



## Strategy For Organizing An Excellent School In Yogyakarta City

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Keywords:	Abstract
Organizational Strategy	<b>Background:</b> The objective of this study was to analyze the implementation of social attitudes consist of honesty, discipline, responsibility, and tolerance in the elementary schools of Karanganyar Regency, Indonesia.
SD Unggul	<b>Method:</b> The research method used is a qualitative method, with a phenomenological approach. The research sites are Primary Primary School, SD Muhammadiyah Sokonandi, SD Negeri Ungaran, and SD Tumbuh 2. Research informants are principals, teachers, employees, and school committees—data collection techniques by observation, interviews, and documentation. The qualitative data analysis technique used the Miles and Huberman model. They are testing the validity of the data with extended observations and triangulation.
Effective Elementary School	<b>Result:</b> The study results found that: 1) the three elementary schools used different strategies, SD Muh Sokonandi with Ormas and kinship, Ungaran 1 State Elementary School with the Government, and Growing 2 Elementary School with the YEAN Foundation in collaboration with Cambridge. 2) Besides the differences in school strategies, they also have similarities in the use of Website technology as a promotional medium. Also have similarities in the use of Website technology as a promotional medium. 3) The three primary schools are excellent, with A accreditation, exemplary academic achievements and extracurricular activities. SD Muh Sokonandi has school excellence, the number of students and the moral education of students. SD Negeri Ungaran 1, has the advantage, as a school coach, having the right to conduct elementary school development. Meanwhile, SD Tumbuh 2 has the advantage of the Art-Culture Museum program and collaboration with Cambridge International Primary Program (CIPP), England.
Inclusion Elementary School	<b>Novelty:</b> The present study revealed the Strategy for Organizing an Excellent Schools

## INTRODUCTION

### Background

According to the mandate of the Constitution (1945), education in elementary school is a level of education that is generally for children aged between 7 years to 13 years. This is part of primary education adapted to the academic unit, the potential of an area, and

social characteristics or local customs for students, creating a learning atmosphere and PBM with the aim that students can actively develop for their potential so that they have strength. Religious spirituality, personality, intelligence, noble character, and self-control are skills needed by students and the community and needed by the nation and state.

Unesco (1972: 55) states that education should be able to contribute to the whole society by building better conditions with noble values, and advancing society. For this reason, education in schools needs to be improved to improve quality. Schools need to develop and renew education to improve and be more effective.

Furthermore, Unesco (1972: 178-180) explains that education must carry out development and reform as well as educational reform that must be carried out by the internals of each school starting from within, namely starting from the head/principal who has to start doing thoughts to do something. Creation, innovation or renewal of the school. Its success is strongly influenced by the attitudes and behavior of the teachers in it. Updates from within the school cannot be separated from the implementation of PBM by teachers. Reforms and reforms carried out by schools must be better and implemented with provisions and indicators of success that must be used to succeed more quickly and get various achievements and successes. Experience from Unesco (1972:181).

Huda (2019) stated that in order to form schools to be better and more effective, they must utilize all of their school's human resources to the maximum, namely: principals, teachers, employees and school committees who must perform their roles well and with a comprehensive quality perspective, with produce student learning achievement well, the teaching and learning process carried out by teachers must be adequate, school services provided to students must be satisfactory, the school environment is endeavored to support the teaching and learning process must be good, in addition to the school's human resources must meet the requirements, demonstrate disciplined, creative, innovative and full of responsibility.,

#### **Problem of Study**

Therefore, it is necessary to have a school management strategy and support from the school's HR factors so that in the future, it will get good input, do it with a good process, and produce better school output, namely better education quality with achievement, behavior and values. Affective Learners are sublime. School management is carried out to seek and make the school better, more organized, disciplined and orderly in implementing PBM and achieving school goals. One of the determinants of education improvement carried out by school principals as motor drivers, innovators, and creators for the development of their schools (Blumberg & Greenfield, 2002; Arifin, 2007, 2008)

Calam and Qurniati (2016), Schools with precise management clearly formulate the vision and mission in addition to the school's goals. The school's mission is the various actions and efforts carried out by the school to achieve the school's vision. At the same time, the school's goals are the formulation of various goals that must be produced by the school. A relatively good elementary school can be ascertained to have a precise formulation of its vision, mission, and goals, especially an elementary school that has demonstrated its excellence; it can be ascertained that it has a formulation of the vision, mission and goals of the school.

