



The Impact of School Management Misconceptions on Student Encouragement of Student Acceptance in Primary Schools

Soedjono^{1*}

¹ Universitas PGRI Semarang, Indonesia

*Corresponding author's email: soedjono@upgris.ac.id

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ABSTRACT

This research aims to explore school strategies to restore public trust through improving the quality of education. The methods used are the critical method, dialectical method, and scholastic method. This research is included in library research. The author tries to find data, and theories related to the issues raised in various literature or references that the author finds and then compares them using the method mentioned above. The research results show that management misconceptions are caused by various deficiencies ranging from lack of understanding to low managerial competence of school principals, which has an impact on the low quality of output, resulting in low public enthusiasm for the school. The efforts made by the school are expected to be comprehensive, both internal and external, including, 1) strengthening the learning community in the school. This community can be used as an effort to strengthen the competency of all human resources in the school, starting from the principal, teachers, and education staff. ; 2) creating a comfortable school ecosystem, comfortable not only for students but also for teachers and educational staff at the school; 3) collaboration with people and society, an effort that is no less important than the others, because this effort is like a double-edged sword, the context is to work together to improve the process and understanding of the quality measures of educational outcomes.

Introduction

Educational outcomes have an impact on changes in almost all aspects of life. Quality education is certainly a hope for all parties because the impact is broad. According to Tilaar (2008), the quality of education is an indicator of school management, because this quality describes the ability of the education system to be directed effectively at increasing the added value of input factors in order to produce the highest possible output.

Schools are the smallest educational entities that have characteristics in accordance with the needs of society, especially the needs of students and parents. Based on this needs orientation, the school bases the characteristics that will be built and realized in the vision, mission, and goals in the framework of achieving general educational goals. Hurlock (2010) states that factors that influence children's interest in choosing a school include, 1) parental influence; 2) peers; 3) academic success; 4) early school experience; 5) attitude towards work; 6) teacher and student relationships; and 7) the emotional atmosphere of the school.

Even more specifically, Kotler and Fox (2002) stated that in competition, an educational institution can use marketing assets to form a competitive advantage. These marketing assets include, among others, aspects: 1) quality of educational programs; 2) differentiation of educational programs; 3) cost or price; 4) institution's reputation; and 5) good quality institutional human resources. The factors above are greatly influenced by school management.

The school's ability to manage the curriculum, organize learning, develop professional human resource competencies, create a pleasant school ecosystem, and build cooperation with stakeholders (parents and the community), and the output, apart from competence, also school connectedness, greatly influences the image of the school in the surrounding community, those were stated by Salim (2017). Facts in the field that hinder achieving the above objectives, as stated by Sujanto B (2021), including that school principals do not have adequate authority, school principals' managerial abilities are still not optimal, and low involvement of education stakeholders.

Identification of the conditions above, including, 1) the limited authority of the principal makes the decisions taken by the principal haunted by uncertainty; 2) the lack of competence of the school principal means that the management process implemented still contains several misconceptions; 3) there is still low involvement of parents and the community in the management of education because school principals are afraid of being seen as committing extortion; 4) the perception of school principals who still misinterpret the concept of school wellbeing; 5) the perception of school principals towards national assessments is still low, so that the process leads to shortcuts rather than fundamental process changes. The conditions above greatly influence the process, output, and outcome, so that public trust in schools is relatively low.

Starting from the problem of low public trust in the quality of schools, the next discussion is what is the school's strategy to restore public trust through improving the quality of education.

Research Methods

Five steps described the method of philosophical thinking by Louis O. Kattsoff, 1) human knowledge was collected as much as possible; 2) analysis; 3) raising doubts, questioning and connecting, looking for better answers than existing answers; 4) looking for reasons, coherence and understanding knowledge; 5) prepare a coherent, coherent and rational chart; 6) logical; 7) develop conceptual. Although the discussion of this research was not as detailed as the steps above, the author tried to get it closer by carrying out the following synthesis. The discussions were 1) critical, an analysis of terms and opinions, which was an interpretation of meaning that explains beliefs and shows contradictions; dialectical, meaning by following the dynamics of nature itself according to realistic opinions, and conflicting opinions, and both were synthesized so that a consensus of thought was reached; 3) scholastic, conclusions drawn on the basis of clear definitions and principles (synthetic-deductive).

Discussion

Apart from the general low quality of schools discussed above, this is coupled with the latest policy that schools are expected to implement the concept of independent learning

which is oriented towards facilitating education based on students' needs which is realized in the independent curriculum. The low implementation of the independent curriculum is in accordance with the research results of Alawi, D et al. (2022). Obstacles felt by schools include, 1) compiling the school's operational curriculum; 2) organizing all school components; 3) mobilizing all components in specific processes based on school characteristics, and building a pleasant school ecosystem; 4) educational control; and 5) empowering education stakeholders in improving the quality of education.

