The Development of School Management Model Based on Bugis-Makassar Culture (BuMa Model)

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Abstract—**The purpose of this research was to obtain an excellent school management model for vocational high school. The model which was meant in this research was a school management model based on Bugis Makassar culture for vocational high school through a developmental process, by implementing the culture of '*Abbulo sibatang, sipakatau and pacce"/pesse*' in the management of vocational high school through some sort of developmental process. This research is a developmental research. This research will provide a management model which applies an excellent Bugis Makassar culture (valid, practical and effective). As the consideration of efficiency, the development of those three things are conducted simultaneously. On the other hand, when the model is developed, the device management is also developed which is suitable with the model and the development of an instrument which relates to the model and device management. The development of management model in this research proceeded from the developmental modification of Plomp and Akker. There were several phases in this development, Phase 1: Preliminary investigation of management model and management device, Phase 2: Designing management model and management device, Phase 3: Realization of management model and management device, Phase 4:Testing, evaluating and revising the management device to know the validity of the management which has been designed in phase 2 and developed in detail in phase 3 according to the experts, whether it can be applied practically or not at vocational high school and to see its effectiveness in terms of purpose. In this research, there was a small-scale trial which meant it was done in the place where the research was conducted, it was SMK Farmasi Tenggarong. Based on the results, BuMa model is successful because of some indicators, such as: there are familiarity and togetherness of the school employees, included teachers and staffs, there are a lot of non-permanent teachers who wants to be the permanent teachers, and the most important one is the number of students which increases significantly from 38 to 160 students. This management model has not been tested in a greater scope due to the limitation of the researcher.**

Keywords— school management model, Bugis-Makassar Culture (BuMa model)

I. Introduction

Education world especially schooling in Indonesia in the last three decades have been experiencing a fast growth in quantity, yet that quantity growth had not been followed by an equal amount of quality growth, resulting in various imbalances among the society. Education itself consists of several elements which are: government which in this case ministry of education, school manager and its elements, and also society. All of these elements are needed to be managed adequately. School as an institution consists of several elements resulting in the need of a suitable management and this is essentially determined by a leader that is known as headmaster or principal. The authority of a principal as the management's stimulus is important for designing or creating a required model. A principal has to increase the amount of occasions in where a conducive meeting with the faculty and the society is possibly conducted. Behaviours of a principal should also be able to push the performance of teachers by being friendly, close, and considerate to the teachers, both as an individual or as a group [4].

Regarding the explanation above, principal lies in the very front line of the progress of an education institution, both formal and informal education institution which are supported by human resources with ethnicity, religion, culture, character, and disciplinary of knowledge that varies to one another. In correlation with the attempt of renewing education and cultural diversity, then the socio-cultural factor cannot be ignored. The educational systems that are used in developed countries should not be wholly copied without paying attention to cultures that are growing in society. In this section, the role of government and its ranks including the principal as the very front line who holds control of school management in field. Management has a numerous definition, depending on those who defines it, but in this dissertation, the writer defines management as a process of systematic, systemic, comprehensive and solid cooperation in order to achieve a better goal [5].

Management of development is an integral component and cannot be ripped apart from the process of education as a whole including cultures in that education itself. In this structure is where realization of the importance of culture based management will grow and fully authorize the principal and teachers on managing education and teaching, planning, organizing, supervising, taking responsibility, arranging and directing human resources and things to help the school management implementation according to goal of the school. Culture based management should also mind the needs and interests of employees (teachers and staff), students and also the local community. For that reason, culture based management also mind functions of management in general which are: planning, implementation, supervision, and guidance.

The problem of study in this research is "How does a quality management model of a Bugis-Makassar culture based school look like?" Definition of Bugis-Makassar culture in this particular research is the entirety of thoughts

and behaviors of Bugis-Makassar community and potentially be passed down to the next generations by learning. These thoughts are cultural values of Bugis-Makassar daily and these cultural values fall under "*Siri*", "*Pacce*", "*Abbulo sibatang*", and "*Sipakatau*" [2].

1. **Siri'**, is the views of life of Bugis-Makassar individuals in which their spirit and passion are reflected in their behaviour, in their social system, and in their mindset in the shape of achievements.

