

STUDENTS ADMISSION, LEARNING APPROACH AND PLANNING OF BOARDING SCHOOL: A CASE OF SELAMAT PAGI INDONESIA (SPI) HIGH SCHOOL

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Abstract

Selamat Pagi Indonesia (SPI) is a high school intending to improve students' future especially after graduating. SPI is open to all levels focusing on orphans with no means to pay for tuition fee. This study thus highlights the admission procedures as well as the idea of boarding school learning preparation since its establishment in 2007. Besides evaluating and reporting, some interviews were conducted with the school principal, deputy school principal, boarding caretakers, and students. This is a modern approach that has never been done in Indonesia and benefits Indonesia's Sustainable Development by enhancing education and job creation. This case study aims to share some basic concepts of schooling and to incorporate the principle of learning. A positive idea that free school not only provides children with quality education but also the opportunity to live upon the completion of their studies. SPI can only deliver small space when the demand is overwhelming. The main concern was orphanage and children whose families are financially very poor.

Keywords: Selamat Pagi Indonesia, orphans, learning, planning, boarding school

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INTRODUCTION

According to the Ministry of Education and Culture Regulation No 22 of 2016, the learning process is interactive, imperative, enjoyable, demanding, encouraging students to participate actively as well as providing adequate room for initiative, innovation and freedom in keeping with students' talents, interests, physical and psychological development. For this purpose, each unit of education is accountable for the learning preparation, implementing the learning process and reviewing the learning process to increase the efficiency and effectiveness of graduate skills attainment (Slamet et al, 2018). Besides meeting pupils' educational and boarding needs, the school managers also apply relevant management and marketing standard to compete successfully with other boarding schools in the country (Ellis, 2013).

Students diversity issue exists in both colleges. But boarding schools may lead to big problem. This is due to the Islamic boarding schools requesting their students to be disciplined in getting used to similar practices. Furthermore, students from diverse backgrounds may trigger negative differences. This would lead to students not concentrating on learning, getting sick and even deciding to change schools, particularly students who are not ready to be in the internship and receive less family encouragement (Düsek & Ayhan, 2014). In addition, boarding schools entail a high degree of adaptability. Students must embrace new culture, namely dormitory replacing the family culture. Students who are used to getting parental support in learning will face tough time. Homesick would also prevail in boarding schools. Extreme homesick can lead to low attainment of children's cognitive abilities (Fisher, 1985). The instructor must have a strong plan to solve this. For example, the learning managers would work on the madrasah review, students' placement and grouping, recording and assessment activity as well as follow-up. There would be a monitoring to assess students'

character, talent and academic interest. Besides, co-curricular activities such as sports, Pencak Silat, Scouts, Marching Band (Slamet et al, 2017) would be performed for students' growth. The high frequency of student permission is one phenomenon exists in schools. This is one aspect of students' inability to live in internship schools. Students like this can lead to homesick which can be overwhelming. The symptoms can be sick and asking to leave school (Fisher et al, 1984). As a result, many students in the first year of schooling have the issue of studying in class and not completing assignment. For the learning process to run smooth, teachers will have to prepare the lessons from the beginning of the semester. As Thomas pointed out, an instructor is expected to carry out the annual program (Prota), the semester program (Promissory), the Syllabus and the RPP at the beginning of the year and semester with regard to the Competency Standard and Basic Competency (Ernawati, 2018).

LITERATURE REVIEW

Background of SPI

Established on 1 June 2007, it is one of the well-known boarding schools that provide free education to poor and orphans across the country. The goal of the school is to nurture potential children in order to become a man of faith, noble, safe, informed, skilled, imaginative and autonomous. Furthermore, it aims to develop children to become people of democracy and responsibility with qualified skills and knowledge. The uniqueness of this school teaching and learning idea is that all school events are planned and controlled by students. SPI has integrated local content and entrepreneurship into teaching and learning strategies such as the Kampoeng Sucezz, Eco-Tour and Hospitality program to improve the life skills and train students to become entrepreneurs. Character Building is the main goal of the SPI and through the 'SPI Go Talent' screening process, the school will recognize the students' interest or passion. "Finding, Exploring and Improving the Student Potential" is a technique in their curriculum package

that involves creativity and rotation of positions in the 12 current divisions of the school to prepare students to learn and exercise specific skills in each division. Their ability can be seen from the activities that students have taken part in each section. Every student creates a "Dream Book" to inspire them with a positive attitude that will help them dealing with hard times. This book reminds them that they can fulfil their desire, and they deserve it. Owing to a large number of applications from local citizens who meet the criteria, SPI has to follow the protocol to find suitable applicants.

