



Management of Specialization Program on Junior High School in Madrasah Tsanawiyah Negeri

Winda Falah Setianing Arum[✉], Tri Joko Raharjo, Arief Yulianto

Universitas Negeri Semarang, Indonesia

Article Info

Article History:

History Article:

Received 20th January

2022

Accepted 02th March

2022

Published 15th August

2022

Keywords:

Junior High School,

Management,

Specialization

Program.

Abstract

The purpose of this study is to describe and analyze the planning, organizing, mobilization, controlling of the specialization program in MTs Negeri 1 Pemalang. This research approach is a qualitative approach (qualitative research) with a case study design. Data acquisition is carried out by means of interviews, observations and documentation. The results of this study show that drawn (1) Planning of the specialization superior class program is carried out by conducting strategic analysis. (2) Organizing a specialization superior class program, namely by forming a special organizational structure. (3) The mobilization or implementation of the specialization superior class program is carried out by selecting inputs, namely prospective new students through the New Student Admissions (PPDB) system, then accompanied by the process of processing these inputs. (4) Control of the specialization superior class program shall be carried out using the attendance list as a source of information related to the implementation of the superior class program. The filling of the attendance list in each meeting session in the classroom is filled in both by the teacher / tutor and by the student.

[✉]Correspondence Address:

Kampus Pascasarjana UNNES Jl Kelud Utara

Sampangan, Semarang, Indonesia

E-mail : windafalah86@gmail.com

p-ISSN 2252-7001

e-ISSN 2502-454X

INTRODUCTION

Explaining the background, problems, importance of research, brief literature review that relates directly to research or previous findings that need to be developed, and ended with a paragraph of research purposes. A balance must be key Recently, Indonesia has again overhauled its educational curriculum by implementing the 2013 curriculum or what is often called kurtilas. The content of the curriculum focuses more on the educational process by providing broad opportunities for students to develop abilities, interests, and talents. The introduction of the interests, talents, and potentials of students is carried out from an early, gradual, and continuous so that students do not experience difficulties in choosing the next major or education based on their interests and abilities (Kemendikbud, 2013). The implementation of the 2013 Curriculum is certainly a challenge for all educational institutions, especially schools. Because of the change in the curriculum, it will also be accompanied by changes in learning patterns. Therefore, a principal is needed who is able to direct, guide, and regulate the course of education in schools as the frontline to realize advanced education.

The principal as the highest leader is responsible for the implementation of education, the development of manpower in schools to the utilization and maintenance of school infrastructure. The rapid development and changing times also require a school principal to take initiative and have new innovations in managing education. One of the new forms of innovation in the field of education is the specialization program at the junior high education level.

The implementation of specialization programs at the junior secondary education level is also an example of an area of operative management activities in the scope of management of special educational services. The specialization program aims to facilitate students in developing future careers based on interests, talents, and potentials. This is in line with the

function of special education service management, which is to make the implementation of learning in schools smooth so that they can achieve educational goals in schools and meet the special needs of students in schools for learning.

Apart from being a form of support and facilities for students to develop careers in accordance with interests, talents, and potentials, the existence of specialization programs is a form of innovation from secondary education learning, especially at the junior high education level. Specialization is a learning process based on student interest to facilitate students to achieve successful learning processes and outcomes as well as optimal development in order to achieve national education goals (Makrifah, 2014).

Thus, specialization programs or majors at the high school level must actually match the interests, talents, and potentials possessed by each student. One of the background problems that cause the emergence of specialization at the junior high education level is the lack of understanding and direction regarding talents, interests and potentials that make students confused to choose a major and make the right decision according to themselves.

The results of research conducted by on 396 high school students of class XI to reveal psychological aspects in choosing the appropriate major using the Intelligent Structure Test (IST) and Self-Directed Search (SDS) measuring instruments, there is a difference in interpretation suggestions between psychological test results and recommendations from schools. These differences are caused by other underlying factors such as academic scores, placement test results, and family environment and school environment factors.

Government Regulation No. 64 of 2014 Article 1 states that specialization is a curricular program provided as an accommodation for the choice of interests, talents, and abilities of students with an orientation of concentration, expansion, and deepening of subjects and vocational content. Then Article 4 regulates the provisions for interpretation at the Senior High

School level based on the results of report cards, national test scores, and recommendations for counseling guidance teachers / counselors in junior high schools. Because the specialization program is actually the responsibility of an individual who has made career decisions, it is necessary to have counseling guidance services in schools to help students understand, accept, direct, make decisions, and realize their decisions responsibly. Not only through guidance and counseling carried out by BK teachers in schools, but all elements of education, both teachers, principals, and parents/guardians must participate in the development of interests, talents, and potentials of students in order to realize superior human resources.