2. **Pacce'/Pesse'**, is the feeling of sadness and sore that is felt in one's heart seeing others' suffering which functions as an stimulus of unity, solidarity, togetherness, loyalty, feeling of humanity, and motivation to keep going even in grim and dangerous situations.

3. **Abbulo Sibatang**, is the sense of high solidarity to help each other in facing every difficulties and obstacles.

4. **Sipakatau**, is the realization of human qualities to appreciate other human beings. So it is Sipakatau being the ethical values of the interaction of Bugis-Makassar people that should be actualized in every aspect of life, in the middle of foreign culture influence that tend drown the ethics of appreciation in daily social interaction.

5. **Management**, is the planning, implementing, supervising, of organization's resources to achieve an effective and efficient goal, so that a framework or process is made, that involves guidance towards and individual or a group of people, to the purpose or goal that has been set for mutual interest.

6. **Bugis-Makassar School Management Model**, is a conceptual frame or pattern that draws a systematic procedure in organizing school developmental experience based on Bugis-Makassar culture to achieve progress/success of the school, and functions as guidelines for all the individuals who manages education including the principal in planning and conducting school activities.

II. METHODS

This research aims to develop a school management model based on Bugis-Makassar culture values which is valid, practical and effective in order to produce a highly motivated work ethics. Research method used in this study is a developmental research which is oriented on product development in where the process was described in detail and the resulted product was evaluated and tested. This research was conducted in Tenggarong Pharmacy Vocational High School. In this study, the planning phase was executed since the academic year of 2012/2013 and 2013/2014, then the organizing, controlling, and evaluation phases were conducted during the academic year of 2014/2015.

Based on the theoretical study, there are 3 characteristics which are: (i) Model Development, (ii) Product Development Process, and (iii) Quality process of BuMa model development. This research uses developmental research approach which is a process to obtain product that is BuMa model, with survey methods, evaluative and experiment. Survey is used in introductory research to know factual condition as support and practice related to the resulting product. Evaluative, each semester

and each year used in testing the product, whereas Experiment is used to test the quality of the product which is management model that meet three common criteria, which are validity, practicality, and effectiveness. There are two types of activities that were done during validating the model, which are: 1) asking for experts consideration, with 3 categories (education experts, practitioner expert, and bureaucracy experts) and 2) Analyzing the validation result from validator [3]

III. RESULT AND DISCUSSION

The result is a book of BuMa management model with components including, (1) Introduction, (2) Rational, (3) Supporting theories and model components, and (4) Model implementation instruction, presented in Figure 1. Effectiveness' instruments design including, (a) competence valuation sheet of employees in conducting BuMa vocational high school management model, (b) sheet of supervision of employees in conducting BuMa vocational high school management model, and (c) sheet of implementation supervision of BuMa vocational high school management model [5].
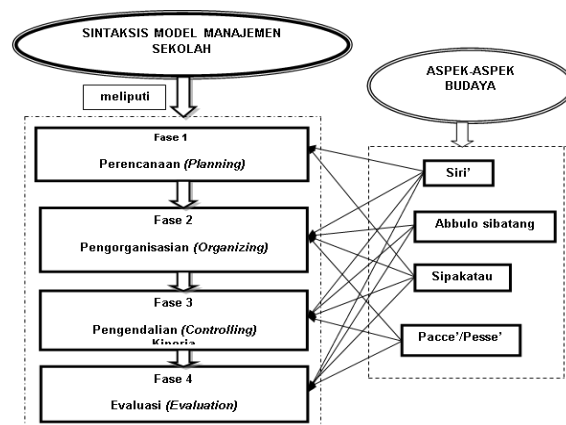

