

DEVELOPMENT OF SMAN 1 CIASEM ASCENTER OF EDUCATION IN THE STAGED GUIDANCE SERVICE PROGRAM (PLB2) IN CIASEM DISTRICT

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Abstract

Improving the quality of education through independence and own initiative in the management of existing resources in schools is the main characteristic of implementing SBM. The difficulty of implementing the curriculum as a whole is one of the problems faced by educational institutions in the regions. The low effectiveness of teaching and learning, the minimal and limited supporting facilities and infrastructure for teaching and learning that are available and the low competence of teachers are the main causes of the low quality of students. To overcome the above problems, it is necessary to handle integrated guidance services that involve components of education providers at one level or between levels. The guidance service program is held within the Multilevel Guidance Service Program (PLB2). The existence of a communication forum for subject teachers at the sub-district level in the form of this communication forum is expected to occur in interaction between fellow subject teachers so that weaknesses, deficiencies and potentials can be identified.

Keywords: SBM, Guidance services, KBM, PLB2, Communication forum

Introduction

The government's policy regarding school autonomy provides new hope for the development of education in Indonesia. The implementation of autonomy policies through SBM (School Based Management) provides freedom for educational institutions to manage the resources in their environment (Dadi Permadi, et al, 2007).

Increasing the quality of education through independence and own initiative in managing existing resources at school is the main characteristic of implementing SBM. Self-management is carried out on various available resources by taking into account the map of strengths, weaknesses, opportunities and threats faced. Apart from that, the implementation of SBM is expected to be able to increase the active role of school residents and other components in various policies that will be taken.

According to Nana Syaodih, et al (2002), the MBS policy indicates that decision making in designing and managing education should be done more at the school level by paying attention to local conditions and potential.

The difficulty of implementing the curriculum in its entirety is one of the problems faced by regional education providers. The low effectiveness of teaching and learning activities, the minimal and limited facilities and infrastructure available to support teaching and learning activities as well as the low competence of teachers are the main causes of the low quality of students. Based on the results of the BP / BK report (2007), one of the causes of low understanding and absorption of students, especially class

Educational success is our collective responsibility. The inability of students to achieve competency achievement standards at the basic education (SD) level will become a problem when the students are at the junior secondary level (SMP) and so on, so that it will certainly burden the effectiveness and efficiency of the teaching and learning process.

Consensus/agreement between teachers, both at one level and between levels, needs to be done so that there is harmony and suitability as well as creating positive interactions so that weaknesses, deficiencies and problems that occur can be solved together through exchanging ideas, complementing each other and working together for the success of education, especially in Ciasem District.

As one of the educational institutions, the active role and responsibility of SMAN 1 Ciasem is very much needed for the progress of education, especially in Ciasem District. As one of the "highest" educational institutions, SMAN 1 Ciasem should be able to be a pioneer, innovator and motivator for the running of education in Ciasem District.

Method

This research is qualitative research with descriptive analysis techniques through library research. Meanwhile, Tahmidaten & Krismanto (2020) revealed that there are steps in using this literature review research, including: 1) deepening and looking for general discussions related to the topic being discussed 2) looking for interesting problems regarding the topic being discussed 3) narrowing down the research discussion and organizing it. research materials 4) search for and determine reference sources in the form of books, articles and scientific journals 5) conduct studies and find solutions to these problems and 6) conduct research.

Results

Program Form

The Multilevel Guidance Service Program (PLB2) is a form of participation and concern at SMAN 1 Ciasem towards the development of education in Ciasem District. This form of activity is a non-formal activity organized by the school involving teachers, students and other related components through a direct or indirect guidance service mechanism within one level (high school) or across levels (guidance for elementary and middle school students) which is carried out in a chain and structured using a curriculum that has been developed and adapted to environmental conditions/potential.

In its implementation, SMAN 1 Ciasem positions itself as a Center of education (center of educational activities). It is hoped that the readiness of the organizing equipment and the completeness of the facilities and infrastructure available will ensure the smoothness and continuity of this activity.

Basic consideration

The results of the BP / BK report (2007) show that more than 65% of students have academic problems, especially in exact subjects. The results of investigations and interviews concluded that the difficulties and problems they experienced were caused by various very complex factors, both internal, family and community, and the school environment.

The effectiveness of teaching and learning activities and the lack of infrastructure at the school of origin are considered to be the main causes of the low achievement of student competencies. Students' low understanding and knowledge of basic materials that they should have mastered causes teaching and learning activities to be less effective. It is not uncommon for teachers in certain subjects to previously have to explain basic understandings again, so that effective learning time is taken up.

Organizing additional guidance service activities outside formal learning hours is one of the rare alternatives that needs to be done. There are many institutions providing non-formal guidance services, both individual (private) and group (tutoring), but not all students have the opportunity to use these service facilities for various reasons, especially social problems.

To further improve students' understanding of basic materials, empowering students to form study groups at the elementary/middle school level will further improve their understanding of basic materials so that advanced material received at high school will be easy to understand.

The active role of students in coaching study groups at the elementary/middle school level can indirectly help the burden of teachers in each school being coached. Students' patterns, styles and language may be easily accepted and understood by their younger siblings who are being coached.

Discussion

Mechanism for Organizing Activities

The implementation mechanism is carried out in stages and continuously. The implementation stages are as follows:

a. Appointment of subject supervisor teachers

The appointment of subject supervisor teachers is carried out taking into account the principle of compatibility. Subject teachers are tasked with selecting, developing and providing services for students who are considered to have potential in certain subjects. Planning, implementation of guidance and other technical services are completely left to the teacher concerned.

b. Establishment of a subject teacher communication forum (FKGMP)

As the "highest" formal educational institution in Ciasem District, it should take the initiative to form a communication forum for subject teachers at the District level. With this communication forum, it is hoped that interaction will occur between fellow subject teachers so that weaknesses, deficiencies and potentials that can be utilized can be identified.

c. Curriculum Formulation

Curriculum formulation is carried out jointly in forums by paying attention to aspects of the potential/resources that exist in the environment and the ease of implementation.

d. Inventory of supporting facilities/infrastructure

In this activity, each party involved takes an inventory of the facilities and infrastructure needed to implement guidance services.

Activity Implementation Mechanism

If a joint consensus has been agreed, the subject teacher in question selects potential high school students and provides guidance services in study groups. Students who are selected and have received guidance are then distributed to various elementary / high school schools to form study groups in each school under the supervision and supervision of their respective school subject teachers. The agreed learning materials are then compiled into learning materials and used during learning.

Practical guidance service activities are carried out in each school if the equipment is available, however if it is not available you can use equipment/supplies from other schools that have the required practical equipment.

Evaluation activities are carried out collectively, the material provided is created and compiled together to be used as material for evaluating the results of guidance services.

Conclusion

In an effort to develop the resources and quality of education at SMAN 1 Ciasem, it is something important, so the characteristics of this development are what make the school carry out school-based management independently and with full consideration. Therefore, this development must be reviewed holistically, where this development includes the program, the basis for consideration, procedures for the activities to be achieved and determining the process for implementing school-based management development activities. In other words, this development is a solution to problems that occur, in the current low development at SMAN 1 Ciasem.

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