

Optimization of Achievement Culture Through New Student Orientation Support Student Achievement

by Fakhruddin Fakhruddin

Submission date: 05-May-2023 02:02PM (UTC+0700)

Submission ID: 2084874091

File name: Through_New_Student_Orientation_Support_Student_Achievement.pdf (150.84K)

Word count: 3080

Character count: 17676

¹
Optimization of Achievement Culture Through New Student Orientation Supporting Student Achievement

Pudji Astuti¹, Fakhruddin¹, Fatah Syukur² and I Made Sudana¹

¹ Semarang State University, Semarang, Indonesia

² Walisongo State Islamic University (UIN), Semarang, Indonesia

Pudjiastuti@unnes.mail.ac.id

¹
Keywords: Optimization, New Student Orientation, Achievement.

Abstract: Students are members of the community who try to develop their potentials through the learning process that is available on major, levels and types of education. Good education provides an environment and encourages students to develop their potential so that they become outstanding students. On the other hand, students are individuals who have different characteristics and perspectives. Some students think that school is a bridge to get a formal job, and they are easier to get a job with a diploma without regard to the competencies they must face. This implies that the diploma is very important without regard to the process. Then, the school must develop a culture of achievement to the students, one of them is through new student orientation activities. The orientation activities for new students help them adapt to their new environment and will grow motivation and learning and explore their potential. Therefore, the students can develop their potential not only in academic achievement but also in their non-academic achievements.

1 INTRODUCTION

Your paper will be part of the conference Education is to make people realize their usefulness in the development of the environment and the welfare of society. However, a few students are aware of this, that the results of education are for their own welfare or even education does not mean only to carry out activities without realizing the importance of the educational process. Many events occur due to this unconsciousness, namely the number of negative behaviors such as brawls, beatings, etc. Is this a failure in the education process? It seems as if that the miscarriages merely belong to the educational institution. However, of course, all parties must always improve.

Education is a management activity. Management can be interpreted as a process that is planned so that cooperation occurs and the participation and involvement of people in achieving certain goals and objectives can be set together effectively. Educational activities in schools do not merely occur in the classroom. However, all student activities at school are educational activities. Thus, the school must provide an environment and encourage students to develop their potentials by

developing a culture of achievement. All school activities can lead students to be able to develop their potentials. This needs to be done with a culture of achievement within the students by creating a relevant environment and encouraging students to achieve. One of them is the management of students, i.e. new student orientation.

2 CONTENTS

2.1 Educational Management

The Management is a process in order to achieve the stated goals by working together. In education, management is a process starting from planning, organizing, directing, supervising and evaluating educational efforts to achieve predetermined educational goals. Therefore, in a management, the right people in their position must be placed in order to carry out their duties properly. Terry in Manulang (2008), states that management functions are divided into 4 activities, namely Planning, Organizing, Actuating, and Controlling (POAC). Planning includes activities to determine what you want to achieve, how to achieve it, the time needed, how

many people and qualifications and costs are needed. Planning is an activity that must be carried out in achieving a set of goals. Organizing is a grouping of activities needed on the organization's determination along with their respective duties, functions and authority and establishes the position and relationship between units to be effective. Therefore, the right resources are needed in accordance with experience, knowledge, interests and personality. After being planned and well organized, it must be moved and implemented properly. Actuating is carried out by leaders who have the ability to direct and influence the behavior of others so that they can carry out their duties. The tasks carried out must be controlled. In the controlling function, correction should be done to know whether the tasks are done correctly to achieve the stated goals. The controlling processes include these four stages, namely:

1. Establishing standards for carrying out works as a basis for exercising control
2. Measuring the implementation of works to the standards set
3. Determining the gap if there is a discrepancy between implementation and objectives in accordance with the plan
4. Taking action if there is a gap so that the plan can run well, and the goal is achieved.

The scope of education management includes management of students, management of curriculum, management of infrastructure, management of educational budgets, and management of personnel at school.

2.2 Management of Student

This One of the objectives of education management is to improve the quality of education seen from the process planning and educational outcomes. The estuary of education is the creation of graduates who are competent and efficient with their achievements. Management of students as an effort to regulate students from school admission to school graduation.

