administrative staff and the school committee. In general the registration system for prospective new students includes; (1) Establishing a new student admission committee, (2) Determining registration requirements, (3) Providing forms, (4) Announcement of registration of prospective new students, (5) Providing time

and place of registration, (6) Conducting new student selection tests based on the giftedness of the prospective new students, (7) Announcement of the results of the selection tests for new students, (8) Class division.

Furthermore, the next process after registration takes place is to conduct a selection, based on findings in the field that the selection is carried out in two stages, namely first administrative selection and second academic selection (interests, academic, physical, skill, interview and health talent). This is in line with what was stated by Yeager [8] that in order for a student to be accepted at a public school, he must meet criteria such as age, residence mental and physical health, and the school may conduct entrance tests, health tests or other tests, and students who don't qualify cannot be accepted. According to Imron [9] that the selection system is usually done through two stages, administrative selection then academic selection. Student selection is important especially for educational institutions or schools whose prospective students exceed the available capacity of these educational institutions or schools.

The next process after the selection process is determining whether students are accepted or not accepted based on criteria determined by the school. From the data in the field it is known that in determining the graduation of students adjusted to the quota set by the provincial government school that is adjusted to the capacity of the class. These findings are in line with what was stated by Yeager [10] that the local education council was given the authority to establish and enforce the rules relating to student acceptance.

In short, it can be inferred that student planning is a plan designed for students from the beginning of entry until graduating from an educational institution.

B. Organizing Students

Based on data obtained from participants, after carrying out activities of analyzing the needs of students in student planning, the next activity is organizing students who are students' management activities before registration until they are accepted at school. To be clearer, Headmaster A explained,

"In this school, student acceptance includes the search process, which is to determine students who will later become students. There are several steps in this regard, namely, first, forming a new student admission committee that involves all elements of teachers, TU staff, and school boards. Secondly, the making and installation of announcements for the admission of new students is done openly. This information includes a brief overview of the institution, new student registration requirements (general requirements and special requirements), how to register, registration time, place of registration, registration fee, time and place of selection, and announcement of selection results. "

In addition, the same comment was expressed by Headmaster C regarding student admissions, he added,

"Student acceptance is a process of finding, determining and attracting the attention of students through the establishment of a new student admission committee,

making and posting announcements. However, overall a number of things that need to be considered in the management of new student admissions include committee matters, requirements for prospective new students, registration, selection, and announcement of selection results. "

Meanwhile, to support the two opinions of the participants, Headmaster B specifically emphasized that the steps for accepting new students in broad outlines included,

"First, form a committee. The new student admissions committee consists of the headmaster and several teachers appointed to prepare everything needed, namely the registration requirements, registration forms, announcements, registration books, registration times, and the number of candidates received. Second, determine the conditions for registration of prospective students. Requirements for registering prospective new students are usually determined and regulated by the Office of Education and Culture of Jambi Province, based on the provisions originating from the Ministry of Education and Culture. Third, provide a registration form. The registration form is intended to find out the identity of prospective students and for the sake of filling in the school master book. Announcement of registration. Then, provide a registration book. Finally, determine the time of registration. "

From the three statements above, it can be concluded that the acceptance of new students in schools providing education in three schools (Schools A, B, and C) which are generally different from other schools, namely the formation of a new student admission committee, making and posting announcements. But there are some additional aspects, namely aspects of identification, assessment, and placement of students.

The results of the study concluded that organizing in three public junior high schools in Muaro Jambi Regency started from class grouping based on the results of academic and giftedness tests, so that class grouping was formed based on academic tests included in academic learning classes based on giftedness tests included in sports branching classes. Then the headmaster gives responsibility and authority to the homeroom teacher to foster and direct the students by collaborating with each other between the headmaster, homeroom teacher, teacher, trainer and supervisors for extracurricular activities.

C. Coaching Students

In general, student coaching is done so that students are familiar with their learning environment and adapt to the demands of the school. In connection with this, Participant 4 stated,

"Student development is a very important part in the implementation of education. That is, the implementation of education cannot be separated from the process of coaching to students, so students can grow and develop as Indonesian people in full accordance with the objectives of national education. "

On the other hand, Participant 1 added,

"Coaching students is essentially an effort made by educators and educational staff in schools to develop interests, talents, and abilities, and skills of students well."