Madrasah Tsanawiyah Negeri 1 Pematang Rejo is one of the junior high schools that implements a specialization program for students ranging from class VII to class IX. Researchers have conducted a preliminary study on November 11, 2019 with the speaker Mr. Sugiyanto, S. Pd. as Vice Principal for Curriculum. The initial data obtained is that MTs Negeri 1 Pematang Rejo has carried out a specialization program with 5 fields, namely religion, science, language, sports, and cultural arts. The specialization program is a policy or innovation from the principal as a manager and agent of change that has been approved by the Ministry of Religion.

The specialization program that has been integrated with learning activities aims to facilitate students who have a variety of talents, interests, and potentials, improve the quality of graduates, and prepare students to enter the next level of education, namely high school. MTs Negeri 1 Pematang Rejo understands that the characteristics of junior high school students with an age range of 12 to 15 years even though they have unstable emotions, they can already determine their own career choices. Therefore, with the specialization at the junior high level, it is hoped that students will be more directed and responsible with their respective choices. This is emphasized in the school regulations, that students who have chosen a specialization class cannot move classes until they are declared graduated from MTs Negeri 1 Pematang Rejo.

A program is a system consisting of several components that are interrelated with each other in order to achieve a predetermined goal. Program components can be understood as important elements or factors of program implementation (Arikunto & Jabar, 2018).

Program planning is a process of selecting and developing the best and most profitable actions to achieve goals (Garth N. Jone dalam Saefullah, 2012). The process of achieving goals starts from planning, organizing, mobilizing, and controlling which is carried out by utilizing existing resources as much as possible (Fajarwati, Raharjo & Samsudi, 2016). Organizing program is a coordination activity that aims to focus on the relevant activities of each of the planned goals. Program organizing requires consistent policies as guidelines for the implementation of program planning that has been carried out (Sa'ud & Makmun, 2007).

The mobilization / implementation of programs in education is related to the process of running the program and the teaching and learning process. Implementation is a phase where inputs are used effectively to achieve goals, program objectives, and desired product goals in accordance with the planning that has been prepared (Aziz, Mahmood & Rehman, 2018). Program control is a controlling activity so that the implementation can run according to plan and can ensure that organizational goals are achieved. In the program control process, there are stages that need to be considered, namely: 1) setting implementation standards; 2) determination of measurements of the implementation of activities; 3) measurement of the implementation of activities of a tangible nature; 4) comparison of the implementation of activities with predetermined standards and analysis of deviations that occur; and 5) taking corrective action if necessary (Prihatin, 2013).

METHOD

This research uses a qualitative approach so that researchers can describe clearly and in

detail and obtain in-depth data according to the focus of the research. Moleong (2018) posits that qualitative research is research that intends to understand the phenomenon of what the subject of the study experiences, for example behavior, perception, motivation, action and others holistically and by means of description in the form of words and language in a special natural context by utilizing various natural methods.

The design in this study is a case study design. Gunawan (2013) stated that case study research is intended to study intensively because of the problems, circumstances and positions of an event that is currently taking place as well as the interaction of the environment of certain social units that are as is (given). The subject of research can be an individual, group, institution or society. Researchers conduct a preliminary survey by compiling a research design, after everything is ready, the researcher enters the field by understanding the research background to get the data needed. All collected data, researchers carry out data analysis and data interperation and data triangulation with literature theory which is then drawn conclusions as a result of the research.

The focus and activity studied was the management of the specialization program at MTs Negeri 1 Pematang. The subject of this study is the principal, because the principle as the initiator of the specialization program is applied. In addition, the principal also acts as a manager and administrator who truly understands the management of specialization programs ranging from planning, organizing, mobilizing, and controlling. The data validity test used in this study was an increase in persistence, triangulation, and membercheck with Milles and Huberman's intercatve data analysis model.

