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## Development of a Batak Culture-Based School Management Model as an Effort to Increase Cooperation and Active Participation of Stakeholders School Effectively and Efficiently in Elementary School and Intermediate in the District of Si Empat Nempu Hilir Regency of Dairi

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### ABSTRACT

The purpose of this research is to produce a model that is used as a reference to improve cooperation and participation active stakeholders Elementary and secondary schools in Si Empat Nempu Hilir District, Dairi Regency. Method used is research and development method with stages developed by Borg and Gall. This research will produce Model Management school and Book Guidelines application model. This model will be tested in three stages, namely: the test stage try, Step main and Step operational, with involve school and stakeholders in primary and secondary schools. The analytical technique that the researcher uses is statistical analysis with a qualitative approach and quantitative. Researcher hope that model MSB3 could increase cooperation and participation active stakeholders in advance school in Si Empat Nempu Hilir, Dairi Regency.

## INTRODUCTION

Schools as service organizations are required to be able to answer customer expectations regarding the quality and quality of service production, namely the quality of graduates. In this effort, it is important for schools to be managed properly by taking into account some of the main elements of a healthy school administration. One element that is expected is the involvement of educational stakeholders (Rivai and Murni, 2009:58-61).

The forms of management that have been used in an effort to answer customer expectations are: (1) School-Based Management (SBM) and (2) Total Quality Management-TQM (total quality management). The essence of the two models of school management is the importance of the participation of members of the organization in an effort to build a quality and quality organization. However, in practice, the two forms of school management have not been fulfilled properly.

Rivai & Murni (2009:140, 484,485) revealed three (3) reasons for the unsuccessful implementation of SBM, including: (1) the extent of autonomy and authority of the principal in managing schools, and the lack of participation and cooperation from the school community in thinking about fulfilling the vision, the school's mission and goals, while the school's goals, namely graduate competency standards are not possible only with the role of the principal, but require active participation and participation from all school communities; (2) the management approach focuses on inputs and less on processes; and (3) the pattern of democracy or decision-making occurs in a bureaucratic and centralized manner, even though schools are subordinated to the bureaucracy.

As an effort to present a school culture, it needs to happen and be harmonized according to the culture that is firmly held by members of the school community in their social interaction environment, because that is a portrait of their original personality, as a result of the cultural heritage and habits of their ancestors. This is in line with the results of Diana Nirva's research (2012: 183-205), which reveals that cultural values that are firmly held by members of

the school community and are realized in daily life, are important as capital and philosophical foundations for the implementation of effective education or education. quality graduates. Education should be designed, directed, controlled and evaluated based on the noble spirit of society. Zainal, et al. (2016: 95) through the results of his research, revealed that the culture formed from the social outcomes of the community can give birth to a positive side and can encourage the birth of cooperation among the community. Referring to this opinion, it can be concluded that school culture cannot be separated from the noble values and spirit of the ancestral culture that is lived daily. This becomes a capital to be able to encourage the improvement of the quality and quality of the organization.

Recognizing the urgency of local culture-based school management that encourages collaboration, active participation and collaboration among the school community, which has an impact on the possible realization of expectations for healthy schools (quality and quality schools), an in-depth study of school-based management is needed. local culture. For this reason, this research was designed and carried out entitled: Development of a Batak Culture-Based School Management Model as an Effort to Increase Cooperation and Active Participation of School Stakeholders Effectively and Efficiently in Elementary and Middle Schools in Si Empat Nempu Hilir District, Dairi Regency.

Based on the research background, several research problems were formulated, namely; 1) How is the Batak Culture-Based School Management model to increase cooperation and active participation of school stakeholders effectively and efficiently in primary and secondary schools in Si Empat Nempu Hilir District, Dairi Regency? and active participation of school stakeholders effectively and efficiently in primary and secondary schools in Si Empat Nempu Hilir District, Dairi Regency? 3) Can the Batak Culture-Based School Management model increase cooperation and active participation of school stakeholders effectively and efficiently in primary

and secondary schools in Si Empat Nempu Hilir Sub-district, Dairi Regency?

