

# ABS 42

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## EVALUATION OF MANAGEMENT IMPLEMENTATION OF WASTE PAID SCHOOLS IN BEKASI DISTRICT

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### Abstract

Garbage-paid schools are trending in the interest of students, in improving character education in elementary schools. The objectives of this study are 1) to determine the implementation of school management with garbage payments; 2) evaluating the implementation of garbage paid schools. The research method used in the research is a summative evaluation research type. The research objects include curriculum management and learning for garbage-paid schools, management of students for waste-paid schools, management of educators and education personnel for garbage-paid schools, management of facilities and infrastructure for garbage-paid schools, management of financing for schools that pay for waste, management of school relations and the community towards schools paid for rubbish, culture and the environment for schools paid for garbage, according to the guidebook for the implementation of management for schools paid for garbage according to the 2013 curriculum. The research subject is one of the elementary schools in the Bekasi Regency. Data collection techniques include questionnaires, observation, and interviews with respondents. The results showed that the evaluation of the implementation of waste-paid primary school management in the Bekasi district ran innovatively and was able to develop student character education. However, it still needs to be improved in the implementation of management for the management of educators and education personnel, management of facilities, and infrastructure. This research is very important to be continued in improving innovative, creative, effective schools and further character development of students.

**Keyword:** Management, Waste Paid Schools

### Introduction

Basic Education to higher education in Indonesia only pursues the learning process according to the learning target, not a concept (Gorbunova, 2017; Kazu & İş, 2018; Shanmugavelu, Parasuraman, Ariffin, Kannan, & Vadivelu, 2020), because the education system in Indonesia prefers everything that is considered the same which is measured by the standard of values, not on skills, and the saddest thing is how low the character inculcation in schools. Teachers who teach in the classroom are more about pursuing learning achievement rather than applying how to implement character education in a learning process (Elliott, 2015; Majid, Ali, & Alias, 2014). Through this, it is necessary to have schools that instill an understanding of character education, for example in paid schools with garbage.

School with Garbage is a school whose entire operation is funded by waste that is routinely collected by students so that the school manages waste starting from the sorting process, the processing process, and the production process by involving students, teachers, and parents (Hartley et al., 2018; Ritonga, Ramadhani, & Rustaman, 2018). Students are given tasks and responsibilities every morning to sort waste by type and material so that they can

instill a character of discipline in the students themselves. Every morning the sorted waste will be put into sacks, once a week Students will sell the results of the collected dry waste and then sell it to waste bank partners, from there the Students will have money which they can then save in the Student's account. This refraction continues to be applied to students in the beginner class so that they can have character because this process requires patience and consistency in collecting plastic waste is not an easy job.

The waste-paid school management program will be successful if the collaboration between schools, students, and the environment can provide the concept of free education (Abreh, 2017; Saeed Moradi, Aminbidohkti, Barzegar, & Hussin, 2013; Saeid Moradi, Hussin, & Barzegar, 2012). Through a waste bank management program at Buah Ati School, it strives for independence, responsibility, and never giving up. Implementation of holding an educational program about what a waste management school is, explaining the concept of a garbage school.

Buah Ati School is shown to provide an understanding of how the concept of a school with waste management, provides an understanding of how schools are independent by striving for all expenses in the school through the process of selling waste to educate parents of students to achieve all the same understanding of the concept of School Paid Garbage Management.

The implementation of waste-paid school management is the same as schools in general with the same regulations and policies, except that there are differences in the implementation system. The characteristics of the School Paid for Garbage Management are a) a high effectiveness learning process; b) strong school leadership; c) the school environment is safe and orderly; d) effective management of education personnel; e) have a quality culture; f) have a compact, intelligent and dynamic work team; g) has the authority (independence); h) high participation with school and community members; i) have openness (transparency) management; j) have the will to change; k) evaluating and improving continuously; l) the school is responsive and anticipatory to needs; m) have good communication; n) have accountability; o) have the ability to sustain sustainability (Bandur, 2012; Yunita, 2020).