From the background of the research, the studies conducted are still general. No research has comprehensively reviewed the strategy for Organizing Superior Schools in Superior Elementary Schools "with reference to the SNP, Ministry of Education and Culture. This study focuses on 3 schools with different backgrounds: Muhammadiyah Sokonandi Elementary School, Ungaran State Elementary School 1, and Growing Elementary School 2 in Yogyakarta.



### State of the Art

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### Gap Study & Objective

Based on this explanation, it can be concluded that the basic school organizing strategy still needs to be studied. There is very little research on the research. Based on this background, this study aims to reveal the strategy of organizing superior schools in Yogyakarta. The findings of this research will be important for basic education authorities in Indonesia in particular and globally, to create an effective solution to this problem.

## METHOD

### Type and Design

This type of data is compiled with qualitative methods, which are instruments for collecting research data, conducting participatory observations, in-depth interviews, and utilizing documentation.

### Data and Data Sources

To avoid errors in obtaining research, researchers obtained data through direct interviews with school principals, teachers, or employees at SD Muhammadiyah Sokonandi, SD Negeri Ungaran 1, and SD Tumbuhs 2, according to schedule, making sure that the data obtained were valid (valid).

### Data collection technique

Researchers obtain data through observation and documentation, and researchers directly observe and pay attention to or examine the required objects owned by the school, which are actual information and facts that can be obtained directly at the research site, according to the reality of the situation, object, activity, and place of research.

This qualitative research in 3 (three) schools, SD Muhammadiyah Sokonandi, SD Negeri Ungaran 1 and SD Tumbuh 2. This used a qualitative analysis approach, carried out immediately after obtaining data from the school. Immediately work on organizing the data, sorting the data, and conducting data analysis to match and support the answers to the research questions posed. So that all data can be managed, searched, patterned, synthesized, and found, which is essential with what is being asked in the research question, to make decisions and conclusions from the results of research that has been carried out and can be conveyed to the promoters of this research and other people.

### Data Validity

Data triangulation is needed to avoid data errors obtained. The answers are doubtful/wrong; the researcher confirms with the deputy principal or teacher who knows better. Through these methods, the certainty of data can be obtained correctly and accurately.

### Data analysis

Data analysis, according to Miles & Haberman (1994) describes a flow model (flow of thought), with data analysis consisting of 4 (four) steps of activities that must be carried out simultaneously/integrated, starting from (1) data collection, (2) data reduction, (3) data

presentation, to until (4) concluding. The data analysis model for this qualitative research is described as in (See figure 1)

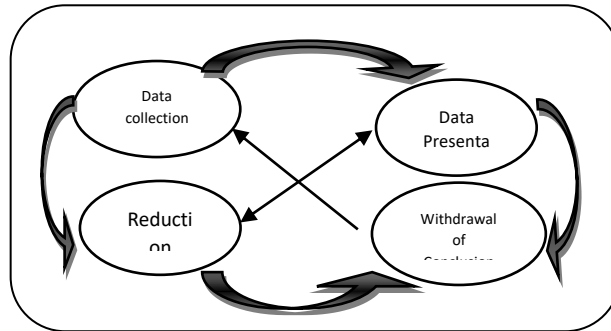


Figure 1. Components of Interactive Data Analysis Model  
(Miles & Huberman, 1994)

Data collection is the primary step in qualitative research and has the main objective of obtaining data from three schools, Muhammadiyah Sokonandi Elementary School, Ungaran 1 Elementary School and Growing Elementary School 2. Data collection through in-depth interviews, school observations, and documentation studies, is a technique that is conducted to obtain research data, to answer questions on the organization, implementation, and control of the school. Besides that, to find out, the strategies used by the school.

It is possible to obtain many data because often, without realizing it, the data obtained are conceptually lacking or indirectly with the formulation of research problems that must be answered through the data obtained. For this reason, during data collection, data reduction was also carried out by making summaries, coding, tracing themes, writing memos, and grouping. Anticipation of data reduction has been seen during data collection.

