

IMPLEMENTATION OF ONE-ROOF SCHOOL MANAGEMENT (MULTI-CASE STUDY IN KEMA DISTRICT, NORTH MINAHASA REGENCY)

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ABSTRACT

Implementation of One Roof School Management is one of the government's policies to provide educational services in remote, isolated, and scattered areas. This effort is intended to provide opportunities for the entire community to enjoy education even in areas that are difficult to reach. Using a qualitative descriptive method, research was conducted to obtain an in-depth picture of the implementation of One Roof School management at the Pimpin Small Public Elementary School and Satap Pimpin Middle School. Information was collected using observation techniques, interviews, and document studies with the research instrument being the researcher himself, the results of the analysis obtained were that the implementation of one-roof schooling at SD Negeri Kecil Pimpin and SMP Negeri Satu Atap Pimpin involved a pattern of two managers, careful planning, and collaboration between elementary and middle school teachers. Obstacles faced include a shortage of teachers in junior high schools, teacher qualifications that do not meet standards, administrative staff who are not professional, limited funds, and minimal participation from parents and the community. Based on the conclusions, it is recommended that all stakeholders continue to improve their performance and active participation. Teachers who do not meet the qualification requirements are advised to pursue higher education. The education department has been asked to increase teacher professional development activities, the North Minahasa Regency government needs to pay attention to the placement of teachers and administration, as well as provide additional operational costs for schools in remote areas. The community is also expected to support the implementation of one-roof schools by increasing active participation, especially in efforts to meet school operational needs.

Keywords: *school management, teacher qualification, stakeholder, administration*

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INTRODUCTION

Law Number 22 of 1999 and Government Regulation Number 25 of 2000 state that the government provides policies to improve the quality of education at all levels of education, both public and private, with an approach to improving the quality of school and community-based education. However, this is faced with issues such as: how is the relevance of school programs to education policy, future challenges, and environmental conditions in society, what is the availability and readiness of educational inputs that support the implementation of school programs, what is the climate of cooperation between fellow school communities, and between school community and society, how to build school independence, what impact the program has on the school, and what are the obstacles in its implementation (Depdiknas, 2006).

In line with the implementation of regional autonomy, several changes and adjustments are needed in the development program strategy and management of the national education system. Educational development policies and programs need to be directed at increasing the efficiency of national education management both at the central and regional levels so that they can effectively stimulate improvements in the quality of education and equalize learning opportunities equally and fairly for all levels of society (Harahap, 2016).

However, in reality, in difficult areas or remote areas educational services are felt to be very lacking, and this results in a lack of equal distribution of education opportunities. Most of the establishments of school educational institutions initiated by the community are still oriented toward urban areas, so it is necessary to implement alternative educational services, especially for disadvantaged communities (the poor, moving, isolated, difficult, and remote areas) such as Open Schools and One Roof Schools (Lilianti et al., 2021).

The low quality and relevance of education are influenced by several factors, such as poor quality learning, unequal distribution of teachers, and inefficient use of them so that they do not produce optimal teacher performance, school curricula that are structured and loaded with burdens make the learning process sterile to the circumstances and conditions. problems that occur in the environment, teaching, and learning processes that use educational media in schools are still very difficult to find (Nurananto, 2019).

There are usually relatively few school-aged children in remote, isolated, and scattered areas so building new school units is seen as inefficient. An alternative policy offered is to develop one-roof schools. The development of one-roof schools aims to expand, level, and improve the quality of educational services in remote, isolated, and scattered areas (Syafii, 2018).

In remote, scattered, and isolated areas, generally, junior high schools have not been established, or existing junior high schools are beyond the reach of local elementary school graduates. Because the number of elementary school graduates in the area is generally relatively small, the construction of new junior high school units is seen as inefficient. Therefore, the existence of One Roof Elementary and Middle School is one solution to the problem of difficulties due to the distance and remote location of the school (Syafii, 2018; Ulfatin, n.d.).

SDN Kecil Pimpin and SMP Negeri Satu Atap Pimpin are One Roof Schools located in Kema District, North Minahasa Regency, and are quite remote. As a government-controlled educational institution, the policies implemented at this school are of course based on regulations issued by the government, both in the fields of administration, educational processes, learning management processes, and so on.

