

Implementation of Fun School Management at SMKN 3 and SMKN 2 Kuala Kapuas



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ABSTRACT: To encourage awareness of forming a school that is fun for all school residents, it is necessary to build interesting learning in order to make changes to the school so that it becomes a place of learning that is longed for by students so that they can develop interests and talents to the maximum. Fun school is a strategy in building character, because it can change mindset, mental, behavior effectively and efficiently where students can explore and develop students' potential, according to interests and talents, so as to produce graduates who are independent, creative and superior. Through qualitative methods, it intends to understand the problems in the field regarding the leadership of the principal, the commitment of school residents and the use of infrastructure to create a pleasant school in SMK Negeri 3 and SMK Negeri 2 Kuala Kapuas in depth about the implementation of GSM management. The purpose of this study is the Planning, Organizing, Implementing and Evaluation of the Fun School Movement in SMK Negeri 3 and SMK Negeri 2 Kuala Kapuas. The fun school movement is carried out by adjusting the curriculum, namely the independent curriculum with alignment with DU / DI, building infrastructure facilities and strengthening the character of students through a positive culture and strengthening the profile of Pancasila students, so that it can be concluded that the implementation of the management of the fun school movement needs support, participation, commitment and consistent implementation from all school residents and there needs to be continuous joint evaluation by All school residents and teams have been assigned. The importance of this fun school movement, it is suggested that it needs to be more socialized to all school residents so that the participation of school residents increases, improving the quality of infrastructure and school environment to create a more pleasant learning atmosphere.

KEYWORDS: Implementation, Management, Fun School Movement

I. INTRODUCTION

One of the goals of National Education is to produce a superior and intelligent young generation who have character. To realize this, a fun school concept is needed that involves teachers, students and all school residents. To encourage awareness of forming a school that is fun for all school residents, it is necessary to build interesting learning in order to make changes to the school so that it becomes a place of learning that is missed by students so that they can develop their interests and talents to the maximum. The Friday Beriman movement program, Clean Friday, caring for others who experience disasters, creating a green, fresh, comfortable learning environment, arranging theoretical and practical learning spaces that are not boring, so as to create an innovative learning process. In addition to a pleasant learning environment, fun learning programs are needed, varied by applying learning that focuses on students, learning strategies that are propagated in the form of practice and real by establishing cooperation between schools and the industrial world, the world of work and society.

According to (Jariah, SURIANSYAH & Ngadimun, 2021) management as a process of planning, organizing, leading and supervising the efforts of organizational members and other organizational resources to achieve organizational goals that have been set. According to G.R.Terry and Stoner ((H.E Mulyasa, 2022)) there are 4 elements of management: namely Planning, organizing, actuating and controlling (supervision). Planning and supervision are elements of management because without careful planning and a clear vision of development, the school will run without direction (Budi Hartono*, Sulaiman, 2020). A complete and perfect plan must contain six elements, 5W+1H which includes five questions, namely: (1) What does it mean what action should be done?, (2) Why means what is the reason for the action to be done, it is necessary to explain and clarify why the activity must be done and why the goal must be achieved, (3) Where -meaning where the action will be carried out, Planning must contain where the work will be completed, necessary to provide facilities and facilities to do the work, (4) when means when the action is carried out, it is necessary to schedule the time and when the work begins until the end of the work, (5) who is who

Implementation of Fun School Management at SMKN 3 and SMKN 2 Kuala Kapuas

will do it, about the workers who do the work. In addition, clarity of authority and responsibility of the assignors is also needed, (6) how, namely how to carry out the work (Taufiqurokman, 2016).

According to (Nudin et al., 2020) fun schools are related to the following management functions: (1). Planning, the existence of careful planning in elaborating GSM principles by school resources, (2). Organizing, the formation of work divisions is explained in detail according to authority and duties, (3). Actuating, GSM is implemented through the establishment of a 'learning environment' that provides space for physical and emotional development for students (4). Controlling, the supervision of the GSM program by analyzing the advantages, weaknesses, supporting and inhibiting factors for reference for future program improvements. GSM Management research has existed before, such as research (Wiranti, 2022) on Fun school management as Strengthening Character Education at SDN Rejodani Sleman, the focus of research is on planning the Fun School Movement as strengthening character education. Research (Wahyudi et al., 2021) on Empowering Vocational Teachers through the Fun School Movement (GSM) to grow the character of students, the focus of this research is the existence of Fun Schools is able to change the mindset of teachers, in their role as educators, to carry out learning that can grow the character of students.