Students are objects and subjects in education. The role of students is very important in educational activities; thus, it must be managed properly. One of the success of education is influenced by students, i.e. the development of physical potential, intellectual intelligence, social, emotional and psychological learning of students.

Management of students contributes to achieving school goals. In the management of students, the activities of students are regulated to support the teaching-learning process can run smoothly and orderly. Specific objectives of student management include:

1. improving the knowledge, skills and psychomotor of students
2. distributing and developing general abilities (intelligence), talents and interests of students
3. distributing aspirations, expectations and meeting the needs of students
4. If point 1 – 3 are fulfilled, students will find it comfortable and joyful in participating in their learning activities.

Imron (2003), states management of students aims to regulate the activities of students in order to support the learning process in school and run smoothly and orderly. As a result, it can contribute to the achievement of school goals and overall education goals.

The general function of the management of students is where the students develop themselves as optimally as possible, related to the individual aspect, namely developing their own potential. For social aspects, students can hold socialization with peers, family environment, school environment and community environment. For aspiration aspects, students can channel their hobbies, talents and interests happily and pleasantly. Management of students makes participants able to develop themselves as optimally as possible. The activities of management of students must be able to support and encourage an attitude of independence in students. The independence attitude may be beneficial in the school environment and anywhere else.

In the management of students, there are several activities, namely: planning of students, fostering students, evaluating students, transferring students. Planning of students include planning for new student admissions, graduation, the number of dropouts and school transfers. Planning of student admission will relate to the activities of receiving and recording or documenting student data to the data on learning outcomes and curricular and co-curricular activities. The first thing to do in the planning of students is the need analysis of students, the recruitment of students, the selection of students, the orientation, the placement of students, recording and reporting.

2.3 New Student Orientation

This Entering a new environment is not easy for every human being. It needs to be familiar with both the social environment and the physical environment and activities at school. It also occurs with new students. These activities are known as the orientation period for new students (MOS), the Period of Introduction to the School Environment (MPLS), or the Orientation of Study and the Introduction of Campus (OSPES) in higher education.

Sometimes ago, there were unfortunate cases happened on the new student orientation such as bullies and violence committed by their seniors. The Ministry of Education and Culture of the Republic of Indonesia issued on April 11th, 2016 officially banned MOS activities carried out by the students. MOS activities are still carried out by the teacher during the study hours.

New student orientation activities have good goals for new students, in which they need to be introduced a new environment so that they are happy, acknowledge what will be done while attending school and support students to do positive and accomplish things. The Ministry of Education and Culture of the Republic of Indonesia issued a decree No. 18/2016, containing the procedures of new student orientation and dismiss the negative stigma about it. The activity is directly under the responsibility of the principal. The activity of the school environment is to encourage student achievement. Jamali et al. (2013), suggest that managerial competence of principals and teacher's achievement motivation have influenced students in achieving their learning achievement. Meanwhile, Sule and Kurniawan (2008), state that managers are individuals who are directly responsible for ensuring activities in an organization are conducted by its members. The principal is responsible for the introduction of the school environment.

The objectives of the Introduction to the School Environment refers to Decree of Minister of Education and Culture No. 18/2016 are as follows:

1. exploring the potential of new students,
2. helping new students adapt to the school environment and its surroundings, including aspects of security and school infrastructure,
3. growing motivation, enthusiasm and effective learning methods as new students,
4. develop positive interactive between students and other school communities, and

5. fostering positive behaviors including honesty, independence, mutual respect, respect for diversity and unity, discipline, clean and healthy life to realize students who have values of integrity, work ethic, and mutual cooperation.

In general, activities carried out during the introduction of the school environment are as follows:

1. introducing students to the school environment,
2. introducing students to all school components along with the rules, norms, culture and rules applied,
3. introducing students to organization,
4. introducing students to be able to sing school hymn and mars,
5. introducing students to all activities at school,
6. directing students to choose extracurricular activities based on their talents,
7. instilling mental, spiritual, good character, responsibility, tolerance, and various other positive values in students as implementation of instilling concepts of faith, science and charity.
8. instilling various basic insights into students before entering formal learning activities in the classroom.