However, the reality is that the criteria mentioned above have not yet been fully implemented perfectly. In reality, the development of One Roof Elementary and Middle School requires additional middle school and elementary school level teaching staff who have high loyalty and dedication. According to initial observations made by researchers, the number of teachers at One Roof Pimpin Public Middle School is only 5 civil servant teachers and 3 of them are honorary teachers (Yuliastuti & Syukri, 2016). Meanwhile, at SDN Kecil Pimpin there are 5 civil servant teachers. So teachers who teach in elementary schools are seconded to teach in junior high schools. Vacancies and shortages of subject teachers are then filled by teachers who are willing to teach without questioning their educational background. So, if the teacher only masters around 50% of the substance of the material that should be taught, then how much can the teacher convey to students?

Another thing also happened in the administration section at One Roof Pimpin Public Middle School, which was filled with 1 honorary staff who had no work experience and no educational background in administration, even SDN Kecil Pimpin did not have administrative staff to support school management. This problem is caused by the fact that there are rarely

teachers and administrative staff who want to teach or work at the one-roof school because of its remote location (Lilianti et al., 2021).

However, the school has made efforts to assist in overcoming the temporary need for educated personnel through the involvement of residents of the Kema sub-district, where the school is located. However, the problem is that human resources qualified as elementary-middle school education staff in this area are very limited.

The development of one-roof elementary and middle schools for remote areas is an excellent breakthrough in the world of education and is a strategic step. However, the concept of human resource development still needs to be studied and developed further so that the implementation of the knowledge transfer process from educators to students runs well. For this reason, researchers are interested in studying further the Implementation of One Roof School Management (SDN Kecil Pimpin and SMP Negeri Satu Atap Pimpin).

The researcher chose this title because he saw that the existence of one-roof schools in the Kema sub-district was very helpful to the community. This is because it answers one of the problems regarding the distance of the middle school location from where students live in Pimpin Village, Kema District. The existence of schools with this one-roof pattern is still considered by some people to be class 2 schools even though their existence is the same as the one-roof schools in the North Minahasa district, this school is the most strategically located, has the most complete facilities and infrastructure and has the most students.

Based on the background of the problems as described above, this research is focused on the implementation of one-roof school management at SDN Kecil Pimpin and SMP Negeri Satu Atap Pimpin in Kema sub-district, North Minahasa regency.

METHOD

The method approach used in this research is qualitative because the problem is unclear and complex. As explained (Sugiyono, 2020) qualitative methods are used when the research problem is unclear, still unclear, or perhaps even still dark.

This research is expected to produce descriptive data in the form of spoken and written words from people who will be met and observed in the field, with interviews, photos, and notes. Therefore, researchers will go directly into the field to collect data and see and describe the phenomena obtained in the object under study.

This research relies on humans as a research tool to carry out inductive data analysis, directing the research target towards finding theories from the ground up, being descriptive in nature, and prioritizing processes rather than results. The main activity of research is observing and understanding the phenomena that occur and concluding. This is as explained by (Masyhuri & Zainuddin, 2011).

Of course, in the research carried out, the researcher attempted to use steps that are commonly used, such as the opinion of (Bungin, 2007, 2011), formulating research problems, determining concepts and hypotheses as well as literature exploration, taking samples or research examples, making tools. survey support, for example, questionnaires, data collection which can also be called field working, data editing, data analysis, and reporting.

RESULTS AND DISCUSSION

One-roof school management at Pimpin Small Public Elementary School and Satap Pimpin Middle School

Rapid progress in science and technology has encouraged the development of progress, opened the future, and given hope for society's life in the future. This results in various opennesses in all of society, giving rise to competition. In this regard, only regions that have high-quality human resources will be able to win the competition, because the key to competitive ability is quality people who can create competitive advantages.

According to Atmodiwirio (2000), "school management means managing the resources in the school effectively and efficiently. Utilizing what is available as a resource to be able to move the school to achieve its goals." Management of these resources is influenced by the school environment such as school administration faces a complex environment.

The results of observations, document studies, and interviews show that this one-roof school with a two-manager pattern, through the same school committee, can carry out its programs with careful and affordable planning. Even though it has various limitations and is faced with various obstacles, this school is running well. The school continues to strive to implement one-proof school management as best as possible by setting the main targets for the school components, especially teachers, to maximize all potential and abilities.

From the results of observations, interviews, and document studies, it was found that the one-roof elementary-middle school management at this school started with very good planning. This can be seen from various planning documents for various school programs such as RKS, RKAS, K13, and IKM. Careful, effective, realistic, and affordable planning by the school can be seen from the start, namely when preparing the school program.

This one-roof school uses a two-manager pattern where elementary and middle schools each have a principal. The elementary school principal is responsible for the administration and learning processes at the junior high school. However, they have the same school committee. Even though there are two school principals, there is collaboration in teaching and learning activities where some elementary school teachers teach in middle school.