## **METHODS**

### **Model, Device and Instrument Development**

The development of a Batak culture-based school management model in increasing cooperation and active participation of school stakeholders effectively and efficiently is carried out by following the stages of development as a result of the modification of the development model proposed by Borg and Gall. Successively the activities carried out at each stage of development are described as follows: Stage-1: Initial Information Gathering; Stage-2: Conducting Model Planning; Stage-3: Realization of the Management Model; Stage-4: Conducting Product Testing in the Initial Field; Stage-5: Perform Initial Product Revision; Stage-6: Conducting Product Testing in the Main Field; Stage-7: Revise Main Product; Stage-8: Conducting Product Testing in the operational field; Stage-9: Revise the Final Product; Stage-10: Dissemination of the final product.

## **RESULTS AND DISCUSSION**

### **Initial Information Data**

The initial information data collection in the research carried out aims to determine the potential and problems of school management that occur in Elementary Schools and Junior High Schools in Si Empat Nempu Hilir District, Dairi Regency.

Research departs from the potential or problem. Potential is anything that when utilized will have added value. And the problem is the deviation between what is expected and what happened. The way to find out the potential and problems is to do preliminary research.

From the initial research activities carried out, it is known that the potential in this research and development is school management in schools in Si Empat Nempu Hilir District to be managed effectively.

Participation and cooperation in accordance with local or local cultural habits, in this case based on Batak culture. While the problems in this study are that there has not been active participation and cooperation among the school community, school

leadership has not been implemented in a team work, and decision making in schools has not occurred by consensus, so the vision, mission and goals of the school have not been achieved as expected.

It is hoped that elementary and secondary schools in the Si Empat Nempu Hilir sub-district, Dairi Regency, are managed in a unique and distinctive, dynamic and adaptive manner according to the times and continue to live according to the culture of the local community. Brotherhood of love as a school family and in line with the customs and peculiarities of Batak culture has a positive potential to be developed, considering that members of the school community generally live and are imbued with Batak cultural habits.

Problems that occur in the field where school community members have not been optimally involved in school management and there has not been an active participation of school community members in thinking about school development and progress and not being involved in decision making in schools have been possible because school culture has not existed in relation to school management. Likewise, School-Based Management (SBM) does not also regulate school culture, how all parties are regulated to engage and participate in each other, but the tendency of the principal to organize schools singly in relation to management functions. This situation resulted in various school programs or activities not always being open to be known by the school community in a clear and complete manner. Model Design, Management Toolkit and Implementation Guidelines for the MSB3 Model The MSB3 model that is designed is to develop a design or model format, which is realized with the MSB3 Model book and guidelines for its implementation in schools. Systematically, the model book consists of:

- 1) Chapter I: Introduction
  - a. Rational Model MSB3,
  - b. Model Name
  - c. Model Goal
  - d. Model Benefits
  - e. Model Goal
- 2) Chapter II: Theoretical Foundation

- a. School Management Concepts: 1) Definition and function of school management, 2) Objectives and indicators of school management success, 3) Good, effective and efficient school management practices, 4) Quality and quality school management practices.
  - b. National Standards for Quality Schools: 1) Standards of the Government of the Republic of Indonesia, 2) Standards of the Education Commission of the Indonesian Bishops' Conference.
  - c. Culture and Culture; 1) Understanding culture and culture, 2) School Culture (School Rules, school values, school principles, and school community behavior), 3) Batak culture (Dalihan Na Tolu): 1) The relevance of Batak culture in school management, 2) Interpreting the tri-organs of Batak culture, 3) Batak cultural values, 4) Batak culture-based leadership behavior.
- 3 Chapter III: Batak Culture-Based School Management (MSB3)
- a. status and function
  - b. Syntax: MSB3 stages
  - c. MSB system of communication MSB3, interaction, cooperation and coordination
  - d. Decision-making system in MSB3
  - e. MSB3 support system
  - f. Expected impact of MSB3

The complete description of the systematics of the MSB3 model book is compiled in a separate section, but as a unit.

### **MSB3 Early Product Development**

In terms of developing the initial product of Batak Culture-Based School Management (MSB3),<sup>2</sup> (two) important activities were carried out, namely: 1) Focus Group Discussion (FGD), and 2) Research Instrument Validity Test. FGD activities were carried out to gather information and input ideas or ideas from management experts and cultural experts as well as management practitioners to study

or explore the MSB3 model that had been prepared. Meanwhile, the instrument validity test was conducted to determine the level of validity and feasibility of the research instruments that were prepared, whether it could be continued to the stages of the research that had been prepared.

