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## The role of school performance at Don Bosco Manado senior high school, Indonesia

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### Abstract

The purpose of this study was to determine:

- (1) School performance planning
- (2) Organizing school performance
- (3) Supporting factors for school performance
- (4) Factors that inhibit school performance
- (5) Efforts to improve factors inhibiting school performance.

This research uses qualitative research. Data collection techniques are observations, interviews, and documentations studies with the researchers' main instruments themselves. Data analysis uses steps: data reduction, data presentation and conclusion drawing. Research results:

- 1) Planning school performance: making work programs that consist of a calendar of program activities and school budget activity plans, division of tasks for teachers/staff, do not have strategic planning documents, are categorized as good schools, disciplined, superior, quality, have good credibility high in the eyes of the community, student achievement in the academic and non-academic fields declined, and students who entered were not outstanding students from previous schools.
- 2) Organizing school performance: having an organizational structure, there are job descriptions, the principal has the ability to perform his role as manager, administrator, supervisor, leader, and innovator.
- 3) Supporting factors for school performance: superior school accreditation results, a sense of ownership of the school by teachers, high discipline, a sense of kinship and brotherhood among school members, as well as support from alumni.
- 4) Factors hampering school performance: not fulfilling the standard facilities and special infrastructure lacking classes, no halls, and limited sports facilities, there are teachers not yet certified, the quality of students who enter is low, planning the implementation of extracurricular activities is lacking, also less competitive with competition.
- 5) Efforts to overcome the inhibiting factors of school improvement: lack of infrastructure using BOS funds in accordance with its purpose, lack of study space, halls and other spaces are overcome by the use of laboratory space as study rooms, borrowing classrooms and halls in the Junior High School of Frater Don Bosco Manado units, and construction of new buildings. Overcoming the problem of teacher professionalism by including workshop and training activities as well as proposing to the foundation so that honorary teachers are appointed as permanent employees of the foundation so that they can obtain certification.

**Keywords:** School performance, senior high school Don Bosco Manado

### 1. Introduction

School performance is a picture of the success of all available resources in the school in carrying out its duties to achieve the vision, mission, and goals of the school. School performance is supported by the resources in the school, both human and non-human resources. Human resources consist of: principals, teachers, education personnel, students, and school committees or foundations. Non-human resources are the facilities and infrastructure needed. The success of school performance is determined by the managerial ability of school leaders in mobilizing all school resources in carrying out their duties in a professional manner. Schools that have a good school performance role and are well known by the community need to be improved continuously. The role of school performance, needs to be planned or programmed in accordance with the vision, mission of the school. To improve the role of school performance requires commitment from all school members, both the school principal, educators and education staff as well as all students in the school. In addition, there is support

from school managers or foundations so that there is mutual openness between those who manage and those who manage. Therefore, the role of good school performance needs to be improved continuously. Education is a right of every human being to develop and enhance his ability continuously.

Education is also obtained both through formal education and informal education. Formal education is education that is organized in a structured way from the central government to the regions such as education in elementary schools, junior high schools, senior high schools up to the tertiary level. While informal education is education that is not carried out unstructured carried out in the environment and families such as courses and home schooling.

Education in Indonesia in general and more specifically in North Sulawesi, many schools already have a role in the performance of good schools and become the school of choice for the community to send their children to school. Schools that already have a good school performance role certainly are not difficult in finding or attracting new students because they are already well known by the community. However, schools that already have a good school performance role must continue to be developed or improved. Some aspects that are considered by parents when determining the school for their children are: the ability of teachers to teach, the environment of students' relationships, facilities/facilities, school performance, and inculcation of religious values. It is very clear that the role of school performance is a very important consideration for parents in determining the school of choice for sending their children to school.