Control and evaluation continue to be carried out both internally in each school and involving supervisors, the Head of the Elementary School Development Division of the Education Department, and officials from other North Minahasa Regency Education Departments.

Obstacles faced in implementing one-roof school management at Pimpin Small Public Elementary School and Satap Pimpin Middle School

Starting from planning, it was clear that there were obstacles, namely parents' reluctance to attend program preparation meetings and teachers' lack of understanding in preparing various school documents. This is proven by the failure to prepare RKS and RKAS at Pimpin Kecil Elementary School.

In the implementation of this one-roof school management, there are also obstacles such as the informants' statement that there is a shortage of teachers in this school. So carrying out the teaching and learning process is assisted by honorary staff who want to immortalize themselves in the implementation of education at school and are drawn from educated staff in the school location environment. This is because there are rarely teachers who want to work in remote school locations, except for those who live near the school location. Satap Pimpin Middle

School is indeed short of teachers. Of the 5 teachers here, 3 of them are honorary teachers (RAYA, n.d.). For teaching, school leaders give additional teaching duties to teachers, even though the subject does not match the teacher's educational background, it is still not sufficient, that's why several teachers at Pimpin Small Elementary School are seconded to teach at Satap Middle School. Lead.

This proves that the school recognizes that the level of teacher education and the availability of teachers in providing education at the one-roof school at SD Negeri Kecil Pimpin and SMP Negeri Satu Atap Pimpin influence the implementation of one-roof school management itself. Therefore, schools must prioritize meeting the needs of each student in the learning process, by (1) producing facilities and infrastructure that support management learning, and (2) making maximum use of the work potential of existing teachers (Sanjaya et al., 2013).

Furthermore, statements from teachers also strengthen the situation and conditions of the schools studied. They admitted that initially, the implementation of one-roof school management was actually to the requirements for establishing a one-roof school. However, teachers here generally do not understand how to manage the classroom well. When entering class, they immediately teach using the lecture method and rarely use the syllabus and lesson plans as reference material to be used in the learning process. This is due not only to the lack of teachers, but also to teachers who do not have an educational background appropriate to the subjects being taught, teachers also have too many subjects for which teaching tools such as syllabi, lesson plans, and so on must be prepared. The North Minahasa Regency Education Office needs to pay more attention to the placement of civil servant teachers throughout the North Minahasa Regency area evenly, so that no school has a surplus of teachers or, conversely, a shortage of teachers.

When it was confirmed with the head of the SD Development Division of the Education Service, the Head of the curriculum section for the education and education sector of the North Minahasa Regency Education Service, and the supervisor, a similar statement was obtained that in implementing school management, the use of all existing resources in the school must be managed well. However, the most important resource in school management is human resources, in this case, the teaching staff is inadequate. The lack of teaching staff as one of the important components of schools, affects the implementation of this one-roof school management. The existence of this one-roof school can meet the community's needs in the field of education. With the availability of educational institutions that are easy to reach, of course, they will also provide this facility for people who need them. In this way, efforts to make the compulsory education program a success will be greatly helped.

Likewise, the administration is less professional so schools are not optimal in administrative services. This situation certainly needs to be taken seriously by optimizing the role of existing administrative staff by continuing to be guided on how to carry out their duties well and how to use existing facilities and infrastructure. The use of teachers to help with administrative tasks is also carried out to cover the shortage of administrative staff.

The lack of funds is very pronounced in the management of this one-roof school. It is acknowledged that the only source of funds from BOS is insufficient to finance school operations. This allows the selection of activities according to the priority scale that must be carried out by the school. Administrative activities, student activities, curriculum activities, and teacher professional development activities are the main activities in schools. With limited

funds, of course, schools only choose activities that are truly important for allocating the school budget (Fattah, 2009).

Likewise, with the participation of parents and the community still lacking, building a well-managed school requires the role and participation of various components, including the community. However, it was found that parents of students were generally only able to participate through force. Minimal sources of income mean that participation through providing funds is very limited.

In control and evaluation, it was also found that it was not optimal because it turned out that the school principal did not understand the technique well. This is compounded by the leadership's reluctance to impose sanctions on teachers who commit violations. This is of course related to the existence of honorary teachers who fear that they will no longer want to teach if they are reprimanded and given sanctions.

Efforts to overcome obstacles that arise in implementing one-roof school management at SD Negeri Kecil Pimpin and SMP Negeri Satu Atap Pimpin

A school is a tiered and continuous education unit for carrying out teaching and learning activities. (Law No.2 of 1989). From this definition, a school is an institution or organization that is given the authority to carry out teaching and learning activities. As a school organization, it has certain requirements such as several people, goals, procedures, and rules that its members must be able to comply with.