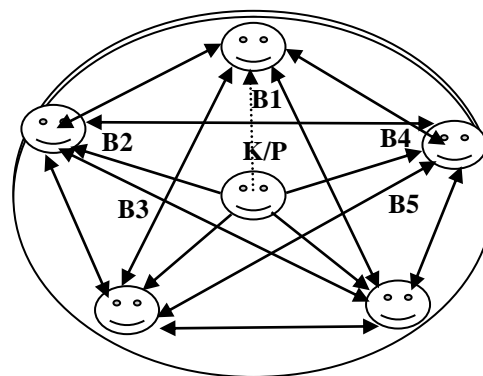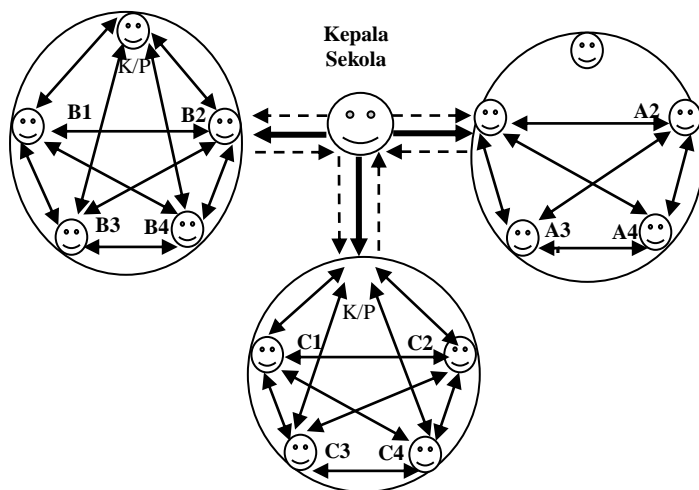Figure 1. BuMa Vocational High School Management Model

Figure 2. Work pattern in management unit in BuMa Vocational High School Model

In the work of every unit, members are responsible for helping other members who need it. Therefore, mutually beneficial interaction is formed, as well as dependency from one member to the other. Figure 2 shows interaction

between group members and the chairman position or leader and between subordinates in providing assistance to other members who are experiencing problems. This figure also shows multidirectional interaction from every member of work unit, the role of chairman is to assist and so is every member. These members can also provide assistance to each other, also known as peer tutor.

Working as an institution, members are responsible of the head or leader of each unit, and the head or leader of the unit is responsible of the principal. Following work pattern of BuMa vocational high school management model as an institution can be seen in Figure 3.

Information:
K/P is Leader or Head
Ai, Bi, Ci, for i ≥ 1 with A, B, and C is work
unit employee
←→ : Members Interaction
--> : Assistance Providing

Figure 3. Work Pattern of BuMa Vocational High School Management Model as an Institution

This matter shows the occurrence of mutual interaction between work units, whilst the principal functions as both director and security provider and assisting subordinates that requires it both individually and in work units.

Driving factor here is all the things that happened as a result of clinical observation pertaining to the application of BuMa vocational high school management model and this did not happen before the application BuMa model management. As an additional information, Tenggarong Pharmacy Vocational High School under the foundation of Gerbang Dayaku is established in 2006 (academic year of 2005/2006) and the application of BuMa model started in 2010 (academic year of 2009/2010). Before the application BuMa management model, the total amount of students is 38 and at that time, the school was implementing the standard management model from the Ministry of Education and has undergone the changes of headmaster as much as three times. After the application of BuMa management model occurred, the total amount of student significantly changed from 38 to 160. This is one indication that there was something wrong during the implementation of the school management model. As for

the clinical observation which are specific findings that are considered important in this research as follows:

1. The existence of togetherness, mutual appreciation and helping each other in doing work routine both inside and outside of the school results in the forming of a system that is family-like, this result is the ultimate purpose of BuMa school management model.
2. BuMa vocational high school management model has a positive impact towards the achievements of learning progress (seen from achievements academically and non-academically that students have achieved both district level, regional level, and national level) and school achievements as an institution. This is because in BuMa management model, the feeling factor that may potentially disturb brain work atmosphere is given high attention. Therefore, this finding supports the opinion that is if someone is offended because they were being reproved or scared because they were being scolded or threatened then their mental process will be disturbed as well [1]. Conversely, if all senses work well and their feelings is happy then the brain could work optimally causing the mental process to work smoothly as well, resulting in achivements are able to be achieved.

IV. Conclusion

BuMa model is a vocational high school management model that involves local culture which is universal along with religious approach, so that each and every individual are able to understand and implement it.

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