Learning Planning

According to the National Education System Law Number 20 of 2003, learning is the interaction process between students, educators and learning resources in a learning environment. Learning is an interaction between individuals, planned beforehand in order to foster knowledge, skills, and learning experiences. The meaning of learning reflects a combination of human elements, materials, facilities, equipment, and procedures that influence each other to achieve the learning objectives.

Learning planning is a series of activities or strategies arranged in such a way to achieve a purpose. They need to plan so the desired goals can be realized properly and effectively, as to overcome significant obstacles in the teaching context. Planning means the process of preparing teaching materials, the use of media, approaches and teaching methods, and assessment in an allocated to achieve certain competencies that have been formulated (Utami et al., 2016).

Learning as a system requires planning of the learning programs as a guidance for the teachers in implementing quality learning. Quality learning certainly has comprehensive guidelines on learning scenarios as desired by the teacher. It aims to make learning more effective and efficient in accordance to the students' needs (Kasful & Harmi, 2011). Learning planning is a decision making process resulting in specific learning goals and objectives, namely behavioral change and a series of activities that must be carried out to achieve these goals by utilizing all potentials and learning sources (Sanjaya, 2010).

Based on the description above, the concept of learning planning can be seen from various perspectives as followed: (1) Learning planning is a process of systematic learning development specifically uses learning theories to ensure the quality of learning. This learning plan will analyze the needs of the systemic learning process starting from the process of designing, implementing and evaluating learning outcomes; (2) Learning planning as a discipline is a branch of knowledge that always pays attention to the results of research and theories about learning strategies and their implementation in teaching activities; (3) Learning planning as a science is to create detailed specifications of the implementation, evaluation, maintenance of situation and learning facilities; (4) Learning planning as a reality is a teaching idea developed by checking and improving continuously to improve the quality of learning; (5) Learning planning as a system consists of various sub-systems combination related to objectives, materials, methods / strategies, media, evaluation, facilities, academic potential of students and sources / references; and (6) Learning planning as a technology is a plan that encourages the use of techniques that can develop cognitive abilities and constructive theories of solutions to teaching problems (Sagala, 2003). So, the planning of learning is a directed system used by the teacher in achieving learning objectives. This plan includes planning of learning tools, syllabus and learning implementation plan, media, resources, materials, learning implementation tools, methods, learning strategies, time allocation and assessment.

Learning planning is designed in the form of a Syllabus and Learning Implementation Plan (RPP) with reference to the Content Standard. Learning planning includes the preparation of

learning plans, media and learning resources, learning assessment tools, and learning scenarios. Preparation of Syllabus and RPP is adapted to the learning approach used (Depdikbud, 2016).

Learning planning is an important and fundamental aspect in every learning. The quality of learning implementation is influenced by learning planning. Every formal, non-formal and informal education path has its own way of preparing learning plans. Similarly, Selamat Pagi Indonesia High School has certain way of preparing learning plans.

Boarding School

Boarding school is an English phrase made up of two words namely boarding and school. This concept is assimilated into the Indonesian context. Dormitory is a boarding house for students, employees and so on, while boarding is living together in a building. Values are taught in the dormitory in the context of personal formation to all values of national character education (Wati, 2017). Boarding school is where students, teachers and school managers live in a school environment within a certain period of time (Susiyani & Subiyantoro, 2017).

Boarding students live totally in the school environment. Because of that, all kinds of learning needs are provided by the school (Mean, 2013). Boarding school is defined as a place of education and teaching that emphasizes Islamic religious instruction and pays attention to the basic scientific material that supports school subjects (Juhji, 2017). Boarding schools are designed and intended for students to form attitudes, behaviors, and characters that are in accordance to the vision / mission of the school where students are accompanied by teachers / seniors who can monitor their development. Students who live in the hostel are equipped with various facilities to support learning and character building. In the boarding school system, various activities are designed to motivate students to achieve the vision / mission set (Papworth, 2014).

In boarding schools, students attend regular education from morning to afternoon followed by religious education or special values education at night. Life in boarding school is certainly different from living at home, so the child must be able to make adjustment to stay at boarding school. Difficulties in adjustment will lead to new problems, such as children feeling depressed, stressed, decreased learning achievement, violating hostel rules, and making noise (Kusnadi et al., 2017).

