

# **The Implementation of School Plan at One Roof Primary-Junior High School (Multisite Study in Magelang District, Central of Java, Indonesia)**

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## **Abstract**

Background of the development of One Roof Primary-Junior High School was based on the condition in which there are many graduates of elementary school did not accomplish their compulsory education (only 30% who continue their study to junior high school). There are some factors become the reason, such as economic, geography, and social culture factors. The research study was done in 2009 in three One Roof Primary-Junior High Schools located at Ngablak, Pakis, and Sawangan sub-districts of Magelang district of Central Java province. This research is aimed to describe plans of the implementation of One Roof Primary-Junior High School which consist of the activities, the parties involved, and the process of the plan. The data collection techniques were 1) participant observation, 2) in depth interview, and 3) study of document. The data were analyzed through two steps which are analysis of the site and analysis across the site. The findings showed that (1) the plan is appropriate for the social demand approach, the involvement of the teachers in designing the plan is to motivate and improve their self-esteem (esteem need).

Key word: plan, compulsory education, One Roof Primary-Junior High School.

## **Introduction**

Primary education is one of educational levels accomplished in our country which becomes a basis for further level. There might be differences between primary school of each country. However, generally, Adler cited in Bafadal (2007: 5) describes the objectives of primary school are to prepare students to be (1) a person who has good morals; (2) a citizen who can responsible to his/her duties as a citizen; (3) a mature person who can be able to get a job by giving basic skills toward all jobs within his/her society to his/ her students.

Collier, Houston, Schematz dan Walsh cited in Bafadal (2007: 9) describe the major aim of primary education is to help students in developing themselves to be people who have high intellectual, good mentality, independent, social awareness, creative, and be ready for facing any

changes. In line with them, in PP No 19 section 26 year of 2005 about the Standard of National Education, it is stated that primary education is aimed to put intelligence, knowledge, personality, good morals and skills to make people live independently and continue to further educational levels.

According to the previous explanation, the purpose of primary education is to supply students with knowledge, skills, and positive characteristics needed. Some knowledge which is needed is about health, social, local culture, and nationality, while for the skills required are such as reading, writing, and calculating skills. Then, for positive characteristics, it is about to be independent, brave, responsible, and enthusiastic to learn. Students need the knowledge, skill, and positive characteristics in their life to get the equality of life right, as well as, to continue their study to higher educational level.

In most countries, primary education is compulsory fulfilled by all children at the age of seven to fifteen/ sixteen ([http://en.wikipedia.org/wiki/Compulsory\\_education](http://en.wikipedia.org/wiki/Compulsory_education)). In Indonesia, it is well-known as nine year compulsory education (*Wajar Diknas 9 tahun*). It is accomplished by six years of primary school and three years of junior high school. Regarding to the importance of primary education, it is better if the governments designs a policy of compulsory education for the people. Compulsory education is a right for all citizens to receive education, yet it becomes a duty for the government to facilitate its implementation included budget, facilities, curriculum, teachers, and evaluation. With better education, all students can improve their ability, so they can be moral people, be good citizen, people with cultural identity, have spirit to learn everything, and able to gain their living standard.

The completion of compulsory education is hoped to achieve in 2008/2009 with indicator of crude participation rate (henceforth APK) of 95%. For junior high school students (at the age of 13 to 15), the APK is about 80%. However, after achieving 80%, it is harder to improve the APK anymore as there are many obstacles to face (<http://www.sinarharapan.co.id/berita/0202/04/nas06.html>). First, most of elementary school graduates live separately, for instances in remote, isolated and separate area. Second, the elementary schools are located far from junior high schools. Third, the number of students each grade is low, so it is hard to apply the plan. Therefore, to regard for those obstacles, it is better to develop One Roof Primary-Junior High

Schools in order to make the junior high school closer to them (<http://www.sinarharapan.co.id/berita/0202/04/nas06.html>). The development of integrated primary education may be able to unite the location of elementary and junior high school by employing all existed sources and facilities. This way, the use of various sources and facilities is an efficient action in education.

Related to the previous explanation, it can be concluded that the policy of One Roof Primary-Junior High School is a new education policy to accelerate the program of nine year compulsory education. Unfortunately, there is an obstacle in the completion of the program of nine year compulsory education which is the limitation of human sources (teacher, tutor, and students' awareness), facilities, budget, and geographical condition. For graduates coming from remote, isolated, and separate area, it is rare to see them continue their study because they come from low economic background, the distance to junior high school is far, and there is no public transportation provided. With One Roof Primary-Junior High School, it is hoped that the students are more motivated to continue their study, reduce family's financial burden, and able to succeed the program of nine year compulsory education. Moreover, the most important thing is to take the advantage for their future life.