School performance is also strongly influenced by educators and education personnel. Educators must have academic qualifications and competencies as agents of learning, have the ability to realize national education goals and be healthy physically and spiritually. Educators have an academic qualification which is the minimum level of education that must be fulfilled by an educator as evidenced by a relevant diploma and/or certificate of expertise in accordance with applicable laws and regulations. While the intended competencies are pedagogical competence, personal competence, professional competence and social competence.

Based on the results of school accreditation at the research site that the standards of educators and education as well as the standards of infrastructure have not yet been maximally met despite having good grades. This happens because the qualifications and competencies of educators and education staff do not all meet national education standards, and lack of facilities and infrastructure. The role of poor school performance can result in a decrease in the number of new students because

- 1) The school performance program has not been well planned.
- 2) The role of the principal's leadership has not been maximized.
- 3) The fulfillment of the standards of educators and education personnel as well as infrastructure standards according to national standards education set by the government.

The initial observation at the research site was that the school accreditation score was superior and that almost all of the national standards of education were superior except for the standard of educators and education personnel being of good value. However, researchers want to know the extent to which the results of the school accreditation affect the

performance of the school that can be seen by the community and affect them in the school. Because there are indications that the public interest in choosing the school began to decline.

That is why the issues concerning the role of school performance are interesting for researchers to further examine why such a thing happened at Don Bosco Manado senior high school. Based on the background outlined above, the focus of this research is the Role of School Performance at Don Bosco Manado Senior High School. The purpose of this study is to find out:

- a) School performance planning at Don Bosco Manado Senior high school.
- b) Organizing school performance at Don Bosco Manado senior high school.
- c) Supporting factors for school performance at Don Bosco Manado senior high school.
- d) Factors hampering school performance at Don Bosco Manado senior high school.
- e) School's efforts in overcoming the obstacles to the role of school performance at Don Bosco Manado senior high school.

## 2. Literature Review

### 2.1 Concepts of School Performance

Etymologically, performance in English is called "performance", or it can also be referred to as work performance, work performance, work performance, work results, performance, or work performance. Based on the scope, performance can be understood in three perspectives, namely individual performance, group performance, and organizational performance. Organizational performance is formed on individual performance and group performance (Priansa & Somad, 2014, p. 29) <sup>[23]</sup>. Some expert opinions about organizational performance in (Priansa & Somad, 2014, p. 29) <sup>[23]</sup>:

According to Mangkunegara (2005, p. 9) <sup>[13]</sup>, performance (work performance) is the result of carrying out their duties in accordance with the responsibilities given to them. Furthermore, Bambang Kusrianto in (Mangkunegara, 2005, p. 10) <sup>[13]</sup>, performance is the comparison of results achieved with the participation of the labor union of time. According to Hersey and Blanchard (2002, p. 63) <sup>[8]</sup>, performance is a function of motivation and ability to complete a task or job, a person must have a certain degree of willingness and level of ability. A person's willingness and skills are not effective enough at doing something without doing it. Gibson and Donnelly (1997, p. 152) <sup>[6]</sup> state that performance refers to the level of success in carrying out the tasks and the ability to achieve the goals set. Performance is stated as good and successful if the desired goals can be achieved properly. Based on the opinion of the experts above, it can be concluded that performance is work performance, work performance, work achievement, work results, performance, or work performance which is stated in the achievement of work goals properly.

### 2.2 Indicators of School Performance Assessment

School Performance Assessment is an activity of measuring school success that is carried out routinely every year, to assess and evaluate the extent to which schools as an organization have met National Education Standards in accordance with government regulation number 19 of 2005. The eight national education standards according to

Government Regulation of the Republic of Indonesia Number 32 of 2013 concerning Amendments to Government Regulation Number 19 of 2005 concerning National Education Standards Article 1 namely: graduate competency standards, content standards, process standards, educator and education personnel standards, infrastructure facilities standards, management standards, financing standards, education assessment standards. The eight national education standards are indicators in evaluating the success of the performance of national standard schools as stipulated by the Ministry of Education and Culture.