Boarding school is a forum in an educational environment where students live independently. They are prepared through various learning activities and character building supported by complete facilities with the main goal of achieving the vision / mission of the educational institution (Tepy, 2016). Boarding schools have different characteristics from non-boarding schools, starting from the selection procedure, the learning process, and its activities. Boarding schools have its distinct character that indirectly creates a community of school residents who are different from people out of the school. To prevent the emergence of exclusive culture, boarding schools need to introduce other habits that are different from schools to prepare students so that they are not surprised and ready to accept the cultural differences outside the hostel (Faridah, 2018). Boarding schools provide education in all aspects, ranging from academic, religion, skills to character development. Students are dichotomized by all features of education and values applied by schools, and they have a homogeneous environment, associated with social situations that do not vary such as the public-school students (Hermaleni et al., 2016). SPI high schools are not based on religious teaching. This school is a public school focusing on orphan students. Students consist of 5 different religions and they are recognized by the government.

METHODOLOGY

Semi-structured interview was used to understand the Student Admission, Learning Approach and Planning of Boarding School besides report and evaluation. Based on Mason (2002), from the ontological point of view, this research focuses on the premise that awareness, beliefs, perception, interpretation, experience, and interaction are important to people. This is because, from an epistemological point of view, it is presumed that people talking interactively is a meaningful way of building data. 5 key informants were selected on the basis of sampling techniques. The researcher had to meet them at their office and send them a letter thanking them for their interest in the interview. As far as data collection is concerned, the informants completed the interviews between 2 hours or less. The informants were asked a wide range of questions followed by few sets of open-ended questions and an acceptable sample for each question to ensure that they were consistent during the analysis. In order to have successful contact, the researcher used Indonesian language. Permits were requested from the informants to document interview sessions in order to expedite the interview process as well as to capture the actual substance of the informants' comments. Subsequently, the recorded interviews were transcribed, and the data were translated into written form. The recorded report of the interviews did not include any informants' details. The names of the informant have been replaced by an identification code for all written material and electronic data file related to the study (Creswell & Clark, 2007).

RESULTS AND DISCUSSION

Selecting student admission process to suit SPI concept

SPI has a quota in each region of Indonesia for its enrollment. SPI can only accept 80 students from 300 applicants each year due to the dormitory limitation. The main priority is orphans, who are financially poor.

'managing boarding school like SPI must suit the school mission, vision, interest and student talent, facilities, teacher, time and fund. Our priority is those who fulfil our school objectives, then we will give opportunity to others based on vacancy

School Principal
08-01-18:1/4-11

Academic grades are not a priority. Besides, there is a religious quota in order to meet the five religions in Indonesia: Muslim, Christian, Catholic, Buddha, and Hindu. Similar to other schools, the students' acceptance process was held at the beginning of the schooling year to meet the three main conditions. First, prospect students are orphans as evidenced by a certificate from the Rukun Tetangga (RT) or Rukun Warga (RW) and approved by the local Kelurahan. Second, the prospect student has a certificate of disability from the RT / RW which is authorized by the local Kelurahan besides gaining permission to stay in the dormitory by parents/guardians. On top of that, students are chosen not based on a formal test. This school highlights the diversity of religions where each generation must have at least 5 different religions.

'we always remember that our student is from various background and characteristics other than our school board requiring to have quality graduates. We have to make sure our school teaching approach is suitable to our students' condition and surrounding'

School Principal
08-01-18:1/4-11

The religious provision is 40% Muslim, 20% Christian, 20% Catholic, 10% Hindu and 10% Buddhist. Then the students represent all regions in Indonesia and they are from

disadvantaged families, orphans, children of divorced parents as well as children who are unable to continue to the higher education.

Unique learning and teaching approach

SPI is a boarding-based school that implements a full-day schooling. The school runs from 0730 to 1530 daily. After that for Muslims, they would perform the Asr prayer followed by entrepreneurship education until 1800 or before the Maghrib prayer for Monday-Friday schedule. Meanwhile on Saturday and Sunday, it is full of entrepreneurial activities. Education in students' dormitory is directly guided by tutors, alumni or apprentices.