The introduction of the school environment will have a positive impact on students in carrying out their roles.

2.4 Student Student Achievement

Indonesia needs competitive, creative, active and responsive resources in acting to respond to things that are around it; one of which is through education. Education must provide an environment that can bring achievement to each student.

Student achievement is the result of efforts made by students. It is not just on learning outcomes but also in developing proud self-potential. Sardiman (2001), suggests that achievement is a real ability which as the result of interaction between various factors that influence both inside and outside the individual in learning. related to the student achievement, there are two achievements, namely academic and non-academic achievements. Academic or learning achievement is a learning process, changes in knowledge, skill and attitudes experienced by the students. Non-academic achievement is the achievement or ability achieved

by students from activities outside of school hours such as extracurricular activities. Mulyono(2008), states that extracurricular activities are a variety of school activities carried out to provide opportunities for students to be able to develop their potential, interests, talents and hobbies that are carried out outside of normal school hours.

Slameto (2010), states that there are two factors influencing the student achievement, internal and external factors. Internal factors originate from the students themselves namely physiological and psychological aspects. External factors include school environments, both physical and social environments, and the existing activities. Kirana (2010), states that there is a relationship between self-efficacy and social support with academic achievement.

3 DISCUSSION

The responsibility of the Indonesian nation is in its resources which must be well-prepared, one of which is through formal education. Problems in the world of education do not only lie on the teacher or school, but also to the students themselves as objects and subjects of education. The problems faced by students can start from the unpreparedness of entering a new environment.

Entering new environment is not an easy thing for every human being, so do new students entering a new school environment with all school activities. There are students who are afraid to face new schools, new teachers, and new friends, and even more afraid of the activities of the new student orientation. It is caused by the events had occurred sometimes ago where the new students taking the new student orientation died. It does not only worry the new students, but also their parents. The school introduction programs including to the physical environment, social environment and activities at schools as well as student interest and talent tracing must be well-organized. Mulyasa (2011), states that principal is one of the most important components of education in improving the quality of education. In this case, the activity of introducing the school environment directly under the responsibility of the principal. Therefore, management of students must be really well-prepared. Things that must be considered in its implementation include:

1. The activities are educative and should avoid bullying

2. Wearing uniforms or official attributes from the school
3. Conducted in the school environment
4. Tasks given to new students are relevant to student learning activities.

The activities managed in the new student orientation should make students have responsibilities as learners so that they will have discipline to carry out all activities at school both compulsory and optional. Yulianto (2011), states that undisciplined behavior is attempted to begin to be changed through Student Orientation Period (MOS) and in the learning process, because the achievement of the school culture in its development is strongly supported by discipline.

Schools need to create fun school introduction activities and can be implemented in stages and continuously without disturbing classroom learning activities. In addition, there is an evaluation of the introduction of the school environment whether the goal is achieved or not, one of which is seen from the academic and non-academic achievements achieved by students. For example, after new students are introduced to extracurricular activities, there will be then a part of the activity. The school really facilitates up to achievement, for example in extracurricular of arts and dance, until they take part in competitions. These activities will further open the students' insight to be more developed and of course without leaving their responsibilities to take learning activities in the classroom.

This is in line with Yulianto (2011) who states that the extracurricular activities at Karangturi High School are not only intended to develop students' talents or hobbies, but also to prepare students for competitions. This will bring students to success in the future because success in the future is not only determined by academic achievement but also balanced with non-academic achievements. Similarly, the results of research conducted by Kirana showing that academic achievement has something to do with social support as an external factor. In this case, in the orientation activities, new students are introduced to the school environments such as physical environment, social environment, as well as traced for their interests and talents. The introduction of the school environment an open insights and provide motivation for new students to develop their potential so that they become outstanding students. The activities carried out during the introduction of school environment must be well-managed from preparation to evaluation so that the activities can provide comfort for new

students and parents. In addition, it will lead to the goals are achieved to have an impact on student achievement

4 CONCLUSION

The introduction of the school environment is very important so that students feel happy, comfortable to take part in activities at school and can develop their potential be successful individuals. The activities develop curiosity, enthusiasm, and willing to develop their potential to the actualization. This activity must be well-managed so that it does not make students bored. It is commonly too dense, and the new students get depressed for being busy and having a demanding program. Meanwhile, the self-goal side has been accommodated. As a result, this program unsuccessfully meets the program goals.