Data reduction is not separate from data analysis but is a part of data analysis. Which part of the data is coded, patterned, summarized, answers the organizing and controlling questions of the school and strategies that the school must carry out.

Data reduction performs data analysis by directing, sharpening, classifying by removing, reducing unnecessary, and organizing data so that it can answer all research questions and draw conclusions.

This research activity is to answer research questions and to find out the School Organizing Strategy carried out by 3 (three) schools, Muhammadiyah Sokonandi Elementary School, Ungaran 1 Elementary School and Growing Elementary School 2. , regarding: (1) the organization and implementation of all school activities, (2) the strategies carried out by the school. Data presentation is essential and prioritized in qualitative analysis, using various methods such as pictures, tables, and block diagrams to facilitate understanding and draw true and meaningful conclusions. As is the case with data reduction, data presentation is not separate from the analysis; it is even part of the analysis, until the researcher succeeds in concluding.

The fourth analytical activity is drawing conclusions and verification. From the beginning of data collection, a qualitative researcher has started looking for the meaning and significance of the data obtained and the mean values of the research conclusions.

First, conclusions regarding the organization of schools and the implementation of school activities in the early stages of the establishment of the school, how students are organized and school activities can be carried out. This school strategy is due to having diverse backgrounds, even though the three Muhammadiyah Sokonandi Elementary Schools, Ungaran 1 Elementary School and Elementary School grew to move at the same level.

The two schools, namely SD Muhammadiyah Sokonandi and SD Negeri Ungaran 1 are more than half a century old. However, SD Tumbuhs which is only approaching 16 (sixteen) years old, can develop very well because, in only sixteen years, SD Tumbuhs has been able to develop into 4 (four) Growing Elementary School units; the success of these three Growing School levels has become a reality, as well as the excellence values of these three school units will be known even though it is still limited from the results of this study.

## RESULT

### Observe the behavior of students

The organization and implementation of SD Muhammadiyah Sokonandi, SD Negeri Ungaran 1 and SD Tumbuh 2, according to their respective teachers and school principals, indicate that they have implemented, utilized, applied management for their schools thoughtfully, enthusiastically, emphasized PBM/academic and extracurricular activities as well as other school activities.

SD Muhammadiyah Sokonandi was established under the coordination of the Muhammadiyah Umbulharjo Branch Manager. The school's vision, mission and goals are clear, and all school activities and PBM activities are carried out independently by existing human resources. As a private school, its school-based school management (SBM) refers to the SNP. Unlike SD Negeri Ungaran 1, in the Ungaran area there are three SD Negeri Ungaran 1, 2 and 3 under the coordination of the Yogyakarta City Basic Education Office as well as school management and process-based PBM activities (MBP) and refers to the SNP. While SD Tumbuh 2 is planned and established under the coordination of YEAN (National Children's Education Foundation), in each class there are inclusive children (ABK). As a private school, SD Tumbuh 2 cooperates with CIPP, UK, referring to SNP.,

For organizing SD Muhammadiyah Sokonandi Unit 1 for students in grades 1, 2 and 3 and SD Muhammadiyah Sokonandi Unit 2 located in Notowinatan, Pakualaman for students in grades 4, 5 and 6. These 2 (two) units exist due to the large number of students who must be handled properly, for curriculum implementation, PBM activities in class and extracurricular activities. In addition to supporting the requirements of the SNP (management and assessment) and supporting the success of the school's Vision, Mission and Goals.

The Growing Elementary School 2 organizes and carries out school activities that must be successful because it includes inclusive children (ABK), realizes collaboration with CIPP, teaches which emphasizes Javanese culture, but also promotes the use of English, emphasizes the Art and Culture Museum owned by the school. To find out the organizational model of the three schools, see the following table.

