

The Quality Management of Schools in Cultivating Students at 1st Public High School Ogan Komering Ulu

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ABSTRACT

This study aims to determine the quality management schools in cultivating students at SMA Negeri 3 OKU. The method used is descriptive analysis. The results obtained are that the school quality management at SMA Negeri 3 OKU is in the maximum and successful category which is carried out systematically by trying to improve the quality and productivity of the performance of all school elements. Quality culture instilled based on professionalism. Meanwhile, the evaluation is carried out regularly. The character culture process is adjusted to the customs, norms and rules contained in the culture in OKU district which started from the beginning of the school which has continued dynamically until now. The character culture of students at SMA Negeri 3 OKU is integrated into teaching and learning activities, extracurricular activities, developing student interests, talents and potential. The method used is exemplary, habituation of daily behavior, training, advice, dialogue, sanctions, and others.

Keywords: Quality, Management, Cultivating Students

1. INTRODUCTION

Now a days, moral decadence especially among teenagers is inevitable. All complicated problems ensnare almost all teenagers in Indonesia, even to the villages. Educational institutions, which are expected to be able to direct and shape human beings with noble character and morals, have not been able to realize these hopes. The majority of schools experience confusion in dealing with the behavior of students who experience moral decadence.

Problems arising from a moral crisis require a solution. Overcoming the younger generation can be done by finding solutions, namely education. According to the educational function stated in about the National Education System. Education has a very important role in character building. Character education certainly requires the role of the teacher in its formation.

The teacher is the main actor in education as well as the person who determines the success or failure of the learning process.

The government through the minister of education has issued a regulation of the minister of education and culture Number 20 of 2018 about Strengthening Character Education in Formal Education Units. From an academic perspective, character education is defined as value education, character education, moral education, character education, which aims to develop the ability of students to make good and bad decisions, maintain what is good, and fully realize goodness in everyday life. heart. The importance of character education in schools

is aimed at optimizing the contents of good and positive character (both character, attitude and behavior of noble character, noble character) which become a strong grip and basic capital for the development of individuals and the nation later.

School Quality Management Fathurrochman [1] states that in the School Based Management (MBS) system, schools are required to independently explore, allocate, prioritize, control, and be accountable for empowering resources, both to the community and to the government.

School Based Quality Improvement Management (MPMBS) defined as a school management process that is directed at improving the quality of education, autonomously planned, organized, implemented, and evaluated involving all school stakeholders [2] From the various opinions above, it can be concluded that School-Based Quality Improvement Management is a school management model that provides flexibility and autonomy to schools, provides greater flexibility to schools to manage their resources and encourages schools to increase community participation in the school environment and society to achieve the goal of school quality in the framework of improving the quality of national education.

Student Character Culture according to Tylor [3] explains that culture is a complex whole, which contains knowledge, beliefs, arts, morals, laws, customs,

and other abilities that a person gets as a member of society.

Furthermore, [4] explains that enculturation is the process of learning to adjust the thoughts and attitudes of an individual with a system of norms, customs and regulations that live in his culture. Furthermore, he emphasized that the learning process that takes place in society consists of internalization, socialization and enculturation.

From some of the opinions above, it can be concluded that culture is the whole result of complex human culture and power, containing knowledge, beliefs, moral arts, law, customs and other abilities that are acquired and developed in society.

In terms of terminology, according to Alwisol [5] character is a description of behavior that accentuates the value of right-wrong, good-bad, either explicitly or implicitly.

Meanwhile, according to Musfiroh [6] characteristics are the realization of positive development as an individual (intellectual, social, emotional, and ethical). An individual with good character is someone who tries to do his best.

From some of the opinions above, it can be concluded that character is a habit carried out by an individual in the form of mental, moral, and ethical characteristics, which cause it to be different from other individuals [7] [8] [9].

According to [10] students are members of society who try to develop their potential through the learning process available at certain paths, levels, and types of education.

In addition, Hamalik [7] explains that "Students are one component in teaching, in addition to teacher factors, objectives, and teaching methods".

Based on some of the opinions above, it can be concluded that a student is someone who develops his / her potential through the process of education and learning on certain paths, levels and types of education. Students act as seekers, receivers and keepers of the learning process, and to develop this potential really needs an educator and teacher [11] [12] [13].

2. METHODS

In this study is a qualitative descriptive study with a case study approach, with a qualitative descriptive approach, analyzing the data obtained (in the form of words, pictures or behavior), and not written in the form of numbers or statistical figures, but by providing Exposure or depiction of the situation or condition under study in the form of a narrative description. The explanation must be done objectively so that the researcher's subjectivity in making interpretations can be avoided [14] [15].

The method used is descriptive analysis. The process carried out is collecting and compiling data, as well as analyzing and interpreting the data.

3. RESULTS AND DISCUSSION

The quality of school management at SMA Negeri 3 OKU is already in the maximum and successful category. This is thanks to the hard work made by all parties, from the principal to the school administration, which is carried out systematically by trying to improve the quality and productivity of performance and the professionalism of all school elements [16].

The process of cultivating character at SMA Negeri 3 OKU has been running and has worked well. The learning process adapts to customs, norm systems, and all regulations contained in the culture in OKU district. This process has been started since its inception and has grown more advanced until now and the process of character culture always takes place dynamically.

4. CONCLUSION

In implementing school quality management at SMA Negeri 3 OKU, it involves all elements of the school including representatives of school principals, BP teachers, homeroom teachers, OSIS supervisors and school committees. Routinely evaluate the learning process. Broadly speaking, quality management carried out at SMA Negeri 3 OKU is to strive for awareness of all school elements so that they can carry out their duties and obligations in accordance with applicable regulations.

The efforts that have been made by SMA Negeri 3 OKU in cultivating student character based on the results of interviews with the principal, representatives of school principals and teachers, show that to cultivate the character of students is carried out by carrying out the learning process, extracurricular activities, providing direction and socialization of activities that must be carried out according to the character of the school. In addition, the school also provides motivation and advice to students on an ongoing basis to have good discipline behavior, obey the rules, respect teachers, parents and respect colleagues.

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