Developing operational curriculum in school

Schools as autonomous institutions (in accordance with Government Regulation (PP) number 58 of 2021) are given a very large mandate to develop their own operational curriculum in accordance with the school's characteristics, vision, mission, and goals. Apart from that, schools also independently and specifically prepare learning objectives (TP) and flow of learning objectives (ATP), project objectives (T-Pro), and flow of project objectives (AT-Pro) based on learning outcomes (CP) and project achievements (C-Pro), outlined by the government. The school's task is very difficult because in preparing TP and T-Pro they must pay attention to the needs of the school's characteristics and the needs of its students. The mandate of PP 58/2021 is also in quality assurance, autonomous schools must also be independent.

School principals must understand curriculum management comprehensively so that management functions can be planned, organized, driven, and controlled effectively and efficiently in achieving the expected curriculum goals, as stated by Soedjono (2021). The mindset of school principals with the change in curriculum preparation from top-down to bottom-up still requires adjustments and hard work. This condition means that curriculum policies in schools are not as expected, the impact felt by schools is the uncertainty of teachers in implementing the curriculum that has been jointly planned.

Organizing all components of the school

The concept of learning together is a central theme in implementing the concept of independent learning which is realized in the independent curriculum. The learning community is a forum that must be carefully organized to learn and develop an independent curriculum through the habit of reflection. According to Jatmiko, HTP & RS Putra (2022), teachers' reflective abilities in learning are still relatively lacking. Reflection is something new in learning communities. Through reflection in the learning community, positive interaction patterns will occur in the context of joint learning. The Ministry of Education and Culture has provided an independent teaching platform that contains learning menu options and learning communities are expected to become a medium for learning together through learning community platforms. Another goal of the learning community is to change the teacher's mindset that every time a change occurs, the teacher must be active and not always wait.

Pleased learning process

The concept of teaching at the right level is expected to become a teacher's platform for teaching students. Differentiated learning is a necessity that teachers prepare for every time they carry out learning and assessment. School principals overseeing learning are expected to focus on this concept. This concept is believed to meet the needs of students, as stated by Farid, I. et al. (2022) that differentiated learning will meet students' needs. Even differentiated learning will increase students' literacy and numeracy, as is the research result of Rahma, S. et al. (2022). This condition will provide awareness for all parties that literacy and numeracy cannot be achieved instantly. The impact of the successful implementation of this concept is that apart from maximum student learning outcomes, the teaching and learning process is enjoyable.

Controlling

The concept of mentoring has become the nomenclature for changing the process of monitoring and evaluating education, which was previously called supervision. This concept emphasizes equality, the communication model is more recommended as coaching. Sibagariang, D. et al. (2021) prove that coaching has a strategic meaning in building collaboration, increasing creativity, building a consistent mindset, career awareness, practicing reflection habits, and making people aware that successful education depends on the support of parents and the community. In implementing this concept, the school principal is the first and foremost person who becomes an example and role model. This concept builds awareness both internally and externally. Awareness that education is successful because of cooperation in building it will have a greater "magnetic" impact on schools for stakeholders. In other words, this is the most effective marketing asset according to Kotler and Fox (2002).

Empowerment of Stakeholders

The final result of education at each level is a graduate profile who has the Pancasila character. Through six dimensions, 1) faith, devotion to God Almighty, and noble character, 2) independence, 3) cooperation, 4) global diversity, 5) critical reasoning, and 6) creativity, the learning process in educational units does not only relies on strengthening the cognitive aspect, but the skill aspect becomes more attention, and even the attitude aspect becomes more attention. Strengthening character cannot possibly be developed only at school, the family and community must participate in supporting and encouraging it. This three-pillar collaboration can be used as a platform for participation models outside of learning. The stronger the interweaving of these three pillars, the more communication, information, and participation can grow together, the result of which is the development of a common understanding of educational outcomes which are a measure of educational quality. This is as stated by Irawati, D (2022).

Conclusion

The discussion illustrates how management misconceptions caused by various deficiencies ranging from lack of understanding to low managerial competence of school

principals have an impact on the low quality of output. The efforts made by the school are expected to be comprehensive, both internal and external, including, 1) strengthening the learning community in the school. This community can be used as an effort to strengthen the competency of all human resources in the school, starting from the principal, teachers, and education staff. ; 2) creating a comfortable school ecosystem, comfortable not only for students but also for teachers and educational staff at the school; 3) collaboration with people and society, an effort that is no less important than the others, because this effort is like a double-edged sword, the context is to work together to improve the process and understanding of the quality measures of educational outcomes.

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