

Additional Learning Programs in Context of Curriculum Development and Quality Education Management at Junior High School

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Abstract

The quality of education including junior high school is an easy problem. The National Education System Law Forms Community, Family and Community-Based Child Education. Therefore, schools need to develop programs to achieve quality education goals. SMP Negeri 2 Wates develops learning that can improve student learning achievement. Time outside of Learning hours is used well through time settings that can make students not feel better. The teacher makes a plan, encourages interesting learning methods, students are uncomfortable and excited, enthusiasm, and student learning achievement increases.

Keywords: *time management, fun learning, learning achievement.*

Background

The quality of education to date is still a program that continues to be pursued by the government such as various improvements, preparation of student admission systems, construction and rehabilitation of school buildings, upgrading of teachers, management of student education, management of school-based education (SBM), and others. The National Education System Law Forms Community, Family and Community-Based Child Education. Government policy to improve the quality of education that must be discussed by the school. Schools are given the widest authority to realize learning based on economic systems in accordance with their respective conditions. The phenomenon of favorite schools is lacking, and is not favored on the one hand which shows that education is not evenly distributed and there are more schools that are able to implement strategies that are considered sufficient.

The existence and progress of the school is ultimately determined by the community's assessment of quality, especially the results of education achieved by a school that is involved. The results of education that are associated with good education are also good. With SBM, the school has the opportunity to develop various strategies such as curriculum development, learning systems, and other excellent programs in order to realize the quality of education. In line with the concept that education is rooted in

national culture, every school is therefore expected to be able to develop a learning system that is able to build students to fill the life of the nation today and in the future. The 2013 curriculum, unless developed based on the diverse Indonesian culture, also seeks to develop learning experiences that provide broad opportunities for students to master the required competencies and care for the problems of today's society and nation. 2013 curriculum (Edubio.info, 2014: 1) positions cultural excellence to be studied so that it can generate a sense of pride and be applied in personal life, and interact with the surrounding community. The 2013 curriculum is realized through a contextual learning process that is linked to the conditions and problems encountered in the community and the surrounding environment.

Many schools are struggling to get new students at the beginning of each school year. These schools were allegedly unable to realize the quality or achievement of graduates that were not in accordance with the wishes of the community. The teaching and learning system developed is thought to be not systematic, irregular, disciplined, and school citizens lacking enthusiasm and lack of commitment to quality. In a favorite or quality school (Mundilarno, 1995: 1), schools through the leadership of school principals are able to develop and implement strategies so as to create a culture of quality among teachers, students, and parents. In other words, schools are able to implement school-based quality management. The teaching and learning process in schools is developed both regular and conducted in the afternoon (additional lessons). The additional learning management is able to play a role in changing the behavior of teachers, students, and parents or families competing for the best quality.

In the context of education quality management, teachers not only prepare and present lesson material, but are also required to be able to condition so that students are ready to learn. The existence and progress of the school is ultimately determined by the community's assessment of quality, especially the results of education achieved by a school that is involved. The results of education that are associated with good education are also good. With SBM, the school has the opportunity to develop various strategies such as curriculum development, learning systems, and other excellent programs in order to realize the quality of education. In line with the concept that education is rooted in national culture, every school is therefore expected to be able to develop a learning system that is able to build students to fill the life of the nation today and in the future. The 2013 curriculum, unless developed based on the diverse Indonesian culture, also seeks to develop learning experiences that provide broad opportunities for students to master the required competencies and care for the problems of today's society and nation. 2013 curriculum (Edubio.info, 2014: 1) positions cultural excellence to be studied so that it can generate a sense of pride and be applied in personal life, and interact with the surrounding community. The 2013 curriculum is realized through a contextual learning process that is linked to the conditions and problems encountered in the community and the surrounding environment.

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In the context of education quality management, teachers not only prepare and present lesson material, but are also required to be able to condition so that students are ready to learn. Learning readiness developed by the teacher is low influence directly with the student's achievement which in turn will result in the quality of education being achieved. Related to learning, Oemar Hamalik (1998: 12) states that students will succeed if they have readiness to face and carry out the learning process in an appropriate way. Because, a good way of learning makes it possible for students to deal with and find the detention of existing problems. The effort to grow learning readiness for students has been done by many teachers, but there are still many difficulties faced. In learning activities it is also necessary to have learning readiness and lead to learning goals.

