

Developing Cooperation Economic Model in Junior High School Through the Role of School Committee's Improvement in Bandar Lampung

By Erlina Rufaidah

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The goals to be achieved in this research is to (a) develop a Model of Economic Cooperative Junior High School through the optimization of the school committee in the city of Bandar Lampung ; and (b) implement the Cooperative Economic Model that is designed to improve quality of the individual and the school as a whole. This study uses methods Research and Development developed by Borg and Gall implemented within two years of activity. First year : model development stage, based on data obtained at the seminar on early models, designing the initial model, comparative studies, revision, and produced a model school cooperative economy through increasing the role of the school committee. Second year : disseminating the cooperative economy model school, test models, validate and revise the model, implement the model. The expected outcome of this research is the formation of the cooperative economy model secondary school in the metro city. With this result presumably can be disastrous for other schools in forming a cooperative mode.

Keyword: *Economic Cooperation, Role of School Committees, Community Development Program*

1. Introduction

In the Decree of the Minister of National Education number: 044 / U / 2002, explaining that the School Committee is an independent body that accommodates the community participation in improving the efficiency, quality and equity of education management in the education unit, both in pre-school education, education track or path education outside of school. The role of the school committee for education in the school of which is to help the business consolidation of schools in realizing the guidance and development of piety towards God Almighty, democracy education from an early age (life of the nation, educational introduction to defend the state, citizenship, organizational, and leadership), skills and entrepreneurship, physical fitness and exercise, creativity and inventiveness, as well as the appreciation of art and culture (MONE, 2001: 17).

According to the Decree of the Minister of National Education number 044 / U / 2002 on the Board of Education and the Committee sekoah explained that the School Committee functions as follows: (1) Encouraging the growth of the attention and commitment of the community towards the implementation of quality education. (2) Cooperate with the public (individuals / organization / business / industry) and the authorities with regard to the implementation of quality education (3) Collect and analyze the aspirations, ideas, demands, and a variety of educational needs submitted by the public (4) Provide input, consideration and recommendation to the education unit about: education policies and programs, education and Expenditure Budget Plan School (School Budget), the performance criteria of the educational unit, the teaching workforce criteria, the criteria of educational facilities, other matters related to education. (5) Encouraging parents and communities to participate in education to support improved quality and equity of education (6) To raise funds in order to

finance public education in the education unit. (7) Evaluation and oversight of policies, programs, implementation and education outcomes in the education unit. (Ninik, 2011)

The role of the school committee that is vital in the development of quality education requires the contribution of the school committee as advisers, supporters, controller, and a mediator for fundraising. The role needs to be supported by the participation of school committees in developing economic activity and productivity of the cooperative, meaning that the school committee as a driver of economic and entrepreneurial world pioneer in the framework of student progress / i in the learning process.

Empowerment and improving the function of the school committee, can be done by fostering cooperation with the public. With the synergy between the school committee with the school is expected to give birth to a shared responsibility between the community (parents) and the school as partners in the education building. The role of the school committee as a mediator for training and entrepreneurial skills of students can be realized by forming cooperatives as one container to train students in entrepreneurship. Beside that, the positive impact of the formation of cooperatives, which was initiated by the school committee can help parents who have limitations in terms of revenue. Later, the income of the cooperative was formed, expected to be used to meet the needs of students such as books, uniforms and other support in the learning process.

2. Literature Review

Law on National Education System No. 20 of 2003 article 17, paragraph (1) basic education is an underlying level of education secondary education; (2) basic education shape of Elementary School (SD and Islamic Elementary School (MI) or other equivalent forms and Junior High School (SMP) and Madrasah Tsanawiya (mts), or other equivalent form.

Junior High School (SMP) is the formal basic education in Indonesia after completing primary school (SD) or equivalent. Junior High School implemented within a period of 3 years, starting from grade 7 to grade 9. Students in grade 9 are required to follow the National Examination affect whether or not students' graduation. Junior high school graduates can continue on to higher education, ie secondary education (high school) or vocational secondary schools (SMK) or equivalent. Junior high school students are generally aged 13-15 years.

Junior High School (SMP) including compulsory for every citizen aged 7-15 years in Indonesia. 9-year compulsory education covers primary education, namely primary school (or equivalent) of 6 years and junior high school (or equivalent) 3 years. Junior High School (SMP) organized by the government or private. Management of junior high schools in Indonesia that were previously under the Ministry of Education, now the responsibility of local government district / city since the implementation of regional autonomy in 2001. Meanwhile, the Ministry of Education only acts as a regulator in the field of national education standards. Structurally, junior high school is the unit of technical education service districts / cities. In the academic year 1994/1995 to 2003/2004, this school never called junior secondary school (JSS).