In more detail, the school performance evaluation indicators covering eight national education standards are as follows:

a) Competency standards of graduates competency standard is a guideline for assessment in determining whether or not students pass from the relevant education unit. The aim of graduate competency standards is to lay the foundation of knowledge, intelligence, skills, noble character, and personality to live independently and attend further education. Graduate competency standards include competencies for all subjects, which include attitudes, knowledge, and skills.

b) Content standard What is in the content standard includes: the scope of the material and the level of competence that discusses the criteria regarding graduate competencies, subject competencies, study material competencies, and learning syllabi that must be achieved by students at certain levels and types of education.

c) Process standards Process standards are standards relating to the learning process in an educational unit to achieve graduate competency standards. Process standards include: planning, implementing, evaluating, and monitoring the learning process.

d) Standards for educators and education personnel Educator and education staff standards are prerequisite education requirements and physical and mental worthiness, as well as education in the office. Educators must have competence and academic qualifications as agents of learning, be healthy spiritually and physically and have the ability to achieve national education goals. The academic qualifications that teachers have are Strata 1 or D-IV.

e) Standard of infrastructure Facilities and infrastructure standards include the setting of minimum criteria for learning spaces, sports facilities and venues, libraries, worship rooms, workshops, laboratories, play rooms, creative and recreational spaces, as well as other learning resources needed to support the learning process, as well as the use of technology information and communication.

f) Management standards Management standards govern the planning, implementation, and supervision of educational activities at the level of the education unit, both locally and nationally so that the efficiency and effectiveness of education delivery is achieved.

g) Financing standards the financing standard is set about the components and the amount of operating costs in the education unit that is valid for one year of learning.

h) Educational assessment standards Educational assessment standards are standards relating to procedures, mechanisms, and instruments for assessing student learning outcomes. Educational assessment includes the assessment of learning outcomes by educators, by education units, and by the government.

### 2.3 Characteristics of Schools of Good Performance

Priansa and Somad (2014, p. 30) <sup>[23]</sup> that school performance can be seen from the perspective of school effectiveness and school efficiency. Effective schools show the compatibility between the results achieved with the expected results, where all students not only have high ability in learning and self-development, but also students who have intellectual abilities that can develop themselves as optimal as possible, especially when compared to conditions early in school.

Mortimore in (Priansa & Somad, 2014, p. 30) <sup>[23]</sup> defines effective schools as: "One in which students' progress further than might be expected from a consideration of intake". This expectation is slightly different from the fact that the school's effectiveness focuses on intellectual mastery which is reflected in the results of the national exam scores, which only assess the intellectual aspects, without being able to measure student learning outcomes in full personality.

Effective schools are schools that are oriented in improving quality through data processing. School development is always monitored so that it forms information on the development of quality of learning. Effective schools are schools that can apply the principles of effective schools in improving the quality of processes so that it has an impact on increasing the number of students who achieve good academic performance (Priansa & Somad, 2014, p. 32) <sup>[23]</sup>. While efficiency is the best comparison between a business and the results achieved (Priansa & Somad, 2014, p. 33) <sup>[23]</sup>. Efficiency involves implementing a variety of specific ways without reducing the goals/objectives, so that the easiest to do it, the lowest cost, the shortest time, the lightest load, and the shortest distance.

An important factor in determining the achievement of school goals is the management of the school by applying the basic principles of the organization. As said by Muhyadi that the basic principles in the organization include: determining the vision, mission, and goals of the school, determining the organizational structure or patterns of cooperation, division of labor, coordination, smooth communication, decision making processes, and guaranteeing the sustainability of the organization's sustainability (Muhyadi, 2006, pp. 2-6) <sup>[15]</sup>.