Learning activities in the school started from them waking up in the morning until they start their indoor or outdoor activities (entrepreneurial activities) from 0730 - 1500). In this school, students should be able to polish their academic capabilities as well as non-academic with their senior and alumni. I would say quite a number of our alumni decided to stay and work in the school helping to coach their entrepreneurship abilities'

Boarding Caretaker
SPI:W:RA:09-01-18:2/23-43

Each student is required to read at least one book monthly on self-development, watching films containing life values, hygiene activities, assignments, life skill development and entrepreneurship. SPI High School employs curriculum unit which includes PAKSA (Pray, Attitude, Knowledge, Skills and Action) in its assessment, integrated with boarding activities. The learning methods used by teachers are experiential learning and edutainment. The examples of experiential learning are natural learning, motivation by outsiders, sharing, role-playing, lectures and discussions while edutainment includes watching movies in the cinema or at school and recreation while learning.

SPI is slightly different from other secondary schools. Our teaching approach is the kind of moving class meaning not only between the four walls, but also outdoor activities. Can be under the trees. The reasons are student won't get bored easily, it is more interactive, inspiring and able to motivate in the learning process.

Deputy School Principal
SPI:W:DT:08-01-18:1/4-2

In fact, our learning implementation is actually students will be attached under Transformer centre acts as Laboratorium Exellent Service handled by our alumni dan student will be placed based on their turn under specific entrepreneurial program

Boarding Caretaker
SPI:W:RA:09-01-18:2/118-125

In addition, SPI also introduces a local Entrepreneurship Laboratory called the Transformer Hub, a place for students to develop entrepreneurial spirit and life skills, as well as a means of direct learning in the theory application. So students will observe and it becomes a habit. There are Kampoeng Kidz, Kampoeng Teenz and Kampoeng Sucezz. Here, the students' talents of Selamat Pagi Indonesia High School are created, and they will also learn some new skills so they can compete at the global age. In short, the learning process at SPI uses a moving class system and the implementation of learning at the transformer centre applies 20% theory and 80% practice.

Syllabus and teaching planning

The syllabus is a learning plan of subjects with a specific theme, which includes competency standard, basic competency, learning materials, indicators, assessments, time allocation, and learning resources developed by each educational unit. The syllabus is part of the curriculum as a translation of competency standard and basic competency into learning materials, learning activities, and indicators of competency achievement for the assessment of learning outcomes.

The concept of teaching planning can be seen from various points of view: (1) Planning as a technology is a plan that encourages the use of techniques that can link cognitive behaviour and constructive theories to solutions and problems of teaching; (2) planning as a system is the arrangement of source procedures for driving learning, and (3) planning as a discipline is a branch of knowledge that always pays attention to the results of research and theories about teaching strategies and implementation of strategies. Learning Implementation Plan (RPP) is a face-to-face learning activities for one or more meetings. The lesson plan is developed from the syllabus to direct the students' learning activities in an effort to achieve Basic Competence (KD). The lesson plans developed refer to the syllabus, textbooks and teacher's manual.

Every teacher in the education unit is obliged to prepare lesson plans in a complete and systematic way as the first step of the learning process. This is intended so that learning can take place interactively, inspirational, fun, challenging, and efficient in order to develop high-level thinking skill. The lesson plans are arranged based on a series of basic competencies held in one or more meetings. This lesson plan is made at the beginning of each semester or the school year but needs to be updated before learning takes place.

Deputy School Principal
SPI:W:DT:08-01-18:1/4-2

Development of lesson plans can be done independently or in groups through the Subject Teachers' Conference (MGMP) in schools. This should be coordinated, facilitated, and supervised by the principal or senior teacher appointed by the principal. The development of lesson plans carried out by teachers in groups through MGMP between schools or regions is coordinated and supervised by the supervisor or the local Education Office.

In fact, all lesson plans have included learning steps consisting preliminary activities, competency achievement activities/core activities, and closing activities.

School Principal
08-01-18:1/4-11

This is in accordance to the opinion of Mulyasa (2008: 185) that the implementation of learning activities includes three activities namely opening, forming competencies/core, and closing (Setyawanto et al., 2012). There is a high influence on learning planning on learning implementation (Utami et al., 2016). Preliminary activities have included aspects of conveying learning objectives about the material to learn. However, it is not yet covering aspects of linking real life and prior knowledge with KD, and very few teachers demonstrate anything related to KD. At the core activity, the learning steps have included aspects of giving opportunities to active students and enabling the growth of positive habits, but the teachers have not described the stages of achieving indicators / basic competency properly. In the closing activity, there are still many teachers who have not directed to strengthen, examine learning outcomes, and have not provided follow-up directions for learning. Closing activities are mostly filled with clapping and shouting slogans as a sign of successful

learning and reflecting. The appropriateness of the preliminary activities, core activities, closing activities can be seen in the description of the learning activities steps.