The previous research focused on the management of fun school movements to improve student character, empower teachers and overcome student learning saturation. The current research focuses on how the application of management in the fun school movement program, the participation of school residents and the commitment of school residents and the use of school infrastructure in the fun school movement, here lies the difference and novelty in this study. In this study, the fun school movement in SMK Negeri 3 and SMK Negeri 2 Kuala Kapuas has been implemented in the Center of Excellence school, so it is necessary to examine how the implementation of the existing fun school management. In the opinion (Didik Suhardi, 2015) that a pleasant school is closely related to the principal's leadership pattern, support for the program implemented both the support of school residents and the support of infrastructure facilities and the commitment of school residents in implementing the program

II. METHODOLOGY

The research method that researchers use is qualitative research method. Through qualitative methods, it intends to understand the problems in the field regarding the leadership of the principal, the commitment of school residents and the use of infrastructure to create fun schools in SMK Negeri 3 and SMK Negeri 2 Kuala Kapuas in depth. The reason the researcher established a descriptive method of analysis using this interactive qualitative data is that the object of research is clear and to get data in the field the author must meet resource persons such as principals, vice principals, teachers and students in a face-to-face manner and direct interviews to get an overview of school management fun. Multisite study research, the steps to be taken in this research are as follows: 1) collecting data from the first site, 2) collecting data from the second site, 3) conducting a cross-site study based on findings in the form of propositions from the two schools. These two schools are both SMK Negeri 3 and SMK Negeri 2 Kuala Kapuas have used the independent curriculum where the independent curriculum contains information on the introduction of basic principles and new paradigm learning concepts that are centered on students, this school has implemented the Fun School Movement, where the Fun School Movement (GSM) is a grassroots change movement with teachers and the community to transform schools into ideal places for students. To obtain research data, researchers observed activities inside and outside the classroom related to the learning process. In addition, researchers also observe students and teachers in activities in schools related to school management that are fun with interviews, documentation and observations, presentation based on findings at site 1, site 2 and cross-site accompanied by proportions at each site

III. RESULT AND DISCUSSION

Based on the focus of research and the results of data analysis, there are field findings as follows:

Fun School Movement Planning

This research found that in planning the fun school movement at SMK in Kuala Kapuas carried out with several activities including: Formulating and agreeing on the vision and mission of the school making short and medium-term work plans that focus on how to create schools with character, green environment and create a positive school culture, the existence of program action plans such as the preparation of school curricula, Program socialization to school residents, team formation, procurement of school infrastructure in accordance with the school's vision and mission, strengthening the character of students, bringing in resource persons and program evaluation plans.

This is in line with the statement (Suriansyah, 2021) which states that planning is the main activity of a program that is carried out for the first time which is based on the school's vision, mission, goals and target targets, whatever activities or programs are carried out without careful planning, will not produce programs that are directed and on target according to the objectives. The same thing is also stated by (Setiawati, 2020) that strategic planning is how an organization is able to formulate a vision, mission and goals that are clear and measurable and then linked to the existing conditions faced (internal and external environment), determine resources that are the value of the organization's strategic advantage, create effective and efficient strategies to achieve organizational goals.

Implementation of Fun School Management at SMKN 3 and SMKN 2 Kuala Kapuas

Another finding in this study is that there is socialization to school residents about the vision, mission and fun school programs, meaning that planning involves school residents, this is in accordance with research (Suhaimi, 2019) that strategic planning is able to make optimal performance involving all school components, even more than that school planning involves and empowers all school components and external parties interested in school progress. Only by participating and involving school residents while empowering school residents optimally will the school as an educational institution be able to meet the expectations of the community or will be in accordance with what parents or the community wants. The importance of this empowerment has been researched by (Suriansyah, A, 2019) states that maximum empowerment of staff at all levels in an organization, if given autonomy and freedom and involved in decision making, especially in terms of planning, will provide a high sense of ownership and responsibility for what is planned, so as to have a positive impact and results on the programs planned by an organization.