With the same question regarding the development of students, Participant 3 added an increase in the quality of education in school A concerning the academic and non-academic aspects carried out in the form of curricular or extracurricular activities. He explained,

"Through curricular activities, students are expected to obtain a complete learning experience so that all learning modalities are optimally developed. For this reason, this activity is determined in the curriculum which is carried out during class hours."

Based on the data obtained, the development and development of students aims to gain knowledge and a variety of learning experiences for their future lives. Responding to this, Participant 5 and Participant 4 argued,

"Curricular activities are carried out through the learning of each subject or field of study in schools. Whereas extracurricular activities are activities of students which are carried out outside the provisions determined by the education unit level curriculum." (Participant 5)

"Extracurricular activities are usually done to respond to the needs of students and channel and develop the hobbies, interests, and talents of students." (Participant 4)

In line with the opinions of the two participants above, Participants 1 and 2 reiterated that extracurricular activities are activities that are conducted outside of class hours and have nothing to do with intracurricular activities. From the various opinions above, things that need to be underlined are extracurricular activities that potentially enable students to develop themselves. Meanwhile, Participants 3 and 4 responded,

"Extracurricular activities need to be carried out in order to enhance socio-religious, socio-cultural, hobby development, or can be a scouting, group or team of arts, sports and health." (Participant 3).

"Extracurricular activities which are non-curricular activities are regulated in such a way as to respond to the needs of students and channel and develop hobbies, interests, and talents so that they can develop their own potential within themselves outside of their curricular activities."

From some of the opinions above, it can be stated that curricular and extracurricular activities must be carried out because they support each other in the process of fostering and developing students' abilities measured through an assessment process conducted by teachers, coaches, instructors, or trainers.

In this study, student coaching is directed at fostering discipline, fostering academic activities and fostering non-academic activities because these three components are very important and contribute to student achievement. This discipline is very important to realize effective school through the creation of a discipline of learning. This is in line with what

was stated by Blandford [11] that the management of discipline is central to being an effective school.

The involvement of all parties, especially school headmasters and teachers in fostering student discipline is very important because headmasters and teachers who deal directly with students so that they can monitor all student behavior and when there are indications of students who violate the headmaster and teachers know immediately. Development of academic activities, in this study the intended academic coaching is coaching towards the teaching and learning process, grade promotion and majors. The teaching and learning process is the main activity in schools, schools are given the freedom to choose the strategies, methods and techniques of learning and teaching that are most effective, according to the characteristics of the teacher and the real conditions of the resources available in the school. Development of non-academic activities (extracurricular), namely activities carried out outside the provisions that already exist in the curriculum, these activities are formed based on the talents and interests possessed by students, so students do not have to participate in all these activities, students can choose which activities can develop their abilities.

The finding is in line with the opinion expressed by Sutisno [12] that extracurricular activities for students are expected to produce individual, social, and ethical results. The findings are also not much different from the opinion of Sopiadin [13] that extracurricular activities are value-added activities that are provided as a companion to lessons given intracurricularly, and not only as a complement to a learning process, but also as a means for students to have a plus academic subjects are beneficial for social life.

D. Supervision of students

In carrying out coaching, three school headmasters in this case emphasize that schools need to carry out supervision of students in order to control the development of students, as well as student discipline. The supervision activity is divided into two; 1) the recording and reporting of students, and 2) the attendance and absence of students.

In connection with the recording and reporting of students, Headmasters A, B, and C report,

"Recording of students is done so that schools can provide optimal guidance to students. Whereas student reporting is done as a form of school responsibility in the development of students so that the relevant parties can know the development of students." (Headmaster C)

"Recording and reporting of students starts from the time students are accepted at school until the students graduate and even leave school." (Headmaster A)

"After students are accepted at a school, the next activity undertaken by the school is to record data or information about students." (Headmaster B)

Furthermore, a teacher (Participant 5) argues that to record reports on students, equipment and supplies are needed, he stated,

"The equipment and equipment needed to support the recording and reporting of students is the student master book, klapper book, attendance list, student's personal notebook, student mutation list, grade list, leger book, and report card."

From the combination of the three opinions above, it can be concluded that the recording and reporting of students is done from the time students received at school until they graduate from school, the records made in the form of all data from each student both personal data, and student achievement data. This is in accordance with the perspective of Amirin [14] that the purpose of recording the participation of students is done so that the institution is able to provide optimal guidance to students, while reporting is carried out as institutional responsibilities in the development of students in an institution.