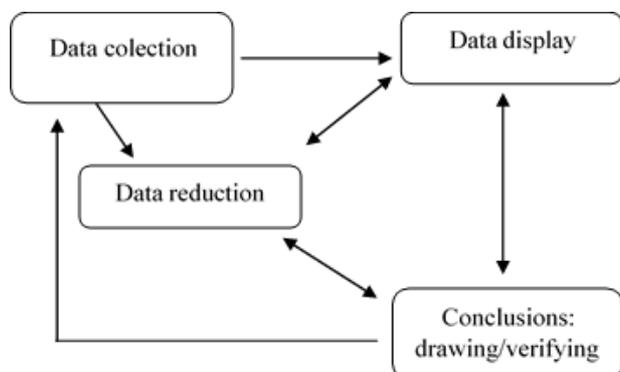
Some expert opinions about the definition of role according to Riyadi (2002) <sup>[40]</sup> in (Maxmanroe.com, 2019) <sup>[14]</sup> argue that the role is an orientation or concept formed because of a party in social opposition in people's lives. This is based on the individual and the reason for carrying out the desired action. While the role according to Mifta Thoha in (Seputarpeng Knowledge.co.id, 2019) <sup>[30]</sup> is a series of behavior carried out based on the character. This condition can be motivated by the psychology of each person doing the desired action according to his conscience. Furthermore, according to Soekanto (2009) in (Maxmanroe.com, 2019) <sup>[14]</sup> that the role is a job that is carried out dynamically according to the status or position carried.

School progress requires the principal's role as central leadership in the school depending on how the principal performs his function as a leader. As the principal, first of all, it is demanded to have expertise in upholding the discipline of the school organization which must set an example that can be emulated by all school members. In addition, principals must be able to play a role in improving the quality of school services and act as managers. According to Kompri (2015, p. 22) <sup>[2]</sup> that there are two things the role of principals in driving school life in achieving their goals, namely:

- 1) Principals as the central force that becomes the driving force of school life
- 2) Principals must understand their duties and functions for the sake of school success and care for staff and students.

### 3. Research Method

The approach used in this research is a qualitative research approach with descriptive analytic methods. The design of this study follows the design of Miles and Huberman in Sugiyono (2009, p. 247) <sup>[31]</sup> as in the following figure.



Source: Miles dan Huberman in Sugiyono (2009) <sup>[31]</sup>

Fig 1: Qualitative data analysis

This type of research is a descriptive study with a qualitative approach. According to Strauss and Corbin in Surjaweni (2014, p. 6) <sup>[34]</sup> that qualitative research is research that produces findings that cannot be obtained using statistical procedures or certain ways of measurement (quantification). The research location is a place where researchers conduct research, especially in capturing events or phenomena that actually occur from the object under study in order to obtain accurate research data. The location in this study was determined intentionally with a qualitative purposive sampling method, which was carried out at Don Bosco Manado senior high school, Jl. W. R. Supratman, Kelurahan Lawangirung, Wenang Subdistrict, Manado City, and North Sulawesi Province 95123.

Research subjects or someone who provided information related to the title of the study amounted to 16 respondents namely the Principal, Deputy Principal (field of curriculum, students, infrastructure and public relations), teacher representatives (class X, XI and XII, each 1 person) available at Don Bosco Manado senior high school and head of the school committee (Foundation) and six (6) parents (class X, XI and XII, 2 people each) and Counseling Guidance teacher. Someone who provides information is called a respondent. Respondents are people who are expected to provide information about situations and conditions in the background. According to Spradley in Sugiyono (2009, p. 215) <sup>[31]</sup> that does not use the term population in qualitative research, but a social situation or social situation consisting of three elements, namely, place (place), actor (actor), and activity (activity). The social situation can be stated as an object of research that wants to know what is happening in it. The data collection technique in this research is the triangulation technique. According to Sugiyono (2009, p. 241) <sup>[31]</sup> that triangulation technique is a way or technique of data collection by combining various different data collection techniques to get data from the same source. Data collection techniques can be done in three ways namely observation, interviews, and documentation.