Table 1. Organization, Implementation of SD Muh Sokonandi, Ungaran State Elementary School 1 and Growing Elementary School 2

Organizing and Implementing		
Muh Sokonandi Elementary School	SD Negeri Ungaran 1	SD Tumbuh 2
<ol style="list-style-type: none"> <li>1. The number of students must rent another school building</li> <li>2. Compulsory Duha &amp; Dhuhur prayers at school</li> <li>3. <i>Fastabiqul Khoir</i> in learning activities, extracurricular.</li> <li>4. Implementation of SNP-based curriculum and AIK</li> <li>5. Organizing and implementing school-based classroom and extracurricular activities</li> </ol>	<ol style="list-style-type: none"> <li>1. Successfully joined SD Negeri Ungaran 1, 2 and 3 to become SD Ungaran 1</li> <li>2. All students are required to excel in class and school</li> <li>3. Process-based all activities in the school</li> <li>4. Implementation of Kurnas based on process and referring to SNP</li> <li>5. Process-based management of classroom and extracurricular activities</li> </ol>	<ol style="list-style-type: none"> <li>1. Implementing curriculum 30% Kurnas and 70% Curriculum CIPP referring to SNP</li> <li>2. Accepting ABK (Children with Special Needs (inclusive children)</li> <li>3. Based on all learners in learning at school</li> <li>4. Extracurricular activities, emphasizing the activities of the school's Art-Cultural Museum</li> <li>5. Emphasizes manners, Javanese culture, can speak English</li> </ol>

## DISCUSSION

SD Negeri Ungaran 1 is a combination of SD Negeri Ungaran 1, 2 and 3, whose schools are located in the same area in Ungaran, for the development of school effectiveness and efficiency, implementation of PBM activities, the success of all students, the success of academic activities as well as extracurricular activities and activities -Other school activities.

SD Negeri Ungaran 1, states and emphasizes process-based management (MBP). The school's principal stated that the management contained 4 (four) elements: planning, organizing, implementing and controlling, the elements of which required their respective processes.

Planning school activities through a process, which must be planned by the teachers so that teachers are entirely responsible and confident, become better, run smoothly and effectively, and the school proceeds more and more successfully, more advanced, as indicated by the achievements of the students increasing more and more. Better than before. The school management of SD Negeri Ungaran 1 emphasizes the process so that all school goals, including the teachers' goals in the learning process, produce better learning outcomes for all students.

Class organization and implementation of SD Negeri Ungaran 1 activities are carried out by process-based teachers (steps) starting from the division of student tasks for class cleanliness, shifting student seats, and implementing PBM activities which must be accompanied by an evaluation (according to the plan that has been made). Previously, organized and implemented various teaching methods every time they carried out PBM activities in their class. All activities have endeavored through a systematic, careful process so that PBM can run smoothly; the better, the more successful with all the goals that all students in the class must achieve.

The implementation of PBM in the classroom carried out by every teacher in the class needs control. PBM activities must be controlled by the teacher in the class so that the prepared subject matter can be thoroughly delivered, the students can follow it, and if evaluated, the results show that the student's achievement is good or better (superior). The implementation of PBM and its control is thoughtfully considered and emphasized by every teacher for the success of all students in their class.

SD Negeri Ungaran 1 emphasizes the process because the process of student learning activities and the teaching process that teachers must carry out is accompanied by full responsibility for implementing PBM activities in their respective classes for success of PBM that teachers must carry out. Teachers feel and believe that integrity as a teacher with a code of ethics is a responsibility that must be realized with success in their classrooms, because the success of teachers supports the success of their schools. SD Negeri Ungaran 1 firmly believes that process management starting from planning, organizing, implementing, and controlling it, is actually for the success of the school, the success of all the implementation of its activities, for the success of all its students.

Sokonandi Muhammadiyah Elementary School feels that it has to organize and carry out its school activities well due to the increasing number of students and more than 1000 (one thousand). SD Muhammadiyah Sokonandi has 2 (two) school units, namely SD Muhammadiyah Sokonandi (Unit 1) for grades 1, 2, 3, and SD Muhammadiyah Sokonandi (Unit 2) for grades 4, 5, 6. The number of students per class is 30 thirty Students so that students are comfortable in PBM activities and the learning atmosphere becomes conducive. Each class has six classes, namely classes A, B, C, D, E, and F; in total, there are thirty-six classes, with a total student capacity of one thousand and eighty students, with details of Unit 1 for Grades 1, 2, and 3, with the number of students 540 (five hundred forty) students. While in Unit 2 for Class 4, 5, and 6, with the same number of students as those in Unit 1, namely five hundred and forty students. At the time of this study, there were as many as one thousand seventy-six students. The large number of students at SD Muhammadiyah Sokonandi demands the organization and implementation of PBM activities in 2 (two) separate school units, Unit 1 in Sokonandi and Unit 2 in Notowinan, Pakualaman.