Organizing the Fun School Movement

Findings in the field of the principal forming a work division to coordinate the program implemented, this is done to facilitate the implementation and supervision and evaluate the program, as revealed that the activities of the school principal (Nudin et al., 2020) organization began with the establishment of a work division that explained in detail the authority and duties (WT) or job description and job distribution in each division was also explained in the implementation of the principal's GSM as The person in charge, Waka Kesiswaan, the Head of the Program is represented by Waka Curriculum, Secretary, Treasurer as Director, assisted by members of the teacher council and academic staff. This is in accordance with the statement that organizing there is a division of duties, authorities and responsibilities in detail according to fields and parts, so that from there can be created harmonical and smooth cooperative relationships towards achieving the goals that have been set, in line with the statement above, (Sagala, 2004) suggests organizing is the process of determining people and distributing facilities and infrastructure to support implementation of tasks to be performed in the organization.

Observations in the field of the role of school residents, especially educators, are still not optimal in GSM because they do not fully understand the importance of this program even though according to (Trinova, 2012) stated that teachers can create a learning atmosphere in such a way that activates and pleases children that can make students actively ask, question, creatively, devote full attention / concentration in a learning atmosphere that creates comfort for children so that the learning process can be achieved optimally along with the development of potential in students. The same thing as expressed (Raharjo & Yuliana, 2016) that learning activities must be able to create a dialogical teaching and learning process, so as to provide opportunities for children to carry out an active teaching and learning process. Through this way, students will be able to understand the material and concepts more correctly. Such an understanding of learning concepts requires more varied approaches and learning methods, so that students can really benefit from learning

Implementation of a fun school movement

This study found that in the implementation of the fun school movement in SMK carried out with several activities such as: The curriculum used as an independent learning curriculum, The existence of the Project program to strengthen the profile of Pancasila students (P5), habituation of positive culture by parking the motorcycle neatly, turning off the motorbike and leading from the gate to the school parking, consistently applying school rules, greeting smile culture, greetings, courtesy and courtesy (5 S), implementing the 5M work culture (sorting, arranging, tidying up, cleaning and training), strengthening character by praying zuhur in congregation and celebrating religious holidays, completing infrastructure facilities and extra-curricular activities. This research found that creating fun schools is one of them realized with an independent learning curriculum that is aligned with the world of work and the industrial world. This is in accordance with the statement (Yaelasari & Yuni Astuti, 2022) that the purpose of the Merdeka curriculum for independent learning is the policy of the Minister of Education and Culture to encourage students in vocational education units to master knowledge that is useful for entering the world of work, and provide opportunities for students to be able to master the subjects they will get, research

According to (Widodo, 2016) Meaningful learning can be realized through organizing themes, lesson content, and cohesive learning materials; preparation of practical and interesting teaching materials; use of scientific approaches; simple use of poster sentences; teacher teaching skills; and the application of authentic assessment. Fun learning can be realized by using scientific approaches, learning through humorous interludes, and group learning methods. This is supported by the opinion (Manik et al., 2022) that for this reason, teachers in the independent curriculum are still required to be able to innovate to make and practice effective ways of learning during face-to-face learning at school, in line with Manik, et al's opinion (Syafuri, 2022) that efforts to implement or implement an independent teacher curriculum can innovate with student learning, and can be applied to all subjects, hoping that the implementation of the Independent Curriculum on the way students learn for all subjects can produce students in accordance with expectations.

The findings of researchers in the field in realizing fun schools are carried out by strengthening school character and culture, this is in accordance with research (Rahmawati et al., 2020) that the character of students can be formed through the application of school culture. The school culture in question is democratic culture, social culture, and academic culture. These three cultures will produce various kinds of positive characters such as religious, honest, tolerance, discipline, hard work, creative, democracy, national spirit, independence, high curiosity, love of reading, achievement, love of peace, love of the motherland,

Implementation of Fun School Management at SMKN 3 and SMKN 2 Kuala Kapuas

communicative, social care and care for the environment, in line with Prihantoyo's research (2018) explained that the cultivation of a culture of caring for the environment and religious culture in students will produce students who have a character of love for the environment and noble character.