The steps to be taken by researchers in analyzing qualitative data are first of all to carry out the process of collecting data through observation, interviews and documentation (carried out continuously), then the researchers undertake the following steps:

#### a. Data Reduction

According to Sugiyono (2009, p. 247) <sup>[31]</sup> that data reduction is defined as the process of selecting, separating, paying attention to abstracting, transforming and simplifying rough data obtained from field notes. Data or reports obtained in the field will be outlined in the form of detailed and complete descriptions. The data obtained from the field will be quite a lot, so it needs to be recorded carefully and in detail.

Reducing data means choosing the main points, summarizing, focusing on the important things, and looking for themes and patterns. Therefore, the data that has been reduced can provide a sharper picture of the observations as well as making it easier for researchers to find back data in addition to the previous data obtained if needed. Data obtained from the research location are outlined in a detailed and detailed report. Field reports are summarized, reduced, focused on important matters, then searched for themes or patterns and selected key points.

#### b. Data Presentation (Data Display)

Presentation of data is done with the aim of making it easier for researchers to see the overall picture or a particular part of the study. Presentation of the data is done by describing the results of the interview as outlined in the form of a description with narrative text, and supported by documents, as well as photographs and similar images to make a conclusion.

#### c. Conclusion Drawing (Concluding Drawing)

Conclusion activity is the last step of the reduction and presentation of data. Conclusion drawing is to carry out continuous verification during the data collection process that is throughout the research process. Researchers try to find and analyze themes, patterns, things that often arise, hypotheses, equality relationships and so forth as outlined in tentative conclusions. In this study, drawing conclusions by taking the essence of a series of categories of research results based on observation and interviews and documentation

### 4. Result and Discussion

#### 4.1 Planning School Performance at Bosco Manado Senior High School

Based on the findings of the observations, interviews and documentation studies conducted in this research, the planning of school performance in Don Bosco Manado senior high school can be explained as follows:

- a) Before the new school year begins the principal makes a meeting or meeting of the teacher and staff council. In the meeting the work program was presented in the form of an activity program calendar (educational calendar). Then the division of tasks is done in accordance with the respective fields of teachers and employees. However, it was found that the school did not have a strategic plan document for school development.
- b) Based on the school's performance so far, Don Bosco Manado senior high school is still categorized as good, superior, and of good quality and has credibility where many people still entrust their children to be educated in this school.

But the achievements of schools in the academic and non-academic fields are declining.

c) Changes occur in students who enter non-achieving students from previous schools. Based on the observation that so far the high achieving students from Don Bosco Middle School entered Don Bosco High School but now the best graduates from Don Bosco Middle School prefer other schools.

d) School performance has an effect on the number of new students, because many public schools are free, there are also new schools, there are also SPP increases and facilities are not increasing, especially sports facilities in schools. In table 4.4 which shows prospective new students in 2018 and 2019. That there is a decrease in the number of interested students entering Don Bosco senior high school. In 2018, the number of form takers was 244 people and in 2019 it fell to 165 people, decreasing by 79 people. Then, from the re-registration seen in 2018 there were 190 people, while in 2019 there were 146 people. Of the total students who entered 2018 and 2019 there was a difference of 44 people. So there is a shortage of students more than one study group (one study group = 36 students).

#### **4.2 Organizing School Performance in Don Bosco Manado Senior High School.**

Based on the findings of observations, interviews and documentation studies conducted in this study, organizing school performance through the leadership role of the school principal at Don Bosco Manado senior high school is as follows:

a) Schools have an organizational structure, with their respective job descriptions as in Principal's Decree No. 010/IL.16.20/SMA Fr/SK-2019 Concerning the Distribution of Additional Tasks and Responsibilities of Teachers/Staff of Don Bosco Manado High School in 2019/2020 Academic Year

b) The role of the principal. The principal conducts his role as manager, administrator, supervisor, leader, and innovator. As a manager, managing learning, directing and dividing tasks to teachers and education personnel clearly. As an administrator that is having an orderly commitment to administration. As a supervisor, supervising devices and class visits. As a leader, the principal is able to lead where he always sets an example and encourages employees in carrying out activities. As an innovator, change image centric school principals to become co-workers of educators and education staff so that educators and education staff can do their work without having to depend on the principal.