Several stages must be carried out to procure school infrastructure for the three schools. The steps that must be taken include (1) submitting to the head of the infrastructure sector, (2) after obtaining approval, the proposal submitted by the head of the field is forwarded to the principal, and (3) after there is approval from the school principal, it is then processed (4) disbursement of funds by the school treasurer. The use of facilities and infrastructure is very concern; as long as the facilities can still be repaired and used and maintained correctly, there is no need to be limited by time, there is no maximum limit on the use of tools/media, put more emphasis on its function, if it can still be used then the tools is still in use.

The three Muhammadiyah elementary schools, Ungaran 1 Public Elementary School and Growing Elementary School 2 have utilized Website-based technology, showing that their schools are not left behind by the outside world and so that the knowledge of teachers and students can explore the outside world with the existing Website system application on the internet. School and can be used. The existence of Websites in these three elementary schools is an educational innovation in schools. It is also intended to emphasize improving the quality of learning for students and the quality of teaching that teachers must deliver in class as well as for the achievement of all school goals and all class goals that must be achieved with the achievement of participants. Educate as best you can. Besides that, the website is an innovation to increase creativity,

The organization and implementation of school activities concerning the management of teachers and education staff at Muhammadiyah Sokonandi Elementary School is very concerned. Person. In contrast to other elementary schools, the recruitment of teachers and education staff, SD Muhammadiyah Sokonandi proposes to the leadership of the PCM



(Muhammadiyah Branch Leader) that prospective teachers are selected by conducting a teaching practice competency test in class, accepted as a GTT (non-permanent teacher) for three years. To become a Permanent Teacher at the Foundation (GTY), you are still going through religious tests (recitation of the Qur'an), the practice of worship (prayer), insight into knowledge, and Kemuhmadiyah's insight. Success in becoming a GTT is continued as a GTY unless you resign (for specific reasons such as changing places to follow your husband or wife).

It is interesting when the teacher retires at SD Muhammadiyah Sokonandi because it is not solely based on age, not based on age, unlike teachers as civil servants, but is determined by the PCM, taking into account the effectiveness of teachers in delivering learning materials in PBM activities, namely in educating, teaching and learning activities. Guide, direct, train, and evaluate the students.

If a teacher at SD Muhammadiyah Sokonandi commits a severe violation (violation of laws and social norms) in the community, the person concerned will be immediately dismissed. However, if the teacher commits a minor violation, a warning letter (SP) is given up to three times, and the teacher in question will be dismissed. The regulations regarding teachers at SD Tumbuh 2 are almost the same as at SD Muhammadiyah Sokonandi, while at SD Negeri Ungaran 1, according to the teacher regulations as state teachers. Be grateful that it can be said that teachers have never committed a severe violation at SD Muhammadiyah Sokonandi, SD Negeri Ungaran 1, and SD Tumbuh 2.

The teaching tasks and burdens of teachers in three elementary schools are developed at the beginning of the teaching/lesson year and coordinated by the respective principals. For SD Muh Sokonandi, the workload of teachers is 24 hours/week, but most teachers are 28 hours/week because the number of students at SD Muh Sokonandi is quite large, reaching thirty-six classes, in addition to the innovation and development of PBM that must and needs to be done by SD Muh Sokonandi.

While at SD Negeri Ungaran 1, the principal allows teachers to innovate in PBM activities, methods, and media used in their respective classes. In addition, there are also: (a) PBM training and development, all teachers at SD Muhamadiyah Sokonandi and also at SD Negeri Ungaran 1 are required to attend training on the use of learning media via computers, self-development of teachers so that teachers look good and are friendly to all participants educate. Scientific writing development/training for teachers conducted in collaboration with LKMD/LIMAS.