#### a. Focus Group Discussion (FGD)

There are 2 experts involved in the implementation of the education management expert in the discussion to explore the MSB3 model design. The experts or experts who were met and asked for their ideas or ideas for research purposes were 1) Dr. Irsan Rangkuti, M.Pd, Medan State University Lecturer, expert in education management, 2) Dr. Osbert Sinaga, M.Pd., Lecturer at State University of Medan, expert in education management. A number of ideas or opinions obtained from experts or experts and practitioners are collected, as follows:

- 1) For the Batak people, they are very familiar with and liven up the Dalihan Na Tolu (DNT) approach in every interaction, communication and in carrying out various cultural activities. of course these cultural habits are very inherent in him and become a habit in interacting. Therefore, it should be a concern in an effort to present a model of school governance to improve.
- 2) If love as a school family grows well in school, it is possible for the school to achieve the expected goals, namely the school gets joy, where its members get successes or achievements.
- 3) Schools must move to pursue success or achievement.
- 4) It should be emphasized that the Batak culture-based school management approach is not for the purpose of culturing the existence of Batak culture itself, but because there are essential values that should be preserved from Batak culture itself, such as how to cultivate a culture of respect or a culture of love between fellow members of the community.

5) Schools must be built with a spirit of togetherness, collaboration and coordination. Decision making must also be discussed, so that all parties know each other, understand each other and play an active role in the success of each school program to be implemented.

6) Essentially, the Batak culture is imprinted on respectful behavior, careful behavior, and loving behavior. These are the basic values in growing and maintaining good relations and cooperation with one another. When these behavioral values underlie the management of education, it is possible for the school atmosphere to look better and the school family to be conducive and orderly.]

7) The school management approach based on local cultural values in this case the Batak culture is positive and is believed to be a new approach that should be used in achieving school success. Therefore, the Batak culture-based school management APPROACH DESERVES AN IN-DEPTH STUDY. THIS IS important as an effort to preserve the culture of the local community.

### **Research Instrument Validation**

From the implementation of the validation of research instruments, the following describes the

results of the assessment of the validity of the research instruments:

1. The results of the validity and percentage of eligibility from the Batak Culture-Based School Management model book (MSB3) are as follows:

a. The theoretical coverage of the management model compiled is categorized as valid with an average value per aspect of 4.88 and a feasibility percentage of 97.71 percent.

b. the communication system is categorized as valid with an average value per aspect of 4.73 and a feasibility percentage of 94.67 percent,

c. the decision-making system is categorized as valid with an average value per aspect of 4.5 and a feasibility percentage of 90 percent,

d. the implementation of the management functional category is valid with an average value per aspect of 4.63 and a feasibility percentage of 92.67 percent,

e. The management evaluation compiled is categorized as valid with an average value per aspect of 4.8 and a feasibility percentage of 96 percent.

2. Test Validation Results Management Implementation Results

The results of the calculation of the percentage of the validity of the management activity sheet validated by the validator are shown in Tables 1 and 2 below

Table 1. Results of Calculation of Validity Value of Management Application Test

V5	1	2	3	4	5	6	7
1B	5	5	5	5	5	5	5
2B	5	5	5	5	5	5	5
K1	5	5	4	4	4	4	4
K2	5	5	4	4	4	4	4
K3	5	5	4	4	4	4	4
K4	5	5	5	5	4	4	5
PM1	5	5	4	4	4	4	4
PM2	5	5	4	4	4	4	4
PM3	5	5	5	5	5	5	4
PM4	5	5	5	5	5	5	4
Amount	50	50	45	45	44	44	43
Σ	5	5	4,5	4,5	4,4	4,4	4,3
<b>Amaoun of Each Aspect</b>	<b>32,1</b>						
<b>Σ of Each Aspect</b>	<b>4,585714286</b>						
<b>Category</b>	<b>VALID</b>						

Test Table 2. Results of Calculation of the Validity Percentage of Management Application