Students who have good learning readiness will certainly support the achievement of optimal learning outcomes. Therefore, every student is expected to have readiness to achieve achievement through awareness of being responsible for learning, as well as implementing efficient learning methods. Readiness in facing the exam means that students must be proactive by multiplying the exercises on test questions, arranging study time, and following the teaching and learning process both regularly and additionally in an orderly manner. However, the fact that most of the SMP Negeri 2 Wates readiness to learn is not adequate to face daily exams, midterms, semester exams, school final exams, and TPPU, national exams. The lack of readiness of students is related to students lacking discipline in learning, not being able to manage learning time well, not being serious in following the learning process, lack of awareness for group learning and refusing to learn back at school while at home. Poor learning habits will certainly affect student achievement.

Formally, education is held in schools for 8 hours per day and ends at around 13.30 (Permendikbud Number 23 of 2017 concerning School Day) every day. Systemically, the quality of education involves many factors, such as teachers, students, materials or materials, facilities and the environment. In order to achieve quality education outcomes, schools develop creativity such as additional learning programs by adding or managing

hours of school activities. SMP Negeri 2 Wates Kulon Progo organizes additional learning programs especially for students in grade IX. The lesson hours addition program implemented has a general mission or goal to improve achievement and overcome student learning difficulties. In more detail, additional learning programs generally have 3 objectives. 1). To prepare students to face USBN and UN. 2). To increase students' insight into the subject matter that will be UNed. 3). To train students in answering test questions.

The process of education in schools is realized in the form of learning that has the interaction of teachers as educators and students as students. In the context of education quality management, teachers plan learning activities systematically and are guided by the curriculum and a set of rules to achieve the stated goals. Except for the aspect of time, learning planning is also very crucial related to the achievement of the target material set out in the curriculum. Time management is closely related to student success in understanding subject matter. Teachers therefore need to think carefully about learning planning, which essentially involves aspects of time, methods or strategies, facilities, atmosphere, and students' conditions. The concept is in accordance with the principles of learning planning that encompasses material, strategy, and time that need to be utilized effectively and efficiently. The fact shows that most teachers in teaching, especially pursuing learning material targets, result in students not having the time to understand the subject matter more deeply.

Students do not master the subject matter well and the quality of student learning achievement is not as expected. Teachers are thus expected to be able to consider time carefully, both in regular learning and additional learning. The facts show that outside of school, a number of students are less able to use time for learning activities. Likewise, in the classroom students are also often able to take advantage of time to study well. In school, students actually have enough time to study and do other academic tasks in order to achieve good learning. When observed, learning is also influenced by the environment or situations and conditions. For this reason, schools are believed to be the most appropriate environment to develop learning patterns in students.

In other words, the time available to students needs to be utilized in the most effective way for teaching and learning activities. The teacher together students discuss the schedule or time especially to carry out additional learning programs at school. Thus, learning planning is composed by the teacher and students for the effective and efficient use of time

Findings and Discussion

In the perspective of national education policies as in the National Education System Law (UUSPN) No. 20 of 2003, "The curriculum is a set of plans and arrangements regarding the purpose, content, and material of learning and the methods used as guidelines for the implementation of learning to achieve certain educational goals". Thus,

the curriculum is also basically a plan and regulation of educational goals. Content, material, or learning materials and ways to guide learning. With the same curriculum and in the context of education quality management, schools especially referring to the SBM principle have the authority to develop appropriate ways to achieve quality as expected, for example additional learning programs. Additional learning programs are learning programs carried out outside the school's intracurricular program (Uda Awak, 2013: 1).

Additional learning activities are carried out after the regular learning program at the school has ended can be done by students at school, commonly called an additional afternoon learning program. Learning tutors come from subject teachers in the school concerned, have separate schedules, and are held before students face a national exam (UN). Involve parents / guardians of students and school committees in terms of operational funding. Participants in additional learning programs are mainly for final-year students, but can also be applied to other class students. Coordination related to financing aspects, this additional learning program involves parents or school committees in the framework of smooth operations.

SMP Negeri 2 Wates (Sugeng Widyantara, 2017: 1) develops additional learning programs outside of school hours in order to utilize student learning time to be effective and efficient. Quality of education as a service, of course, customer satisfaction is one of the key indicators of its success (Sallis, 2006: 37). Students as the main customers in education because they need to be given learning services that are not boring. Additional learning programs thus need to be managed appropriately so that the implementation of learning does not lead to boredom and learning saturation in students. Learning programs that are in line with the concept of *kurikulum*, and of course also development management. Curriculum development management is a variety of school activities to encourage children to learn, in classrooms, in the school yard or outside the school including the curriculum. The curriculum also includes what are called extra-curricular activities. (J.Galen Saylor and William M. Alexander, in <https://idtesis.com>).

Regarding time management, teachers can make learning conditions fun by using a variety of learning techniques. A fun learning strategy can still build students' enthusiasm and not bring boredom and boredom to students. In the implementation of additional learning, Teacher (Hariyono: Ervan Dwi Putra, 2011) does not like to use the lecture method only. opportunities for discussion for students want to be expanded even field studies, and other activities that provide opportunities for students to learn more. The stages of implementing additional learning are not different from learning in general.