SD Muhammadiyah Sokonandi, in each class, a KKG is formed which can cooperate with other class KKGs so that any problems can be resolved immediately. From this collaboration, there were teachers at SD Muhammadiyah Sokonandi Yogyakarta who won the science teaching aids, and there were students who won the Robot competition in Malaysia. While SD Negeri Ungaran 1, showing its superiority, has the right to become a coach for other elementary schools which need it because of its success in winning a school competition conducted by teachers and held in the city of Padang, West Sumatra.

SD Muhammadiyah Sokonandi and SD Negeri Ungaran 1 in PBM activities in their classrooms, teachers need to have quality insight, academic quality, extracurricular activities, and good habits to build character/morals in embracing their religion and in daily life. -day. The school provides various programs that are offered so that students' talents can be developed according to the interests and talents of each student. The school offers several programs, for example, (1) the unique artistic talent program for students who have talent in the arts, (2) the Tahfidzul Qur'an program for students who have the desire and



talent to develop skills in the field of tahfidz and tahsin Al-Qur'an or (3) other areas of activity that the school has provided.

SD Tumbuhs 2 is different from the two schools (SD Muhammadiyah Sokonandi and SD Negeri Ungaran 1), because it includes inclusive students, feeling that the success of their school/class must emphasize all their students, for that inclusive students do not pursue quality with high achievement results but are satisfied with the demands and conditions of national education standards.

SD Tumbuhs 2 is a private elementary school under the YEAN Foundation which planned and successfully collaborated with Cambridge (CIPP), giving it an advantage because it uses a mixed curriculum from the Department of Basic Education (30%) and from Cambridge, Math, Science and English (70%). This collaboration impacts communication in the classroom and at school using Indonesian and English; besides that school students must produce works of art and culture (periodically) whose results must be displayed in the school's museum (Art-Culture Museum, SD Tumbuh 2).

The new student recruitment system is carried out by marketing management through socialization, registration, selection, and paying attention to the student acceptance ratio. Utilization of brochures containing profiles of SD Muhammadiyah Sokonandi and providing opportunities for prospective students with notable achievements and scholarships who excel through children's talents, such as singing, dancing, painting, etc. Besides that, it allows for registration with an indenting system (register before registration time) until the official registration opens. The official requirements are through the entrance test: reading, writing, counting, and reading tests of the Qur'an. Approximately two hundred students are accepted annually, and in the process of acceptance, there are still students who are forced not to be accepted or rejected. The student admission system at SD Negeri Ungaran 1 can use the online system, other requirements are not much different from the new student admission system at SD Muhammadiyah Sokonandi. Meanwhile, in SD Tumbuh 2, new/inclusive students who wish to enter SD Tumbuh 2 must be accompanied by their parents or family.

The process/implementation of school socialization was conveyed to the broader community by SD Muhammadiyah Sokonandi, SD Negeri Ungaran 1, and SD Tumbuhs 2, using brochures, internet media, radio broadcasts, and newspapers delivered directly to the broader community online. Alternatively, come directly to the school he chooses to register. In addition, SD Muhammadiyah Sokonandi conducts socialization with the local community in its school environment by conducting a "build together" program that seeks to empower the community around the school so that there is a symbiotic mutualism between the school and the community in the school environment.

In contrast to SD Negeri Ungaran 1, that elementary school entry must be 7 (seven) years old as an elementary school entry age requirement. However, at SD Muhammadiyah Sokonandi Yogyakarta, this school accepts new students with a minimum age of 6 (six) years, but with a waiting system, where prospective students have registered for one year or one semester before the official opening of new student admissions. Registration closes once the quota has been filled. With the track record of this school's output, to maintain and improve the quality of graduates in this school, the admission of new students in this school is subjected to an entrance test, which may not be required in other schools of the same level.