No	Aspect Evaluation	Calculation Percentage Appropriateness
1	Theory (1-7)	$P = (\sum X) / (S_{max} \times \text{Validator} \times \sum \text{aspect}) \times 100\%$ $P = (321) / (5 \times 10 \times 7) \times 100\% = 91.71 \%$
2	Construction (8-10)	$P = (\sum X) / (S_{max} \times \text{Validator} \times \sum \text{aspect}) \times 100\%$ $P = (130) / (5 \times 10 \times 3) \times 100\% = 88.67 \%$
3	Language (11-12)	$P = (\sum X) / (S_{max} \times \text{Validator} \times \sum \text{aspect}) \times 100\%$ $P = (98) / (5 \times 10 \times 2) \times 100\% = 98 \%$

Overall, the test aspects of the implementation of management results from the Batak Culture-Based School Management (MSB3) model are valid categories with an average value of 4.5. The validity means that the test application of management results is feasible to be used and tested at the model testing stage.

#### Statements of Experts/Experts and Practitioners

From the implementation of the validation of research instruments carried out by education management experts or experts, cultural experts and education practitioners, it is stated that the research and development of the Batak Culture-based school

management model (MSB3) is feasible to continue or is feasible to be tested in the initial (I) testing stage of model. (II) Main and (III) operational stages

MSB3 model in the initial (I), main (II) and operational (III) stages, it is known that the criteria for implementation, effectiveness and practicality of the model are determined, judging from the high category IP/IO values. It means that the MSB3 model test meets the criteria of effectiveness and practicality. This situation illustrates that the resulting MSB3 model has a positive value or usefulness in order to realize school management in accordance with the expectations of school stakeholders.

The fulfillment of the criteria for implementation, effectiveness and practicality of the MSB3 model, is an illustration that the model presented has succeeded in encouraging the creation of support and cooperation from all parties in the school in implementing various programs or school activities smoothly and orderly because there are operational guidelines or references that regulate all parties to engage or actively participate in thinking about and realizing school successes, and ultimately having a direct and indirect impact on members of the school community.

Through the positioning of the three functional organs of the school community members, equal degrees of behavior are created, promoting affection or respect that are bound together as a member of the school family. As a result, all members of the school community move and carry out tasks according to their functions and according to the authority inherent in the functional members of the school community they play.

The MSB3 model emphasizes the importance of the participation of school stakeholders to be involved in the whole program or school activity, starting from the process of

planning, organizing, implementing to evaluation, through adaptation of Batak cultural habits. The adaptation of Batak cultural habits is intended to include values, principles, and norms that are thoroughly absolute and embedded in the Dalihan Na Tolu philosophical system, which places and requires the roles and functions of each member of the school community and other related community groups, has roles and functions in accordance with the tri-element grouping of Dalihan Na Tolu, namely: (1) as Program Owner, in Batak culture it is called Dongan Tubu/Dongan Sauntung; (2) as the Giver of Blessing, in Batak culture it is called Hula-Hula; and (3) as School Officers or technical implementers or servants, in Batak culture referred to as boru, by involving supporting elements, namely: the community outside the school, as elements of external stakeholders.

With the positioning and functional position of the school community, each stakeholder is aware of its role and function in the school, and it must also be understood that there is a school family bond between them, must obey values, obey principles, and obey norms in communicating, acting and acting to create a harmonious family, based on the spirit of brotherhood and love. In carrying out various school programs or activities, as a school family, they must support each other, support and help facilitate and strive for success, measured by the positive response of all stakeholders, both internal and external to a series of programs or activities held.

In the case of the Principal and his Deputy as Dongan Tubu or dongan sauntung, they do not see the ownership of bloodties, or one ethnic group, but philosophically 'pretending' they were siblings. Likewise, the management of the foundation as Hula-hula or mora is not also seen as a group that gives wives to the principal, but 'as if' the principals

are in the position of son-in-law or son-in-law in the school's extended family.

Likewise, teachers and employees who function as boru children for the school, see the principal 'pretending' as Hula-hula/mora and foundation administrators as Hula-hula/mora from the Hula-hula/mora, even though this may occur from the kinship aspect outside the school exists between the principal and teacher-employees who are siblings.