Referring to the thought of Edward Sallis, Sudarwan Danim (2006) identify the characteristics of quality schooling, namely: The school focuses on customers, both internal and external customers, the School focuses on efforts to prevent problems that arise, with a commitment to work right from the beginning, school has investments in human resources, so

as to avoid the various "psychological damage" which is very difficult to fix, the school has a strategy to achieve quality, both at the level of leadership, academic personnel, and administrative staff, the school manage or treat complaints as feedback to achieve quality and position error as an instrument to do the right thing in the next period, the school has a policy in planning to achieve quality, both short term, medium term and long term, the school sought the repair process by involving everyone in accordance with the duties, functions and responsibilities, the school encourages people deemed to have creativity, capable of creating quality and stimulate others in order to work quality, school clarifying roles and responsibilities of each person, including the clarity of direction work vertically and horizontal, schools have strategies and evaluation criteria are clear, the school looked or put the quality that has been achieved as a way to improve service quality further, the school looked at quality as an integral part of work culture, the school puts continuous quality improvement as a must.

Munker defines a cooperative as an organization helping who runs "urusniaga" is set, that based on the concept of mutual help. Activities in urusniaga solely for the purposes of economic and not social as contained gotong royong (Arifin Sitio and Tamba Halomoan, 2001: 18).

The main purpose of cooperatives is to realize a just and prosperous society based on the material and spiritual Pancasila and the Constitution - the Constitution of 1945. In Chapter II, Article 3 of Law - Law No. 25 of 1992, states that the cooperative aims to "Promote the welfare of members in particular and society in general as well as help build national economic order in order to realize an advanced society, just and prosperous based on Pancasila and the Constitution - 1945".

Furthermore, the cooperative functions stipulated in article 4 of Law No. 25 of 1992 on cooperatives, namely, to build and develop the potential and economic capacity of the members in particular and society in general to improve the economic and social welfare, participate actively in efforts to enhance the quality of human life and society and strengthen the economy of the people as the basis of the strength and resilience of the economy a national cooperatives as a teacher.

Trying to realize and develop the national economy is a collective effort based on the principle of kinship and democracy ekonomi. Keberadaan school committees that legally stipulated in Decree of the Minister of National Education No. 044 / U / 2002. Based on the Minister of Education, the school committee aims to (1) Accommodate aspirations and community initiatives in the delivery of operational policies and education programs in the education unit; (2) increase the responsibilities and the role of society in education; (3) Creating an atmosphere condition of transparent, accountable, and democratic in the administration and quality education services in the education unit. Thus, the school committee is an independent body that embodies the role of the community in order to improve quality, equity and efficiency of education management in the education unit.

Further in the decree of the Minister of Education explained that, where the school committee acting as (1) Giving consideration (advisory agency) in the determination and implementation of education policies in the education unit; (2) Support (supporting agency), both tangible financial, thought and energy in education; (3) Access Control (controlling agency) in the framework of transparency and accountability of the organization and education outcomes in the education unit; and (4) The mediator between the government (executive) with the community in the education unit.

The fourth related to the role of the school committee in the above can be described as follows:

- (1) The role gave consideration, do the school committee on aspects of school planning Educational Work Plan (RKS), the Annual Work Plan (RKT), and the School Budget and Activity Plan (RKAS), the implementation of school programs, and resource management education.
- (2) The role of providing support, done in resource management, infrastructure management, and budget management.
- (3) The role of control, implemented in the control of educational planning in schools, monitoring the implementation of school programs, and monitor output (output) education.
- (4) The role of interfaces, liaise with the public schools, the education agency and the corporate world in terms of planning, implementation, program and resource management.

3. Research Methods

This study uses research and development (Research and Development) is a research method that is used to produce a particular product, and test the effectiveness of the product.

According Sujadi (2003: 164), Research and Development or Research and Development (R & D) is a process or steps to develop a new product, or enhance existing products, which can be accounted for. Such products are not always shaped objects or hardware (hardware), such as books, modules, learning tools in the classroom or in the laboratory, but it can also software (software), such as computer programs for data processing, learning in the classroom, library or laboratory, or models of education, learning, training, coaching, evaluation, management, and others.

According Sugiyono (2011: 407) methods of research and development is the research methods used to produce a particular product, and test the effectiveness of the product.

Steps Research and Development:

According Sugiyono (2011: 408) measures the implementation of the strategy of research and development being done to produce a specific product and to test the effectiveness of the product in question, is: Potential and problems, gather information and Literature, Product design, validation Design, Improved Design, Product trials, Revision Products, test Usage, Revised Product and Preparation of Bulk Products

Based on the above steps, this study consisted of two phases that are arranged in a two-year budget for 2014 and 2015. The first year is a field of research that will be conducted at the Junior High School (SMP) in Environmental Education Office in Bandar Lampung. This study will explore the implementation of the school committee in the implementation of cooperative economics junior. The arrangement of the research design will be carried out as follows:

Research Activities First Year, Location research, conducted in the first phase of research is to determine the location of the first year of the study. In determining the location of the research should have the desired characteristics of the school, the junior high school

that has a commitment to implement a cooperative economic system in the school. The choice of location is a Junior High School in the city of Bandar Lampung.