There are quite a lot of extracurricular activities at SD Muhammadiyah Sokonandi, such as Tahfid, recitation of the Qur'an, Qiro'ah, Sokokid band (singing), Drum band, Nasyid,

Tapak Suci martial arts, scouting HW (Hizbul Wathan), Painting, Karawitan, Robotics, PKS, Futsal, and Batik Arts. The achievements of this extracurricular activity turned out to be exceptionally prominent, and I even managed to become a proud champion. Likewise, this happened at SD Negeri Ungaran 1, although the number and types of activities were not the same; for example, if at SD Muhammadiyah Sokonandi there was the Hizbul Wathan (HW) Scout Movement, at SD Negeri 1, there was the Scout movement (Praja Muda Karana). Moreover, in SD Tumbuh 2 Pandu is Growing up.

At SD Muhammadiyah Sokonandi, there is no guidance and counseling teacher because each teacher is a homeroom teacher and at the same time also serves as a counseling guidance teacher. For extracurricular activities, SD Muhammadiyah Sokonandi takes trainers from their teachers, but if necessary, they can take from outside (experts in their fields). As for extracurricular activities, making Robots, which initially 3 (three) years before the school collaborated with experts in the field of Robots from outside the school, but in recent years it has had its experts who are contracted to manage extracurricular activities in the Robotics field. The Robot Program at SD Muhammadiyah Sokonandi has been running for four years and has produced extraordinary achievements.

School cooperation with parents of students is crucial, this collaboration is a support to improve morale and balance morality in social and community life for students. For this reason, these three schools, namely SD Muhammadiyah Sokonandi, SD Negeri Ungaran 1, and SD Tumbuh 2 are conducting and cooperating with students' parents to improve the quality of education academically, motor movement skills, and affective behavior of their students.

To build a good relationship between the school and parents, students, principals or teachers hold meetings at school or communicate with parents of students by using telephone/mobile phones, or by written letter, or by conducting face-to-face meetings at home with students' parents. By using the telephone (delivering briefly but clearly, if it needs to be repeated, giving a short message by letter (written).

Welfare for teachers at SD Muhammadiyah Sokonandi, teacher salaries remain by the provisions of the PCM and with due regard to salary provisions from the government. In contrast, salaries for teachers who are still honorary are given a salary as compensation for teaching. Both permanent and non-permanent teachers, in addition to receiving a fixed salary or honorarium, are also provided with necessities for the welfare of the teachers, namely nine basic materials that are needed daily.

All teachers at SD Muhammadiyah Sokonandi, SD Negeri Ungaran 1, and SD Tumbuh 2 were allowed to take part in various competitions related to issues of learning innovation (educational innovation), creativity in teaching (creative teachers), referee competitions, outstanding teachers, exemplary teachers, and Sampurna Foundation competition (teachers as presenters). Various teacher achievements in competitions, even though they have not / have not succeeded in winning or not / have not become champions, provide role models for students, namely encouraging / motivating students to want to participate in every competition for school students. Its success has become a reality with the many trophies obtained by students of SD Muhammadiyah Sokonandi and SD Negeri Ungaran 1 participating in various competitions. Unlike SD Muhammadiyah Sokonandi (as a private school), SD Negeri Ungaran 1, whose primary school status states that all teacher salaries and all school financing come from the government of the Republic of Indonesia; the school is not allowed to withdraw any money from students or parents Learners.



According to the guidelines, the three elementary schools used the 2013 curriculum in this study. The curriculum management at SD Muhammadiyah Sokonandi ran well because the teachers were given one week of training on the 2013 curriculum.

The implementation of extracurricular activities in these three schools outside of school hours, after academic activities in class, then at 14.00 WIB, continued until 16.00 WIB by participating in talent development extracurricular activities to develop talent interests. Students are allocated for grades 1, 2, 3, 4, and 5. Meanwhile, all 6th-grade students must participate in special academic activities to face the National Examination.

As for the development of non-academic achievements (extracurricular activities) of students at SD Muhammadiyah Sokonandi, especially in grades 4 and 5, it is more focused on developing their respective interests and talents and arriving at school; every student is obliged and immediately participates in prayer activities. Duha together is done in the school hall.