To overcome several obstacles, the following efforts were made: Empowering all components to be involved in school management starting from the planning stage. Because this stage is the starting point for running a school to achieve its goals. Teachers are provided with education and training on how to prepare a school program which includes a schedule of activities, the activities to be carried out, the role of each component, the costs required, and knowing our strengths and weaknesses.

Schools must try to utilize existing teachers, both civil servant teachers and honorary teachers, by paying attention to the quality of learning so that it always produces good learning results. Collaboration between elementary and middle school teachers is a good step in managing a one-roof school so that it can cover and meet the needs of teachers in one school, whether elementary or middle school. It is appealed to Education officials in North Minahasa Regency, in this case, the Education Office, to pay more attention to the needs of schools by providing more competent teachers and learning facilities to support other teaching and learning activities.

All teachers must improve their knowledge, skills, and performance in managing learning, by participating in and utilizing training, outreach, MGMP, KKG, workshops, technical guidance, and others. Also, gain teaching experience from seniors, and utilize all available resources at school, all of which will increase the teacher's insight and understanding in managing learning in the classroom.

Maximize the role of existing administrative staff by continuing to be trained and guided by fellow teachers and school principals, especially in terms of operating computers and preparing reports. To cover this deficiency, teachers who have mastered the use of computers and how to prepare reports are used. Because if this goes well it will support and help good school management.

Lack of funds and not managing them well will certainly hamper school performance. Making efficient efforts in using the school budget is a step that must be taken. Selecting participation in activities carried out outside of school, especially those that require a large budget. Another thing that was done was to propose to the North Minahasa Regency government to provide an operational budget for one-roof schools in remote areas. This certainly answers one of the problems for people in hard-to-reach areas.

Community participation in building schools is one of the main requirements in the world of education. Therefore, to mobilize the motivation of students' parents and the community, in meetings or gatherings with parents, school programs are always socialized, including those that require the participation of funds and personnel. Parents are always encouraged and raised to be willing to help the school.

Educational institutions should always pay attention and try to meet the needs of their students by the demands of the world of education so that they can adapt the implementation of one-roof school management well. Apart from that, efforts to enforce discipline and motivation for teaching and learning need to be made by all parties involved. Teachers need to refine/develop the curriculum, syllabus, and materials in preparing the teaching and learning process. Another important thing is to improve an effective and conducive learning environment so that it can help equip and support students so they can graduate with good quality and be able to compete (Sedarmayanti, 2018).

In one-roof school management, efforts must always be made so that the school can run by applicable expectations and regulations, so of course it must be managed well too. Various related elements must be empowered with all their potential so that with maximum abilities they will get maximum results. Effective and efficient school management is needed so that all processes run stably and well to obtain satisfactory results.

Law No. 2 of 1989, article 3 states that national education functions to develop abilities and improve the quality of life and dignity of Indonesian people, to realize national goals. Education quality refers to the quality of the process and the quality of the results.

This is in line with what was said by Kartono (1986). Education is an effort by adult humans to guide immature humans to maturity, 2). Education is an effort to help children carry out their life tasks so that they can be independent, mature, and morally responsible. This statement is supported by Kartono (1986), Education is all ethical, creative, systematic, and intentional actions, assisted by methods and scientific techniques, and directed toward achieving certain educational goals.

CONCLUSION

Based on the presentation of data, findings, and discussions in this research, it can be concluded that the implementation of one-roof schools at SD Negeri Kecil Pimpin and SMP Negeri Satu Atap Pimpin has several aspects that need to be considered. Implementation of this program requires careful, effective, realistic, and affordable planning, involving various stakeholders, and is implemented using a two-manager pattern. Collaboration between elementary school teachers and middle school teachers in carrying out teaching duties and administrative duties is the key to success.

However, there are obstacles faced, such as teachers' lack of understanding of school planning documents, a shortage of teachers, especially in junior high schools, teacher

qualifications that do not meet standards, administrative staff who are not professional, and limited supporting funds.

To overcome these obstacles, efforts have been made, including providing training to teachers, seeking the appointment of honorary teachers, increasing teacher professional development activities, training administrative staff, making budget efficiency efforts, and increasing parent and community participation in school programs.

Thus, the implementation of one-roof schools can be successful through synergy between the school, teachers, administrative staff, and the community. The efforts made are concrete steps in improving the quality of education at Pimpin Small Public Elementary School and Satap Pimpin Middle School.

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