With the prepositions formed and accepted by the school community, the school is seen as a big family, whose members consist of three working groups, such as three stoves according to Dalihan Na Tolu (DNT) which provides a dynamic balance in the development of school organization. Three stoves at once are the pillars of the school management structure. Thus, a school built on the foundation of DNT is a School Community Residential Group, a family community, including the children and wives of employees who become members of a large family in terms of three stoves that unite and support each other.

By forming these prepositions, the research proposition is formed, saying that school management as; (1) the combination of the real roles and participation of the three main elements in the school (owners, managers and workers) and how the three of them establish communication, interaction, cooperation and commitment in a coherent manner in one cultural value system, if they are combined then the school will succeed in establishing good school programs or activities, (2) the equality and equality of the degrees of each person in the school (owners, managers, and workers) as a family who must love each other or are brothers and sisters, become the basic and main values that must be maintained and maintained, with that fostered an atmosphere of harmony, harmony, and mutual

support, as a reflection of a healthy school organization, (3) the functional-structure must be intact and unified in the soul, because each (owner, manager, and worker) provides the best role and participation for carry out their duties in order to realize the progress of a large family, namely school progress.

In line with this argument, it is analyzed how the functional roles of the three (Hula-hula, Dongan tubu, and Boru) occur and process in school organizations, how cooperation occurs by the three, and how communication, interaction, and decision making are carried out.

In terms of the school community, on the basis of the meaning of the Batak culture, the position as Head of the School in a hierarchical structure is permanent and irreplaceable, but functionally in leading the implementation of school programs, is dynamic and is possible to change. The position as the administrator of the foundation can also change functionally when it is associated with the roles and responsibilities in the implementation with whom it is associated.

With the functional arrangement of the school's Tri Organs, the school community becomes understanding and easy to understand, which is in line with local cultural habits. The MSB3 model after being tested in schools is believed to have positive usability or benefits. This is in line with the views of Rivai and Murni (2019:484-485), which emphasizes that the goodness of school management must be a cultural habit of the school community. And in accordance with the opinion of Brooks (2015: 17) who emphasized that only because the culture is in harmony with the acceptance of that culture by members of the school community there is a change in mindset and behavior.

## CONCLUSION

Based on the results of research and development of the Batak Culture-Based School Management (MSB3) model with ten (10) stages of research and development referring to the Borg and Gall model, and based on the discussion of the research, some conclusions of the research are as follows:

1. School management is the responsibility of all members of the school community. Internally consists of: school leaders, educators, and education staff (employees). While externally consists of: parents of students (school committee), graduates, the business world/industrial world, government, private sector, community leaders and education practitioners. Together they must communicate, cooperate, coordinate and collaborate in participating in providing constructive ideas to advance the school, so that the vision, mission and goals of the school, especially to realize the competencies of graduates that are expected to be fulfilled.
2. The resulting Batak Culture-Based School Management (MSB3) has strong potential in an effort to create a school family atmosphere, driven by one spirit, namely brotherly love. Emphasizing the importance of communication, cooperation, coordination and collaboration among school family members, as a strong capital in achieving the existence of the school and the realization of welfare ideals, because there are many assets or assets of the school; the number of school members continues to grow, because there are many users of school services or many students who study at school; the authority of the school, because it has received positive and trusted recognition from the wider community.
3. Hypothetically, the Batak Culture-Based School Management (MSB3) model produced is effective, efficient and practical. In other words, it is believed that MSB3 can be used as a solution to overcome problems management at school
4. Quantitatively, the results of expert testing of the MSB3 model in three stages, namely: the initial stage (I), the main stage (II) and the operational stage (III) are known to be positive, in the high category with an average value of 4.55. Then the results of the observer test on the application of the MSB3 model according to the stages carried out have a positive

value, in the high category with an average value of 4.0 in the initial stage of testing (I), an average value of 4.41 in the main stage of testing (II), and the average value of 4.57 in the operational phase of testing (III). This means that the MSB3 model testing meets the model testing criteria, namely meeting the effectiveness and practicality criteria. In other words, that the resulting MSB3 model is accepted as a model and feasible to be implemented as a new approach in school management.

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