Coordination with parents or schools is needed, both in funding, time, and learning material. and school policy. This lesson addition hour program is carried out during the day after KBM is finished. Subjects are added which are all subjects to be tested in the National Examination. The addition of these hours is expected to improve student achievement and help and give special attention to participants who want to produce basic standards. The additional Rainbow Program is also an enrichment program for students who achieve mastery of early learning. The additional learning program at Wates Junior High School is also in line with the concept that development will not be limited to

subjects, but will also include other activities, both inside and outside the classroom, which are under the responsibility of the school. (Harold B. Albertsycs in <https://idtesis.com>).

Except with regard to time management, teachers are required to create pleasant learning conditions by using various learning techniques. A fun learning strategy can still build students' enthusiasm and not bring boredom and boredom to students. In implementing additional learning, the teacher (Hariyono: Ervan Dwi Putra, 2011) is recommended not to use the lecture method only. discussion opportunities for students should be multiplied and even field studies, and other activities that provide opportunities for students to learn more. The stages of implementing additional learning are not different from learning in general.

Coordination with parents or school committees needs to be done, both regarding funding, time, and subject matter. and school policy. This hour addition program is carried out during the day after KBM is finished. Subjects are added which are all subjects to be tested in the National Examination. The addition of hours is expected to improve student learning achievement and help and give special attention to students who are slow to master competency standards and basic competencies. Additional learning programs are also enrichment programs for students who achieve mastery learning early.

If observed from the aspect of management, additional learning programs at SMP Negeri 2 Wates (Sugeng Widyantara, 2017: 5-7) are semi-annual routine and are held annually. In odd semester, this program starts in September 2017 and for even semester starts in January. The effectiveness of additional learning programs is quite good, student learning achievement occupies the top 5 in Kulon Progo from 78 schools. In other words, overall additional lessons (tutoring) at SMP Negeri 2 Wates run effectively. Additional lessons are only carried out for grade IX students who will immediately take the national exam. Subjects held additional lessons are subjects that are tested nationally (UN), namely Indonesian, Mathematics, English, and Natural Sciences. Additional lessons are held from 13.30 to 15.00 for 2 class subjects. Considering additional learning programs only for subjects tested nationally, the possibility of attitudes, motivation, learning behavior of students will tend to underestimate other subjects that are not tested nationally. Subjects that are not tested nationally may be considered as "second class" subjects for students.

Out-of-school learning programs that run effectively make the use of students' free time carried out with concepts and arrangements capable of growing feelings that are not forced on students. The program is carried out not every day, but for 4 days a week. The teacher looks able to plan time and use the right learning method so that learning becomes interesting. Students do not feel bored and bored, then interest, enthusiasm, and learning achievement can increase. Students take lessons seriously and enthusiastically. The attendance of students in the first semester reached 98% of 129 people.

This additional lesson program is supported by adequate infrastructure, such as LCDs, rooms and other equipment. Other operational funds are supported by the school operational assistance (BOS) funds and subsidies from parents of Rp.350,000.00. This

fact is in line with the concept of implementing additional learning programs (Matra Pendidikan, 2017: 3) that additional learning programs need to be supported by learning facilities, adequate commitment from relevant parties, especially teachers and students and need to be coordinated with parents. In the context of education quality management, teachers are required to plan teaching activities systematically and are guided by the applicable rules and curriculum covering the objectives, content and learning materials in accordance with the stated goals.

Good time management is closely related to the success of students in understanding the subject matter. Enough learning time supports students to master more in the material being taught, according to the abilities of each different student. Often because of the limited time to face national exams, students are often forced to do a lot of instructional tasks in a limited amount of time. This is allegedly related to the fact that the material in the curriculum is too much. For students, too many tasks can be a burden and fear. Students who are stuck can understand so much material in a short time, then experience the saturation of thinking and learning. As a result of this fear will cause learning achievement to decline.

Good management of additional learning programs makes all teachers carry out teaching tasks according to the schedule that has been made by the vice principal of the curriculum affairs. However, some obstacles often arise during the learning process. Therefore, learning planning needs to be carefully prepared by the teacher. The concept is in line with the meaning of learning planning is a series of process activities to prepare decisions about everything that is expected to happen and things that need to be done at a later stage. Planning learning includes material, strategy, and time that is expected to be efficient, but nevertheless it is very likely that an occurrence will occur unexpectedly in the teaching and learning process. The unexpected things made some teachers pursue material targets by bombarding students by teaching as much material as possible. The time in one meeting with the material is quite a lot which causes students not to have enough time to explore and digest more in-depth subject matter.