Data Collection, the second stage conducted by researchers is to collect data needed for research purposes of schools that have been established as a research location. Data collection is done at the beginning of the study until padatahap prepare the research report.

The design of the model, after getting the input of various parties, it will formulate a draft model of cooperative economy in the school through the school committee. At this stage a preliminary draft that still needed further verification.

The development of cooperative economic model by increasing the role of the committee stems from the school committee is an independent body that embodies the role of the community in order to improve quality, equity and efficiency of education management disatuan education. School Committee through its role as a Support Agency or Supporting Agency implemented within the resource managers, infrastructure managers, and managers of the budget, which is then followed from the school to parents. The role of the school committee functioning ie Mediator Transportation Agency or Agency in which the school committee to liaise with the public schools, the education agency and the business world in this case the planning, implementation, program, and resource managers. Furthermore, from parents are given training, equipping, and training and provide capital to prepare and produce soul enterpreneur then packaged and given a container of the school committee of planning the establishment of a cooperative school.

Cooperative is an association of people, usually have the economic capacity is limited, which through a form of business organization supervised democratically, each contributing an equivalent to the necessary capital, and are willing to bear the risks and receive the rewards are well worth the effort they did (ILO Revrisond Baswir, 2000: 2).

Of school cooperatives formed will produce output that best benefit that will be returned to the student's parents to meet their needs to be met such as books, school uniforms, and others. Implementation of school cooperatives formed by the school committee would be controlled as well as the role of committees namely the Board of Control (Controlling Agency), implemented in the control of educational planning in schools, monitoring the implementation of school programs, and monitor output. So the development of the economic model of cooperatives through the increased role of the school committee is expected to create learners who have the Good Character and for the cooperative schools have been formed into the required supplier market and then generate revenue.

Comparative Study, To verify the results of the initial draft, the researchers along with other timpeneliti study visits to various schools in other areas. Determining the location of this appeal, it is judged that the local government has a strong commitment to realize the application of cooperative economy in school.

Revised Draft Model, After the previous stage, the draft document early models have been formulated previously considered sufficient reason to be revised so it will be feasible to implement.

Product of Year One, the product is the first year the cooperative model documents SMP economy through increasing the role of the school committee in the environmental development program. This model was piloted in other schools with similar characteristics and different schools in the second year of research activities.

Research Activities Second Year, **11** Implementation Model for Economic Cooperation Junior High School through the increased **role of the school committee in the environmental development** program. Objective, To know the level of successful **implementation of Economic Cooperation Model Junior High School through an increase in the role of the School Committee** Community Development Program. The activities include: Seminar and **21** trialization model, the event is attended by practitioners of education, especially school principals, teachers, school committees, school superintendent, and the Department of Education to promote the economic model cooperative secondary school by increasing the role of the school committee that had been set in the first year of research activities. Trial Model At this stage, will be piloted in schools that have been determined as the first step in the implementation of the cooperative economy model secondary school through the increased role of the school committee. The trial results will then be revised by experts through the Forum Group Discussion (FGD). Validation and Revision Model, Validation and revision of the model, is a step in modeling to determine the suitability of the model with real representative system. There are four stages in the process of validating the model, namely: (1) Validation of conceptual, (2) logical validation, (3) experimental validation, and (4) operational validation (Landry et al., 1983). Implementation Model, The next step is the implementation of a model that has been revised in schools that have been identified as other research sites are located in urban areas (urban), namely Bandar Lampung city and in rural areas (sub-urban), the Right Way district. Model Implementation Results Data Processing, Data processing is performed to determine the results of the implementation of the model in the field. This study used survey method with quantitative approach which refer to historical data, followed by a verification and validation testing. Report of Research and Publications, data processing results as a basis for the preparation of research reports, the next seminar and published in research journals. Done entire research activity.

RESEARCH RESULT

The results of the study in the first year, namely (a) the identification of the existence of cooperatives in all secondary schools located in the city of Bandar Lampung (b) interviews with the school on the following school cooperative development efforts with the involvement of school committees. The need for identifying the cooperative school is to classify schools by school cooperatives were established, growing, and has not yet formed. Furthermore, from the data obtained will be applied to strategic steps to **24** the problem of different cooperative development of the school through the optimization of the role of the school committee. As for the distribution of schools already have cooperative and who have not had a cooperative presented in the data table 4.1

Analysis of the first 36 secondary schools located in the city of Bandar Lampung indicates that there are 5 schools (13.88%) who do not have **11** cooperative while the rest (31 schools or 86.11%) own the cooperative. This indicates that most of the junior high school in the city of Bandar Lampung have noticed the **2** importance of cooperatives in schools. Koperasisekolah economy model development at the level of secondary school (SMP) through increasing the role of the school committee.