RESULTS AND DISCUSSIONS

The topic of discussion in this study was the management of specialization programs in MTs Negeri 1 Pematang. MTs Negeri 1 Pematang is an Islamic-based public school, so the managerial activities contained in it are also Islamic-based. Maya & Lesmana (2018)

explained that one of the success factors in Islamic education is theoretical-conceptual management as well as in the level of reality-expectational which receives high attention. The management of Islamic education in question is the management of Islamic education which is still pure from Islamic teachings, including: 1) the process of managing Islamic educational institutions islamically; 2) the object of management is an Islamic educational institution which includes Islamic boarding schools, madrasahs, Islamic universities, and others; 3) the process of managing Islamic education shows an inclusive attitude, namely managerial rules that can be used to manage other education as long as it has a conformity of vision and mission and is exclusive which focuses directly on Islamic education as an object; 4) have a distinguishing strategy between administration and management; 5) learning resources related to Islamic education; 6) the objectives of Islamic education that lead to the management of Islamic education; and 7) effective and efficient which means useful and effective.

School management is closely related to the principal or leader, therefore a principal has a dual responsibility, namely carrying out school administration and creating a decent teaching and learning environment and supervising so that teachers have increased competence so that they can guide the growth and development of students properly. The capacity of the principal in leading the administration is characterized by several indicators, including: 1) being committed to the school's vision in carrying out its duties; 2) make the school's vision a guide in managing and leading the school; 3) focusing activities on teacher learning and work in the classroom (Sirait, 2020).

Based on the results of research conducted by Malla, Sapsuha & Lobud (2020), the success of school change in a much more advanced direction requires an emphasis on managerial activities which include planning, organizing, mobilizing, and controlling school activities and the leadership style of the principal who plays a very important role.

From the statement above, it can be concluded that the determining factor for school progress and education in general is the managerial activities carried out by the school directly supervised by the principal. Managerial activities carried out include planning, organizing, mobilizing, and controlling.

The planning activities carried out by MTs Negeri 1 Pematang Jaya related to the superior specialization class program have included all the analysis needed starting from a proposal or request from stakeholders to facilitate students who have talents and interests in certain fields other than religion and science then the needs of schools in preparing superior seeds to take part in competitions or competition events at the junior high school. Related to Chakravarty & Qamhaieh (2019) that in planning programs, especially in educational programs, it must be in line with critical issues and the needs of stakeholders in the surrounding environment. Based on the existing issues and analyzed by the school, the school has found the purpose of the specialization excellence class program, which is to provide a forum for students who have talents and interests in a particular field. The existence of a superior specialization class program also aims to enable students to develop intelligence, abilities, skills and potential as optimally as possible so that they have a high orientation to learn and continue to a higher level of education.

Then, all steps or stages carried out by MTs Negeri 1 Pematang Jaya in planning a superior specialization class program starting from identification and analysis related to needs in the field, determining long-term and short-term goals, and accompanied by strategies in achieving these goals are a form of strategic planning practices in the field of education. This is in line with the statement from Priyambodo & Hasanah (2019) which explains that in strategic planning, analysis is needed related to current and future conditions, identification of strengths, weaknesses, opportunities and risks that will be faced by institutions / organizations, considering norms, determining the scope of needs and values of supporting factors, formulating the

objectives of success criteria, determining the distribution and regulation of resources.

Organizing specialization excellence class programs, schools always involve educators and non-educational staff as employees or staff. Such as involving curriculum waka, student waka, BK, etc. This is in line with the statement of Shobaki, Naser, El Talla & Amuna (2018) which states that management performance is a reflection of the performance of individuals in it, therefore, to achieve organizational goals, it must involve employees in the organizational structure, improve communication which can ultimately improve the performance of these employees. The excellent specialization class program in MTs Negeri 1 Pematang Jaya already has its own organizational structure outside the school organizational structure. In the organizational structure that has been formed, it consists of the person in charge, namely the principal, then the head of the program, secretary, treasurer, and head of the department, all of which are taken from educators in the school. Educators contained in the organizational structure have also been involved in planning activities, making it easier for stakeholders in the organizational structure to understand existing programs.

The organizational structure that has been formed is in line with the statement from Salama, Amuna, Shobaki & Naser (2018) explaining that the purpose of organizing in any regulatory system is to ensure that the performance carried out by employees is in accordance with the planning that has been prepared. The same thing was also conveyed by Shunhaji & Hartanto (2020) that management or organizing is a process of compiling and grouping humans formed in a structure. The grouping goes through several stages, namely goal setting, task preparation, placement of people to the formation of an organizational structure.