Learning module

Modules are learning tools that contain material that aims to enable students to learn independently or with the guidance of teachers in the teaching and learning activities. Besides, they are the ways to evaluate what is systematically designed to achieve the competencies expected and learning objectives. Regarding this, the module is a teaching material arranged systematically in a language that is easily understood by students, according to their age and level of knowledge so they can study independently with minimal guidance (Prastowo, 2012).

A similar view was expressed by Sukiman (2011), which stated that modules are part of a planned learning unit designed to help students achieving their learning goals. Students who have high learning speed will master the material quickly. Meanwhile, students with low learning speed can learn again by repeating parts that are not understood. According to Sutrisno (2008), the module must pay attention to five characteristics, namely self-instruction, self-contained, stand-alone, adaptive, and user friendly.

As for self-instruction, students are allowed to learn independently and not depend on other parties. Self-instruction can be fulfilled if the module contains clear learning objectives; learning materials are packaged into small/specific activity; the availability of examples and illustrations that support the clarity of exposure to learning material; there are practice questions, assignments and the contextual; the language is simple and communicative; a summary of learning material; the existence of self-assessment instruments.

Deputy School Principal
SPI:W:DT:08-01-18:1/4-2

There is feedback on the students' assessment and information about referrals.

- Self-contained: all required learning material is contained in the module. These characteristics provide an opportunity for students to learn the learning material completely.
- Stand alone: the module developed does not depend on other teaching materials or does not have to be used together with other teaching materials. Learners do not need other teaching materials to learn or do the work on the module.
- Adaptive: the module can be adjusted to the development of science and technology, flexible to use in various hardware. Can be used for a certain period of time.
- User friendly: the module has instructions and information exposure is simple, easy to understand, and uses common terms. The use of simple language and common terms is one form of user friendly.

The school must be able to choose and apply a learning approach oriented to the conditions of diversity that occur in boarding schools so that students have no difficulty in receiving the subject matter (Hendrayana et al., 2019).

SPI School teachers create modules. This module is very helpful for students to understand every basic competency that has been outlined by the government. Students can learn in accordance to their respective speed. So students are able to learn independently and master their learning goals in accordance to their respective speed.

School Principal
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This research is a development of previous studies conducted by Oyedele & Chikwature (2016). The findings from the study indicated that the teachers did not fully understand the concept of strategic planning and its role in educational development. The main recommendation from the study was organizations should acknowledge that their employees are the most valuable resource and therefore should provide them with continuous learning opportunities, especially on strategic planning and its role in the educational development. For teachers, the use of modules is useful in terms of learning time efficiency because it can reduce the teachers' workload in explaining the material repeatedly. This time can be used to monitor students' learning activities and provide individual guidance to students. Nasution stated that the use of modules in learning will provide greater opportunities and more time for teachers to provide assistance and individual attention to the students (Renat & Novriyanti, 2017).

CONCLUSION

The learning management of Selamat Pagi Indonesia High School is planned before the new school year runs effectively. This is done by preparing learning tools such as annual programs, semester programs, learning plans, modules and guidelines for the implementation of activities and preparation based on the vision, mission of the school, interests and talents, infrastructure, energy, costs and time. Besides, it also emphasizes learning that is interactive, inspiring, fun and motivating. What distinguishes planning in high school is that the process of selecting new students is based on 3 main requirements. The first one is the prospect students are orphans as certified by RT / RW, prospect students have a statement of incapacity as authorized by RT / RW and the third one is parental permission to stay in the hostel during the education period.

Organizations will continue to evolve and new management theories will continue to emerge. From a pedagogical perspective, fulfilling their role in preparing students for successful careers in this dynamic environment will require schools remain vigilant in adapting curricula that meets these ever-changing needs. For traditional-aged students, exposure to management concept is the first opportunity to develop an understanding of what it means to be an employee or manager and what one should do to succeed (Schraeder et al., 2014; Athapaththu, 2016).

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