Cooperatives today **1** still need **1** be developed in order to compete with other private business development and this is an ideal entrepreneurship education in schools. The problems faced by cooperatives, especially the aspect of balance, and the business aspects of capital, working capital for the cooperatives is crucial important needs attention from all

stakeholders. Is a classic constraints on capital availability. However, such capital must be tailored to the needs of cooperatives and cooperative operations in case of shortage of working capital will lead to cooperative stagnant growth, the issue of capital is very important for the cooperative because of the cooperative school should be careful in managing capital.

Problems cooperative schools that have experienced difficulties in the management and development led to the cooperative as a business entity that is in selokah must have a corporate culture that is conducive to be mengatualisasikan dirinyaditengah reality of the liberalization of the economy that continues bergeraksehingga school cooperatives will have appeal as a means of collector potential of the economies of its members are small -small and spread in the scope of school because the cooperative is to be promoted as an ideal business entity (non-profit and social character).

The development of technology that can develop the cooperative school record should be adopted in all units of goods and prices of goods into the computer so that at any time can be checked if there is an error in recording units of goods that have been issued. Students can also cause these obstacles come up, because if we include students as members or customers in existing cooperatives in this school might be better off developing cooperative and will be more advanced, because the number of students more than the number of employees or teachers at the school ,

Governments need to develop cooperative so that it will be a strong reason why the cooperative Indonesia to move forward. Cooperatives in fact been aided by the government through fresh funds, but supervision of such aid needs to be improved. Due to the nature of its support is not required is returned can be things that are not mendidik. Akibatnya, the cooperative will be dependent only wait for further assistance from the government. In addition to government aid such harm would also make the cooperative could not compete because it continues to be a parasite country canal.

Development of cooperatives in Indonesia are carried out from the top (bottom up) but from above (top down), it means developing cooperatives in Indonesia instead of the public consciousness, but it appears from government support socialized down. Cooperatives should be formed because of the awareness of the community to help each other meet the needs and welfare which is the purpose of the cooperative itself, so that the government stay into a constructive course. In Indonesia, the government is working double besides support should also be mensosialisasikanya first down so the people into understanding of the benefits and objectives of the cooperative.

Cooperative school as a place of education cooperatives as well as the economic activities of, by, and for the students, the existence need to be developed. For that perluperanan of several parties such school principals, school committees of parents or the community needs to be contained. Principals can play a role in creating the climate and conditions that encourage the growth of the cooperative school, provide guidance, convenience, and protection to the cooperative school, and was responsible for the smooth running of the school cooperative.

At the government level, for enhancing the cooperative school, can be done by setting the wisdom in giving guidance, supervision, protection, and provision of facilities to the school cooperative, provides ease of procurement of school equipment and other facilities, as well as provide convenience and help in the problem of capital. A teacher can play a role in

the development of school cooperatives such as directing the cooperative activities of the school in accordance with its objectives, provides practical steps in running a school cooperative, gives practical advice, counsel and consulting assistance on the problems faced by school cooperatives, as well as responsible fully responsible for the implementation of cooperative business activities of the school.

Several things can be done to develop a cooperative school. From the institutional side, diperluka their inventory and identification (mapping) of the cooperative school is there to set technical policy program further. In the context of regional autonomy, the relevant authorities need to authorize a proportionate in setting school cooperative as a legal entity under one roof in accordance with their respective competences (appropriate work areas). In terms of productivity and efficiency, efforts to encourage increased productivity and efficiency of school cooperatives need to work with other cooperatives in the sectors of production and distribution. If normal conditions, the cooperative school can be given a greater role in the service sector and trade in accordance with the mechanism market. For increasing the role of the government and the business world can provide good facilities in the development, facility / infrastructure and partnerships to the cooperative school.

4. Conclusion

In the development of the cooperative school, need to build a system or model of cooperative development of a holistic school with systematic monitoring system and open condition to the involvement of various parties. Thus will help the cooperative to become more professional, independent and able to compete. Cooperative school can be more developed and more professional in carrying out their duties. Cooperative schools need to take more initiative and creative to promote cooperatives in Indonesia, especially in the sphere of school. Schools, government, along with the school committee and the stakeholders can take more initiative and support the cooperative schools to achieve common goals in promoting cooperative Indonesia.

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