Magelang district is now getting started to develop One Roof Primary-Junior High School. As the beginning, this program is developed in 2006 at Borobudur and Munengwarangan sub-district. Then, in the next year, it is done at Ngablak and Sawangan sub-district. According to the head of governmental service of education of Magelang district, this program is developed for schools in remote area. It is hoped that there is no more graduates of elementary school who are hesitate to continue their study to junior high school. Therefore, the program of nine year compulsory education can be achieved successfully and distributed evenly (<http://64.203.71.11/kompas-cetak/0703/28/jateng/50696.html>).

As the result, the school principals of primary schools (in remote, isolated, and separate area) are optimist to do the program. It is been a long time for them to wait such kind of the program as they want to see junior high schools which are close to the elementary schools. It is because there are many graduates of elementary schools who do not continue their study anymore. To welcome this program, the school principals helped by the elementary school teachers collect the supported data. Moreover, they also corporate with local government as there

are some requirements in the proposal related to land and building for the school. The evidence of the availability of land is in the form of a letter of land grant from the village (the local government). Therefore, for the implementation of One Roof Primary-Junior High School, a plan is needed.

## **Research Methodology**

This research study was done in 2009 in three One Roof Primary-Junior High Schools located at Ngablak, Pakis, and Sawangan sub-districts. It was focused on the plans of the implementation of the One Roof Primary-Junior High School which included some activities done by the involved parties and the process of plan. According to the focus of the plan, the next step was the analysis across the sites to understand their similarity, yet it is possible to see any difference.

To determine the parties who become the data source, purposive and snowball sampling methods are employed which is under certain consideration. As the key informant is the school principal who knows the implementation of One Roof Primary-Junior High School. Snowball sampling is a technique of sampling which requires small number of subject in the beginning but later on it will be increasing. As a result, it is hard to determine the specification of sample before. The techniques of data collection used were (1) participant observation, (2) in depth interview, and (3) study of documents.

The data analysis consisted of two steps: (1) Miles Huberman's analysis method included data collection, reduction, display, and verification/ conclusion; (2) constant comparison method across the sites which was by comparing certain aspect of information with other information to get further certainty and clarity. The analysis across the sites was done as the process of comparing the result from each site, as well as the process to integrate the sites.

## **Results and Discussions**

### **Activities for plan of implementation of One Roof Primary-Junior High School**

Activities done in the plan of implementation of One Roof Primary-Junior High School was by composing the proposal. The school principal of Bandungrejo Elementary School helped by the teachers collected the supported data such as data of students who will graduate from the school, facilities, human resources and the land available. Then, he/she discussed it with the leader of Bandungrejo society to ask for permission and land grant from him/ her as a requirement of the proposal composition.

### **Parties involved in the plan of One Roof Primary-Junior High School**

The arrangement of the plan of One Roof Primary-Junior High School involved several parties. However, the most authoritative party as the care-taker was the school principal who becomes the one knows the students' condition, school's condition, and society's condition surrounds the school. To collect the data, it was helped by the elementary school teachers. For the proposal composition, it was done by the school principal. The society and their government did not involve to the proposal composition.

### **Process of plan of One Roof Primary-Junior High School**

The process of the plan of One Roof Primary-Junior High School was started with the information from the governmental service of education of Magelang, and then shared to the head of unit of technical service (hence UPT). Then, the head of UPT continued to share the information to the school principal of elementary schools under his/her authority. The information was that for elementary schools which have fulfilled the requirements, they had an opportunity to propose the proposal for the implementation of One Roof Primary-Junior High School. Next, after validated by the head of UPT and sub district head, the proposal was sent to the governmental service of education of Magelang district then sent to the governmental service of education of Central Java province. After it was received, there would be the verification of the feasibility of the program. Finally, if it was agreed, there would be a technical workshop of the implementation and use of budget.

### **Table 1. Comparison among Sites**

Focus	Site 1 (Bandungrejo)	Site 2 (Munengwarangan)	Site 3 (Wonolelo)
Activities of the plan	Investigating the data of students, teachers, facilities, etc.; asking for the land grant (in the process of proposal submission); obtaining society's support	Investigating the data of students, teachers, facilities, etc.; asking for the land grant (in the process of proposal submission); obtaining society's support	Investigating the data of students, teachers, facilities, etc.; asking for the land grant (when the proposal was already accepted); obtaining society's support
Parties involved in the implementation of the plan	School principal helped by the teachers	School principal helped by the teachers	School principal helped by the teachers
Process of the plan	Based on the teacher's thoughtfulness, availability of the opportunity, guidelines from the UPT, proposal composition sent to the government of district and province, and then the verification of the agreement.	Based on the teacher's thoughtfulness, availability of the opportunity, guidelines from the UPT, proposal composition sent to the government of district and province, and then the verification of the agreement.	Based on the teacher's thoughtfulness, availability of the opportunity, guidelines from the UPT, proposal composition sent to the government of district and province, and then the verification of the agreement.