Another finding of the field is to create a fun school in addition to strengthening character in the form of extracurricular activities based on students' interests and talents, another thing that is no less important is to create a pleasant learning atmosphere through classroom learning spaces and adequate student practice rooms, other facilities and infrastructure such as school gardens, libraries, internet that can be accessed by all school residents, this is in accordance with the opinion (Muthoharoh & Elvina, 2022) that educational infrastructure is a facility that indirectly supports the course of the education or teaching process, such as: yards, gardens or school gardens, roads leading to school, school rules, and so on. The emphasis on this understanding is on its nature, direct facilities and indirect infrastructure in the Education process, in line with this statement, (Trinova, 2012) states that the management of facilities and infrastructure is very basic in improving the quality of learning, creating a socio-emotional climate and managing group processes, so that teacher success in creating possible conditions, indicators of the teaching and learning process take place effectively.

Fun School Movement Evaluation

This study found that in the aspect of evaluation and supervision of the fun school movement within SMK Negeri includes: Supervision is carried out by the principal Together with several teachers, homeroom teachers, Evaluation is carried out after completion of activities through internal meetings and at the time of harvesting works and through education report cards, this is done to evaluate the programs that have been implemented, this is as stated (Rahmawati et al., 2020) that the purpose of program evaluation is carried out to be material for further learning improvement, program evaluation carried out haphazardly will not bring learning changes, program evaluation must be carried out systematically, in detail and using procedures that have been carefully tested.

Other findings in the field there are several obstacles and obstacles found, such as the involvement of school residents is still not optimal, especially some teachers do not carry out congregational prayers at school because they pray at home, so there are obstacles in coordinating students in conducting congregational prayers due to lack of companions to direct some students, due to lack of teacher participation in implemented programs such as the P5 Program, Work culture, entrepreneurship based on digital marketing, supervision is mostly carried out by facilitators and coordinators, this shows the low commitment of teachers in an organization as expressed (Suriansyah &., 2015) that a person's commitment to the organization where he works shows an effort from that person to be involved in realizing the vision and mission of the organization. (Mustaghfiroh et al., 2020) The characteristics of teachers who have high commitment are those who have care, a sense of responsibility and loyalty to the main duties, feel the encouragement of enthusiasm in work

The obstacles found in the field are that some students are still not accustomed to carrying out the culture of smiles, greetings, greetings, courtesy and courtesy and the low interest of students to participate in extra-curricular activities at school, even though the existence of extra-curricular activities is very good for strengthening the character of students, such as research (Irmalia, 2020) that the implementation of character education through school culture is integrated in intracurricular and extracurricular activities and Character values that can be formed through school culture are religious, disciplined, responsible, independent, creative, caring for the environment, social care, honest, hard work, love for the country, and love to read. (Yoserizal ; Asrinadi ; Rusta, 2018) stated that in the learning process students also have independence, and also the results are seen in the real actions of elementary school students, namely good behavior, honesty, independence, responsibility besides that (Aslamiah, M.Pd., 2015). A healthier culture change must start with the leadership of the principal.

IV. CONCLUSION

Based on the results of data analysis and discussion as stated in the previous section, conclusions can be drawn The implementation of the fun school management in SMK Negeri 3 and SMK Negeri 2 can be concluded: (1) The planning of the fun school movement carried out in both schools is quite mature, the planning carried out and the importance of planning the fun school movement is carried out to provide understanding to all school residents (2). The organization of the fun school movement carried out is directly responsible by the principal, each team reports activities to the principal (3). The implementation of the fun school movement is carried out through several programs, namely: fun learning, strengthening the character of students carried out by habituating a positive culture, Creating a pleasant environment and infrastructure. (4) Evaluation The movement of fun schools Negeri 3 and SMK Negeri 2 Kuala Kapuas has implemented GSM through fun learning, strengthening the character of students, familiarizing a positive culture and organizing the learning environment and providing the infrastructure facilities needed to create a fun school, and carried out by a team that has been appointed, assisted by several teachers and principals.

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Implementation of Fun School Management at SMKN 3 and SMKN 2 Kuala Kapuas

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