The implementation of waste paid school management has the following objectives: a) To increase efficiency, obtained through the flexibility to manage community participation resources and simplify the bureaucracy; b) To improve quality, through parental participation in schools, flexibility in managing schools and classes, increasing the professionalism of teachers and school principals, enacting an incentive and disincentive system; C) For educational equality, through increasing community participation which allows the government concentrate more on certain groups. This is possible because in some communities a high sense of ownership of the school grows.

As it is known that the implementation of waste-paid school management is one of the answers to the provision of regional autonomy in the education sector and has been enacted in Law Number 20 of 2003 concerning National Education System Article 51 paragraph (1) which reads, "Management of early childhood education units, education elementary and secondary education is implemented based on minimum service standards with the principles of school-based management. The mandate of Law Number 20 of 2003 concerning the National Education System Article 51 paragraph (1) seems to say that it is the time for school management to optimize its "economy" in terms of running the management of its school components optimally.

Now the concept of school management with waste pay has been running for almost four years, however, there is a polemic that is still our concern, namely that management issues have always been a scourge as if they have not been interpreted. Based on the above reasons,

the researcher has researched the implementation of the determination and evaluation of the implementation of waste-paid school management at Buah Ati Elementary School, Bekasi district which has implemented it.

### **Materials and methods**

This research uses an evaluative approach. Evaluation research can also be expressed as evaluation, but in other cases, it can also be expressed as research. As an evaluation, this means that it is part of the decision-making process, which is to compare an event, activity, product with predetermined standards and programs. Evaluation as research means that it will function to explain phenomena. There are two types of evaluation research, namely: Formative evaluation research which emphasizes the process, and summative evaluation research which emphasizes the product. The location of the research was carried out at Buah Ati Elementary School, Bekasi district.

In this study, the variable is the evaluation of waste-paid school management, looking at the condition of the school on the curriculum and teaching indicators, students, educators, and education personnel, facilities and infrastructure, financing, school relations with the community, culture and school environment.

The population of this research is all schools in Bekasi district that implement garbage paid schools, but because the ati fruit primary school is the only school that implements garbage paid school management, research is conducted at the school..

The steps taken in this research are:

#### **1. Preparation**

The preparatory steps in this research include preparing a proposal submission report, making a data recorder form, making budgeting steps, including preparing a computer set + printer rental, purchasing stationery, planning transportation equipment rental during the research. Preparation of licensing arrangements and the preparation of a research team.

#### **2. Supporting data collection**

After the preparation is deemed sufficient, the next step is to search for supporting data in the form of literature and other related information related to the place and research variables. Secondary data collection is included in this activity.

#### **3. Data collection**

Primary data collection is carried out in several ways, firstly surveying to observe the course of activities (observation) and secondly conducting interviews and filling out questionnaires with related parties involved in the implementation of School-Based Management at Buah Ati Elementary School, Bekasi Regency..

#### **4. Data creation / tabulation**

Data from the survey or interview results are sorted according to the groups or components that have been determined in the study. Meanwhile, the results of filling out the questionnaire will be tabulated.

#### **5. Data Analysis and Discussion**

Data analysis refers to the concept of school management. The discussion was carried out by describing what happened in the field, why it was carried out, by using what the

activity was carried out, how the activity was carried out, and what was reduced. For the answers to the questionnaire, a scoring approach will be carried out to determine the level of implementation of the waste paid school management.

#### 6. Report preparation and editing

The preparation of the research report uses the outlined mathematical format starting from the preparation of the report layout, typing the report results, then the editing process.

#### 7. Finishing: Journal binding and submission

The finishing activity in question is to re-check the printed out documents. The binding is carried out when the above activity stages have been completed, and then making the final product in the form of a research report that is sent to an unaccredited national journal.