The mobilization/implementation of the specialization superior class program carried out by MTs Negeri 1 Pematang Jaya starts from the selection of inputs, namely new students. Prospective new students are required to follow several selections both academic and non-academic such as written tests, interviews, to

Qur'anic reading tests as a condition of entry. In addition, prospective new students are also required to choose one of the 5 specializations contained in MTs Negeri 1 Pematang and attach a statement of ability to study for 3 years with this specialization. The new student admission system developed by the school is intended so that the school understands the background of the learner and the school has input standards that have been qualified and in accordance with the program implemented. This is in accordance with the description of Aziz, Mahmood & Rehman (2018) that implementation in education is related to the process of running programs and the teaching and learning process. Implementation is a phase where inputs are used effectively to achieve the desired goals, program objectives, and product goals in accordance with the planning that has been prepared.

Through the selection of inputs, MTs Negeri 1 Pematang hopes that the implementation of the existing specialization class program can be right on target and easy to achieve the program objectives because prospective new students who will be directly involved in the learning process already have the same background. Then prospective students who are inputs to the program along with the principal, educators and non-educational staff, to parents / guardians equalize perceptions and explore the basic concepts of the specialization superior class program through counseling activities. Furthermore, to process the input into an output that is in accordance with the purpose of the program, an appropriate process is needed. In the excellent specialization class program at MTs Negeri 1 Pematang, input processing that emphasizes learning activities in schools. In accordance with the technical guidelines for implementation that have been prepared and agreed upon, the subjects chosen to be studied in each specialization class are arranged by the head of the department in each specialization based on the program objectives. For example, in language specialization that has a deepening in Arabic and English subjects.

Not only students are prepared by the school, but teachers / tutors who have been

selected with a cooperation system are also prepared. This is because the school realizes that it is at this stage of implementation that teachers/tutors are the spearhead of achieving the objectives of the excellent specialization class program at MTs Negeri 1 Pematang.

Control activities carried out by MTs Negeri 1 Pematang related to the excellent specialization class program, one of which is through filling out the attendance list at each meeting session in the classroom. The attendance list is filled in both by teachers/tutors and by students. This is in accordance with the description of Arifin & Setiyono (2018) explaining that the two activities that are integrated in the control of educational programs are control and evaluation. These two activities are needed in a program because there are important functions, namely obedience, examination, reports, and explanations. In control, MTs Negeri 1 Pematang uses the attendance list as a source of information related to the implementation of the superior class program. This is because, schools still feel that the attendance list is still considered effective enough to control the program. In addition, the existing attendance list is also physical evidence that can be used as a guideline for taking steps regarding teacher/tutor performance. Because there are teachers/tutors who come from collaboration with several related agencies, the existence of the attendance list helps schools related to honors and assesses performance.

This is in line with Wahab (2018) that in control activities there are three indicators in supervisory activities that can be considered, including: 1) monitoring the results of work; 2) the awarding of awards related to the results of the work; and 3) the provision of penalties or sanctions if there are actions that are not in accordance with the established planning.

CONCLUSION

Based on the results of data obtained on specialization program management at junior high schools in Madrasah Tsanawiyah Negeri 1 Pematang, the following conclusions can be

drawn (1) Planning of the specialization superior class program is carried out by conducting strategic analysis. After conducting a SWOT analysis, the school determines the short-term and term program objectives and forms management, compiles guidance documents for the implementation of the specialization flagship class program, and prepares educational standards in accordance with national education standards. (2) Organizing a specialization superior class program, namely by forming a special organizational structure. The organizational structure is prepared by involving educators and non-educational staff in schools. In organizing activities, duties and responsibilities are also given by the Principal to related parties based on the ability and readiness of the party. (3) The mobilization or implementation of the specialization superior class program is carried out by selecting inputs, namely prospective new students through the New Student Admissions (PPDB) system, then accompanied by the process of processing these inputs by applying the techniques that have been prepared in the planning in order to produce outputs that are in accordance with the objectives of the specialization superior class program. (4) Control of the specialization superior class program shall be carried out using the attendance list as a source of information related to the implementation of the superior class program. The filling of the attendance list in each meeting session in the classroom is filled in both by the teacher / tutor and by the student.