Other problems or constraints related to additional learning programs generally relate to teachers and students in the presence and timeliness associated with the readiness of the material for the teacher's readiness to teach. The teacher is likely to be quite busy with other tasks related to school management and completeness of the administrative administration tasks. Likewise students, discipline in attendance and enthusiasm for learning, especially in following this additional learning program are still not as expected.

The implementation of learning outside of school hours is one practice that is in an effort to effectualize student time so that the educational goals or competencies expected can be achieved. The teacher needs to make efforts to ensure that the learning program outside of school hours needs to be pursued so that it does not become a burden for students or students not feel forced. Thus, the teacher needs to create conditions so that learning becomes fun, using various techniques. Learning also needs to be strived to keep building students' enthusiasm so that they do not create boredom and are bored with students. If the teacher does not use the right learning method, the learning process will

boring students. Students who feel bored in learning can result in reduced student attention. The teaching method applied by the teacher is expected to provide opportunities for students to discuss, carry out field studies, and can find detention problems properly. The stages of the additional learning process are not different from the learning process in general, starting with planning, followed by learning and evaluation interactions. The series of activities above are the stages of learning carried out by class teachers during additional learning activities outside school hours. The thing that is very emphasized is on the ability of teachers in classroom management for the sake of more enjoyable and uplifting learning for students. Students who are tired are very likely to learn outside of school hours it is easy to get bored and bored easily during the learning process.

Additional lessons conducted in SMP 2 Wates in general can be implemented well. Students taking additional lessons can feel happy, because the driver is the teacher himself. The achievements of the students also showed that overall they were good and satisfying. The student achievement of the IX students in semester 1 of the UAS results is very good. This school is fourth in 43 schools. Additional learning programs with good management make SMP Negeri 2 Wates remain the favorite school in the eyes of the community. Wates Public Middle School 2 is ranked in the top five of 78 schools in Kulon Progo and ranks 49th out of 473 schools in the Yogyakarta Special Province.

Conclusion

Quality of education is a complex problem and will never end. Educational institutions including schools must make various efforts including holding additional learning programs on an ongoing basis and involving all relevant parties.

1. Additional learning programs are essentially part and realization of management of curriculum development and education quality management. Therefore, additional learning programs should not only be applied to subjects that are tested nationally but preferably for all subjects.
2. Considering that it is part of education quality management, commitments are included discipline in fulfilling the duties and obligations of all key parties to the success of the learning program.
3. The head has a high vision and orientation towards the quality of education at the school which is guided by the pin. The teacher has the spirit and discipline in carrying out teaching assignments. Parent's commitment needs to be realized in the form of assistance and support for children's learning in the family environment and especially financial support for school programs. The spirit, discipline, and responsibility of students are also the main factors of the effectiveness of the learning program.
4. The synergy of the school with parents in management, from planning, organizing, implementing, to evaluating is also a supporting factor for the success of additional learning programs.
5. The management in question also includes aspects of program material, facilities, time of administration, and funding.

6. Good management such as in junior high schools in Kulon Progo district, effectively able to support the quality of student learning achievement, especially in subjects tested nationally.

Suggestion

As with efforts to improve the quality of education in general, additional learning programs also face obstacles that can affect their effectiveness. Some suggestions are therefore put forward to improve the quality of implementation and the results of additional learning programs as follows.

1. Even though normatively and certainly in reality there is no problem, the principal is expected to remain highly committed to the quality of education, an example for all school residents, and through its leadership role can continue to improve the quality culture and additional learning programs.
2. In the context of education quality management in general and additional learning programs in particular, the teacher is the number one person or is the spearhead in its implementation. For this reason, the commitment realized in the form of discipline and mastery of learning material from the teacher cannot be bargained. Improving student learning outcomes, teachers are expected to be able to choose methods and strategies to develop learning programs that are interesting and fun for students. The teacher does not use monotonous learning methods and student boredom.
3. In the context of education quality management, the student's position is very strategic because it is both an object and a subject. Except for the enthusiasm and sense of responsibility in learning, students are expected to also begin to develop learning strategies that are most appropriate. This conception is in line with the fact that students are individuals who have unique and different characteristics.
4. In accordance with the position as the main party and always being the first in interacting with children, parents should always have a great concern and sense of responsibility towards the spirit, habits, student achievement. Parents are expected to continue to monitor the spirit, habits, and learning outcomes of students, including in providing support, especially funding aspects related to additional learning programs organized by the school.
5. For other researchers, especially those who have a concern for efforts to improve the quality of education, it is expected to conduct similar research with broader aspects, including schools in other regions in Indonesia, especially also related to the effectiveness of additional learning and education quality.

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