Secondly, regarding the presence and absence of students at school is very important because teaching and learning activities at school can take place if students attend school to follow the teaching and learning process at school. In connection with this, Participants 3 and 5 report,

"The presence of students in schools is expressed in the form of attendance and students' physical and mental participation in school activities." (Participant 3)

"It is fitting for schools to be regulated about the attendance and absence of students. Because the more often students are absent, the more difficult it will be for students to develop their potential." (Participant 5)

So it can be inferred that each school providing education, it should also be regulated about the attendance and absence of students, this is to limit the absence by students because the more often students are absent, students will find it increasingly difficult to develop their own potential of these students.

E. Student Evaluation

Evaluation is an action or a process to determine the value of something. Three teachers from different schools revealed,

"Evaluation of student learning outcomes means activities in assessing student learning processes and outcomes in the form of curricular, co-curricular, and extra-curricular activities." (Participant 1)

"Assessment of learning outcomes aims to see the progress of learning of students in terms of mastery of teaching material that has been learned in accordance with the goals set." (Partisipan 3)

"Evaluation of student learning outcomes in question is a process of determining the value of student learning achievement by using certain benchmarks to achieve predetermined learning goals." (Participant 5)

From some of the statements above, it can be concluded that the evaluation of student learning outcomes is a process for assessing student learning outcomes in all student activities in school. The purpose and function of student evaluation is to find out the development of students during teaching and

learning activities in schools both in curricular activities, and extracurricular activities.

Furthermore, evaluations at three state junior high schools in Muaro Jambi Regency were carried out aiming to find out the development of student achievement through assessments during daily tests, mid-semester test, final school exam and final national exam from class X until students graduate. The evaluation carried out is to carry out daily tests, mid-semester exams and final school exams. Minimum completeness criteria (MCC) is used as a standard for completeness of each basic competency of each subject. Students who have not yet reached the MCC for certain competencies on daily tests must follow remedial learning. This is in accordance with Government Regulation of the Minister of National Education Number 20 Year 2007 stating that the results of daily tests are informed to students before the next daily re-holding. After all the evaluation and assessment activities are carried out, the students will get grades. After that, enrichment and remediation activities will be carried out for students as a follow-up to the evaluation and assessment activities carried out. This is in accordance with Amirin [15] that there are two activities in following up the results of the assessment of students, namely the remedial program and the enrichment program.

Overall, student management aims to regulate various student activities so that learning activities in schools can run smoothly, orderly, and regularly, and achieve the desired goals.

IV. CONCLUSION

Based on the discussion of the study, it can be inferred about the management of students in three public schools in Muaro Jambi Regency. First the implementation of participant management in three public schools in Muaro Jambi Regency is currently running smoothly because there is a well-done planning such as the existence of new students with certain requirements, and then orientation is also carried out systematically for new students known as the Introduction to School Environment. Secondly, the recording and reporting of students in three public schools in Muaro Jambi Regency is the responsibility of the guidance counseling teachers. Activities of recording students include attendance attendance and data of students who have problems. Both of these are used by guidance counseling teachers to conduct guidance and counseling with students with their parents or guardians and homeroom teachers concerned. After all the data is recapitulated, then the data will be reported to the parents or guardians of students at the meeting.

Third, the development and development of students is carried out in the extracurricular learning process and activities. The learning process of three public schools in Muaro Jambi Regency, both theory and practice, is still guided by the curriculum applied in schools, so that teachers are required to be more dominant in the delivery of learning material. Then, extracurricular activities are carried out after the learning process is finished. Finally, the evaluation of students' management in grouping student learning in three public junior high schools in Muaro Jambi Regency is done through daily tests, assignments, practical tests, midterm, and final exam. Implementation of daily tests, assignments, and practical tests

in accordance with the policy of each teacher tutor, while for the mid-semester test and final school exam follow the schedule that has been arranged by the curriculum field listed in the education calendar. The assessment includes attitude assessment, skills assessment and knowledge assessment. All student assessment results from the beginning of the semester to the end of the semester will be combined until they become the final grades for students. This final grade aims to distinguish students who follow the remedial program.

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