SUGGESTION

The superior class program at MTs Negeri 1 Pematang which has been running quite well, as evidenced by the implementation of activities in accordance with predetermined plans. This is intended to be able to maintain and improve other instruments besides the attendance list as the main source of information related to program implementation and performance evaluation, especially on the performance of tutors from outside the school. In selecting educators or non-educational staff who are

included in the superior class program organization, they should not only pay attention to the ability and readiness of related parties but also they need to concern to other organizing principles such as critical awareness of each individual as well as through deliberation and democracy.

REFERENCES

- Al Shobaki, M. J., Abu-Naser, S. S., El Talla, S. A., & Abu Amuna, Y. M. (2018). Performance Reality of Administrative Staff in Palestinian Universities, *International Journal of Academic Information System Research*, 2(4), 1-17.
- Arifin, S., & Setiyono, T. (2018, August). Urgensi Controlling Dan Evaluasi Dalam Mengembangkan Tenaga Kependidikan Lembaga Pendidikan Islam Di Era Milenial. *International Seminar on Islamic Education*.
- Arikunto, S. & Jabar, C. S. A. (2018). *Evaluasi Program Pendidikan*. Jakarta: Bumi Aksara.
- Aziz, S., Mahmood, M., & Rehman, Z. (2018). Implementation of CIPP Model for Quality Evaluation at School Level: A Case Study. *Journal of Education and Educational Development*, 5(1), 189-206.
- Aziz, S., Mahmood, M., & Rehman, Z. (2018). Implementation of CIPP Model for Quality Evaluation at School Level: A Case Study. *Journal of Education and Educational Development*, 5(1), 189-206.
- Chakravarty, S., & Qamhaieh, A. (2019). Planning the mirage: Lessons for planning education from Abu Dhabi. *Transactions of the Association of European Schools of Planning*, 23-36.
- Fajarwati, D., Raharjo, T. J., & Samsudi, S. (2016). The Implementation of Multiple Intelligence-Based School Management. *The Journal of Educational Development*, 4(1), 31-36.
- Gunawan, I. (2013). *Metode Penelitian Kualitatif: Metode dan Praktik*. Jakarta: Bumi Aksara.
- Kemendikbud. (2013). *Pedoman Peminatan Peserta Didik*. Jakarta: BPSDM Kementerian Pendidikan dan Kebudayaan.

- Makrifah, F. L. (2014). *Pengembangan Paket Peminatan dalam Layanan Bimbingan Klasikal untuk Siswa di SMP* (Doctoral dissertation, State University of Surabaya).
- Malla, H. A. B., Sapsuha, M. T., & Lobud, S. (2020). The influence of school leadership on Islamic education curriculum: A qualitative analysis. *International Journal of Innovation, Creativity and Change*, 11(6), 317-324.
- Maya, R., & Lesmana, I. (2018). Pemikiran Prof. Dr. Mujamil Qomar, M. Ag. tentang Manajemen Pendidikan Islam. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 1(02), 291-316.
- Moleong, L. J. (2018). *Metode Penelitian Kualitatif Edisi Revisi*. Bandung: PT Remaja Rosdakarya.
- Prihatin, T. (2013). *Manajemen Pendidikan*. Yogyakarta: Deepublish.
- Priyambodo, P., & Hasanah, E. (2021). Strategic Planning in Increasing Quality of Education. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(1), 109-126.
- Sa'ud. U.S., & Makmun, A.S. (2007). *Perencanaan Pendidikan*. Bandung: PT Remaja Rosdakarya.
- Saefullah. (2012). *Manajemen Pendidikan Islam*. Bandung: Pustaka Setia.
- Shunhaji, A., & Hartanto, D. (2020). Karakteristik Manajemen Organisasi Santri:(Studi Kasus pada Islamic Boarding Darunnajah Jakarta). *Jurnal Statement: Media Informasi Sosial dan Pendidikan*, 10(2), 9-18.
- Sirait, J. (2020). The Commitment of a Headmaster Leadership of Learning to Improve the Quality of Education: The Commitment of a Headmaster Leadership of Learning to Improve the Quality of Education. *Jurnal Mantik*, 4(2), 1070-1075.
- Sulystiyawati, E. W., & Purwaningsih, I. E. (2014). Peran hasil tes penjurusan studi terhadap pemilihan jurusan pada siswa sma. *Jurnal Spirits*, 5(1), 35-4.
- Wahab, W. (2018). Model Manajemen Pendidikan Smpit Nurul Islam Tenganan-Kabupaten Semarang. *Jurnal SMART (Studi Masyarakat, Religi, dan Tradisi)*, 4(1), 125-136.