### Results

#### *Implementation of School Waste Paid Management*

Based on the results of research conducted at Buah Ati Elementary School in Bekasi Regency in implementing waste-paid school management, the following evaluation results were found:

Table 1. Recapitulation of Waste Paid School Management Evaluation Results

No	Aspect	Score	%	Results / Criteria
1	Curriculum and	183	76,25	Effective / Good
2	Learning	183	76,25	Effective / Good
3	Learners	180	75,00	Effective enough
4	Educators and Personnel	177	73,75	Effective enough
5	Education	182	75,83	Effective enough
6	Facilities and Infrastructure	186	77,50	Effective / Good
7	Financing	186	77,50	Effective / Good
8	School Relations	1277	76,01	Effective / Good

<sup>12</sup> Based on Table 1., it can be explained that the results of the evaluation of the implementation of school waste paid management in ati fruit schools are 1277 points and 76.01% with Results/Criteria: Effective / Good.

The evaluation results based on the management sub-variable on the implementation of waste-paid school management are:

#### a. Curriculum Management and School-Based Learning

Implementation of School-Based Learning and Curriculum Management has a score of 183 points with a score of 76.25% which is included in the category of results/criteria for the implementation of Effective / Good.

#### b. <sup>3</sup> School-Based Student Management

The implementation of School-Based Student Management has a score of 183 points with a score of 76.25% which is included in the category of results/criteria for the implementation of Effective / Good.

c. Management of School-Based Educators and Education Personnel

The implementation of School-based Management of Educators and Education Personnel has a score of 180 points with a score of 75.00% which is included in the category of results/criteria for the implementation of Self-Effective

d. Management of School-Based Facilities and Infrastructure

The implementation of School-Based Facilities and Infrastructure Management has a score of 177 points with a score of 73.75% which is included in the category of results/criteria for the implementation of Self-Effective.

e. School-Based Financing Management

Implementation of School-Based Financing Management has a score of 182 points with a score of 75.83% which is included in the category of results/criteria for the implementation of Enough Effective.

f. School-Based School and Community Relations Management

The implementation of School-Based School and Community Relations Management has a score of 186 points with a score of 77.50% which is included in the category of results/criteria for the implementation of Effective / Good.

g. School-Based Culture and Environment

Assessment of School-Based Culture and Environment has a score of 186 points with a score of 77.50% which is included in the category of results/criteria for the implementation of Effective / Good.

Based on the results of this study, schools always try to develop students' self about how to manage waste-paid schools in improving the quality and quality of students. Student self-development is an important requirement in the success of character education in Indonesia (Mirzagitova & Akhmetov, 2015; Septiani, 2020). The things that are done in the management of the paid school for garbage in shaping the character are carried out by Buah Ati Elementary School, namely that students carry garbage every day to be collected in the garbage bank owned by Buah Ati Elementary School. The results of these actions are used to help school financing for students through paying for rubbish, then habituation of students in shaping character, for example, independence. Independent character in children can be applied through their daily activities. Through children's daily activities, the value of independent character can be directly taught and applied so that children get used to and learn independently to do and complete tasks, without the need for help from other people, especially by their parents. These activities include collecting used items or trash and even collecting them at their school.

Researchers suggest that children's character can be formed from childhood through simple activities, as part of their daily habits. The management of this school can change the character of students and also the parents in it so that they are serious about understanding the educational process that requires cooperation from various parties. Through a paid waste management program at the school's children, this school can seek ways to improve the character of independence, hard work and responsibility in schools at Buah Ati Elementary School.

## Discussion

Implementation of Waste Paid School Management in the fields of curriculum and learning management, students, financing, school and community relations, culture, and school environment is running Effectively / Well, while the fields of management of educators, education personnel, and management of facilities and infrastructure and management of school financing are running. Effective. And in general, the School Waste Paid Management runs Effectively / Well with a score of 1277 points with a value of 76.01%.

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