**Formulation of the findings on the focus of the plan**

First, based on the students' data, there were only 30% of students who continued their study to junior high school. Second, the activities of the plan of One Roof Primary-Junior High School were begun from the information gathered from the head of UPT. Third, the school principals were gathered the supported data of students who would graduate, facilities of the schools, human resources, and then composed the proposal. Fourth, areas provided for One Roof Primary-Junior High School should fulfill the criteria of remote, isolated and separate. Fifth, there should be a letter of land grant from local government. Sixth, the plan and composition of proposal of the program was done by the school principal. Seventh, in collecting the data and composing the proposal, the school principal was helped by the elementary school teachers. Eighth, the school principal cooperated with the society leader in getting the permission and the land grant. Ninth, after the proposal was accepted, it was validated by the head of UPT and the sub district head, and then it was sent to the governmental service of education of Central Java Province. Tenth, there would be a verification process of the feasibility of the implementation of One Roof Primary-Junior High School. Last, after officially accepted, a workshop of the implementation and use of budget was held.

### **Process of the plan of One Roof Primary-Junior High School Policy**

One Roof Primary-Junior High School was a new educational policy support the compulsory education program and was for the graduates of elementary school who did not continue their study because they were located in remote, isolated, and separate area. To implement the One Roof Primary-Junior High School, it needed a plan. The plan done could be seen from the proposal. Actually, it is been long time for the teachers wanted junior high school in their place because they found a reality that many graduates did not continue their study. Facing that problem, it was concluded that the people required education. According to Usman (2004: 64), a plan arranged based on the social demand is called as a plan with social demand approach. A program plan will be useless if it is not suitable with social demand. One Roof Primary-Junior High School was held based on the social demand—a lot of students did not continue their study to junior high school.

These One Roof Primary-Junior High Schools had similar background which had

graduates who did not continue their study. It was because the condition of the area was far from the junior high school and was remote, isolated, and separate. Moreover, wistfully, they came from the background of low economic family. They could only fulfill their basic goods such as food, clothing, and housing trivially. It was a common thing that they were less interested in sending their children to junior high school. This reality made the school principals of elementary school thought that it was better if there was a junior high school there. Luckily, there was information from the governmental service of education of Magelang district and the head of UPT that there was an opportunity to propose an application to build One Roof Primary-Junior High School.

After receiving information from the governmental service of education and UPT, the school principal helped by the teachers collected the data and support as a requirement for composing the proposal. In composing the proposal, it needed an ability to analyze the condition and explore the available human resources. Thus, it needed a school principal who had future vision (futuristic). As stated by Cotarda (cited in Sudarwan Danim, 2009: 134), vision is a view of our environment will enable our tremendous future success. In other words, it means that meaningful future success is determined by people's ability when looking on the environment precisely as environmental factors very determined the success in reaching the future.

In composing the proposal, the school principal was helped by the teachers to collect the data and support from the society surround the school sincerely. Some characteristics of transformational leadership are to explore, to give an opportunity, and/ or to force all school aspects such as the teachers, students, teaching staff, and administration staff, students' parents, society, etc. in order to obtain the goal of study (Sudarwan Danim, 2009: 53). A transformational leader is like 'to motivate his/her employers to do more than what they expect' – not just become employers who follow any given instruction. Usman (2004: 330) also states that a transformational leader is not a super man/woman, but the one whose effect is please and can be easily accepted, so that it can influence the whole organization and people inside it.

After the proposal was composed and validated by the authorized officials which were the sub district head and head of UPT, it was sent to district and province. Then, there was a verification process from district and province to observe the feasibility of the implemented



program. Then, if it already fulfilled the requirements, it would be accepted or agreed. Finally, the committee was invited to a workshop to get guidelines related to the budget and mechanism. Munengwarangan One Roof Primary-Junior High School was held first (Session I) in 2007, while Bandungrejo and Wonolelo was built in 2008 (Session II).

## Conclusion

The plan of the implementation of One Roof Primary-Junior High School matched with the new educational policy of compulsory education was purposed for the elementary school graduates who did not continue their study as they were in remote, isolated, and separate area. It also based on the condition that the society who came from low economic background yet needed proper education for their children. The plan was matched with the social demand approach, so the implemented program was supported and beneficial for the society. The involvement of the teachers in designing the plan or the implementation of other task was an effort of the school principal to make them know, understand, and have sense of belonging (*handarbeni*) certain program or activity. In addition, if there was a leadership change, the new leader would not get confused. The most important thing is that this showed respect for the teachers (esteem need). As the result, the positive effect of acceptable and please leadership might influence on the organization and people's performance.

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