#### **4.3 Factors Supporting the Role of School Performance in Don Bosco Manado Senior High School**

Based on the findings of observations, interviews and documentation studies conducted in this research, it was found that the supporting factors of the role of school performance in Don Bosco Manado High School were the sense of ownership of the school by the teachers, a high level of discipline, a strong sense of kinship and brotherhood. Between school members, and the support of alumni in helping schools. In addition, the role of school performance is supported by a superior school accreditation score with the title A (94). This means that the school has tried to meet eight national education standards where in the school accreditation certificate almost all strands are in the predicate

of excellence (A) except the standard of educators and teaching staff is good (B).

#### **4.4 Factors that Inhibit the Role of School Performance in Don Bosco Manado High School**

Based on the findings of observations, interviews and documentation studies conducted in this study that saw evidence of school certificates stating that the standard of facilities and infrastructure has a predicate superior (A), but in the results of the interview it turned out that everything has not been met, especially the lack of classrooms, there is no limited hall and sports facilities. Two laboratory rooms are still used as classrooms and there are borrowing three classrooms from Don Bosco Manado Junior High School. Limited sports facilities namely basketball. Basketball is one type of sport that is of interest to students, but this is not considered by schools, this is evidenced by the sports field that is not neglected and not interesting for students. Another limiting factor is that many teachers have not been certified, especially honorary teachers. They cannot be certified because they are not permanent employees of the foundation as required in following certification. In addition, the decline in student achievement is because the quality of students who enter is not as expected. The point is that students who enter are not students who excel from previous schools. Another thing is the lack of commitment in carrying out extracurricular activities as programmed and not participating in competitions.

#### **5. Conclusion**

Based on the results of research and discussion the researchers concluded, namely as follows:

In planning school performance, create a work program in the form of a program of activity calendar (educational calendar) and a plan for school budget activities that are discussed and decided on at the teacher and staff council meeting. Furthermore, the division of tasks in accordance with their respective positions. With the school's performance so far, Don Bosco Manado High School is still categorized as good, superior, and of high quality and has high credibility in the eyes of the community. However, attention needs to be paid to the achievements of schools in the academic and non-academic fields which are declining as well as the importance of promoting schools to capture outstanding students from previous schools. In addition, it is necessary to add sports facilities and infrastructure as an attraction for prospective new students.

Organizing school performance, schools have an organizational structure with their respective job descriptions. Furthermore, school principals have the ability to perform their roles as managers, administrators, supervisors, leaders, innovators. As a manager, managing learning, directing and dividing tasks to teachers and education staff. As an administrator that is having an orderly commitment to administration. As a supervisor, supervising devices and class visits. As a leader, the principal is able to lead where he always sets an example and encourages employees in carrying out activities. As an innovator, change-image centric school principals into coworkers from educators and education staff so that educators and education staff can do their work without having to depend on the principal.

As an inhibiting factor the role of school performance is the unmet fulfillment of facilities and infrastructure standards, especially lacking classrooms, no halls, limited sports

facilities, there are still no certification teachers, declining student achievement because the quality of incoming students is not as expected, lack of commitment in implementing extracurricular activities, as well as not participating in competitions.

As an effort undertaken by schools in overcoming obstacles to school performance, among others: lack of facilities and infrastructure by utilizing BOS Funds according to their purpose, lack of study space, halls and other spaces are overcome by utilizing laboratory space as learning space, borrowing classrooms and halls in units Don Bosco junior high school Manado, and the construction of a new building. To overcome the problem of teacher professionalism by participating in workshop activities and training and proposing to the foundation so that honorary teachers are appointed as permanent employees of the foundation so they can participate in certification.

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