Activities managed in the introduction of the school environment should be fun for new students, instead of making them nervous. Furthermore, there should be a benchmark or output to find out the success of the introduction of the school environment activities. The output can be short or long term both in academic and non-academic achievements. It will be a feedback and is to know what should be evaluated with the program. Therefore, the implementation of the introduction of the school environment can be more effective in the future. Ultimately, the introduction of the school environment encourages the achievement of superior schools because the students could play their role as outstanding students

REFERENCES

- Agus Yulianto (2011). Pengembangan Budaya Sekolah Berprestasi: Studi Tentang Penanaman Nilai dan Etos Berprestasi di SMA Karangturi. *Jurnal Komunitas*, 3 (2), 169-179
- Aulia (2010). Studi Efikasi Diri dan Dukungan Sosial Dengan Prestasi Akademik: Telaah Pada Siswa Perguruan Tinggi. *Jurnal Indigenus*, 12 (1), 47-54.
- Enco Mulyasa (2011). *Menjadi Kepala Sekolah Profesional*. Bandung: PT Remaja Rosda Karya.
- Emie Tisnwati Sule & Saeful Kurniawan. (2008). *Pengantar manajemen*. Jakarta: Prenada Media Group.
- Imron, Ali. (2003). *Manajemen Pendidikan, Analisis Substantif dan Aplikasinya dalam Institusi Pendidikan*. Surabaya: UNM Press.

- Kemendikbud (2016). *Permendikbud No. 18 tahun 2016 tentang tata cara pelaksanaan kegiatan masa pengenalan Lingkungan Sekolah*.
- Manullang, (2008). *Dasar-dasar manajemen*. Gadjah Mada University Press. Yogyakarta.
- Mulyasa. (2007). *Manajemen Berbasis Sekolah*. Bandung: PT Remaja Rosdakarya.
- Mulyono. (2008). *Manajemen Administrasi dan Organisasi Pendidikan*. Yogyakarta: AR-Ruzz Media Groups.
- Rohiat. (2009). *Manajemen Sekolah*. Bandung: PT Refika Aditama.
- Sardiman, A. M. 2001. *Interaksi dan Motivasi Belajar Mengajar*. Yogyakarta: PT. Rajawali Pers.
- Slameto (2010). *Belajar dan faktor-faktor yang mempengaruhinya*. Jakarta: Rineka Cipta.

Optimization of Achievement Culture Through New Student Orientation Supportinf Student Achievent

ORIGINALITY REPORT

15%

SIMILARITY INDEX

15%

INTERNET SOURCES

3%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1	www.atlantispress.com Internet Source	8%
2	Submitted to Universitas Negeri Surabaya The State University of Surabaya Student Paper	3%
3	ppsfp.ppj.unp.ac.id Internet Source	2%
4	ijpsat.ijshjournals.org Internet Source	1%
5	Imam Mujahid. "Collaboration-Based Learning in the Era of the 4.0 Industrial Revolution", AL-ISHLAH: Jurnal Pendidikan, 2022 Publication	<1%
6	adoc.pub Internet Source	<1%
7	journal.umsida.ac.id Internet Source	<1%

8

Afiful Ikhwan, Ju'subaidi Ju'subaidi, Elfi Mu'awanah, Ali Rohmad. "chapter 6 Development of Curriculum Keaswajaan (Nahdlatul 'Ulama) in Character Formation", IGI Global, 2020

Publication

<1 %

Exclude quotes On

Exclude matches < 10 words

Exclude bibliography On

Optimization of Achievement Culture Through New Student Orientation Supportinf Student Achievent

GRADEMARK REPORT

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5