An illustration of the distribution of graduates who graduated from grade 6 at SD Muhammadiyah Sokonandi is that as many as 80%-85% (eighty to eighty-five percent) managed to enter state high schools; most of them entered only junior high schools, namely SMP 5, while of which 15%-20% continue in private schools, or choose to continue their studies at Islamic boarding schools in Central and East Java such as Ngruki, Lirboyo, and Gontor boarding schools. Almost all of the graduates of SD Negeri Ungaran 1 continued their education in several public junior high schools in the city of Yogyakarta and DIY.

In particular, SD Muhammadiyah Sokonandi hopes its students, as alumni of this school, can memorize at least Juz 30 of the Qur'an. These alumni are expected to be able to maintain and even improve their achievements while studying at SD Muhammadiyah Sokonandi. Alumni who excel are still highly expected to be able to maintain the achievements they used to bring from SD Muhammadiyah Sokonandi.

The alumni of SD Muhammadiyah Sokonandi who have been for a long time, have been employees or employees, or have not completed their studies at Higher Education still frequently visit their schools, namely SD Muhammadiyah Sokonandi. They visit the school to stay in touch and want to motivate students to learn better and excel like those who have left this school for a long time. This also happened in SD Negeri Ungaran 1 and SD Tumbuh 2.

All teachers, both at Muhammadiyah Sokonandi Elementary School, Ungaran 1 Elementary School, and Growing Elementary School 2, felt that they had the mandate to carry out PBM activities in their respective classes and felt that they had to take full responsibility for the implementation of PBM activities in their respective classes. The teachers feel they have to manage their respective classes as well as possible and realize it by making preparations before teaching, organizing, and implementing it, always followed by control, namely carrying out evaluations at the end of each PBM activity in class. All activities carried out by teachers in their respective classes are fully realized, and the need to continue to be cultivated and improved so that they are better, accompanied by increasing orderliness of students in PBM activities in class and paying attention to,

Slightly different from SD Tumbuhing 2 due to the presence of inclusive children in every class at SD Tumbuhing 2, class teachers must be patient and need to be assisted by inclusion teachers or GPK (special assistant teachers) to overcome inclusive children who often experience difficulties, so the success is being satisfied with their achievements with good scores, i.e., equal to the standard value or slightly above the standard value, is not required as students in the two previous schools (Muhammadiyah Sokonandi Elementary School and

Ungaran State Elementary School 1). However, the three schools (SD Muhammadiyah Sokonandi, SD Negeri Ungaran 1, and SD Tumbuh 2) felt the need for teachers to teach in a fun and exciting class.

## CONCLUSION

Based on the results of research and discussion in the previous chapter, it can be concluded and submitted suggestions and implications as follows:

Differences in Organizational Strategies in three elementary schools, 1) Muh Sokonandi Elementary School under the leadership of the Muhammadiyah Branch, 2) Ungaran 1 Elementary School, under the City Regional Basic Education Office, utilizes MBP and excels as an SD coach. 3) SD Tumbuh 2, private, there are children with special needs. Under the YEAN Foundation, in collaboration with CIPP, students are trained in English.

The three elementary schools have utilized Website technology as a promotional medium for their school.

Unlike SD Negeri Ungaran 1 and SD Tumbuh 2, SD Muh Sokonandi does not have a counseling teacher because they think classroom teachers must have a counseling role. While SD Tumbuh 2 is due to the presence of inclusive children in every class at SD Tumbuh 2, class teachers must be patient and need to be assisted by inclusive teachers or GPK (special assistant teachers).

SD Muh Sokonandi shows its advantages: the number of teachers, students, and classes. Student Achievements (up to grade & graduated/graduated), extracurricular activity competition achievements (many trophies), Robot competition in Malaysia managed to become champions. Excellence in worship, greetings, discipline, orderly entry to class, and participating in PBM and extracurricular activities. SD Negeri Ungaran 1, managed to combine three SD Negeri 1, 2, and 3 into SD Negeri Ungaran 1, won many trophies in extracurricular activities, and succeeded in becoming an elementary school coach.

Growing 2 Elementary School, founded in 2010, has not been long compared to these two elementary schools, showing good cooperation with Cambridge, England, with the CIPP curriculum and motivated students to speak English, including inclusive children. SD Tumbuh 2 succeeded in developing the Cultural Arts Museum.

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