

Principal's Perceptions and Considerations in Classification in MI Sudirman Pekalongan City

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Abstract

Each school has its own authority to regulate its school, not least in terms of regulating students. One of the things to organize students is to classify classes. The grouping of students or class classification is based on the view that besides students having similarities, they also have differences. The similarities that exist in students give birth to the idea of placing them in the same group, while the differences that exist in students give birth to their grouping thoughts in different groups. Another reason for the grouping of students is based on the reality that students are constantly growing and developing. The growth and development of students is different from one another. So that the rapid growth of students does not affect the slow growth of students (and vice versa) then the grouping of students is carried out. From this description, problems can be formulated, namely (1) What is the perception of the principal in class classification at MI Sudirman, Pekalongan City? (2) What are the class classification considerations at MI Sudirman, Pekalongan City? The objectives of the study are (1) to determine the principal's perception of class classification at MI Sudirman, Pekalongan City, (2) to determine the class classification considerations at MI Sudirman, Pekalongan City. This type of research is field research. The data sources of this research consist of primary data sources, namely the principal and teachers of MI Sudirman Pekalongan, while secondary data sources are derived from related supporting archives and books. The results of this study indicate that the principal's perception of class classification at MI Sudirman Pekalongan City is a grouping based on students' academic achievement or students' absorption of lessons. And there are 3 class classification considerations at MI Sudirman, Pekalongan City, namely academic achievement, attitudes/behaviors and skills.

Keywords: perception, class classification

A. Introduction

Learners are subjects (actors/people) as well as objects (things that are the subject of discussion) in the process of transforming knowledge and skills needed. Therefore, the existence of students is not just to meet needs, but must be part of the quality of educational institutions (schools). This means that quality student management is needed for the educational institution (school) itself. So that students

can grow and develop according to their physical, intellectual, social, emotional, and psychological potential.¹

One of the characteristics of a professional teacher is a teacher who is able to manage the class well. Creating a comfortable class is the study of class management. Because classroom management is a series of teacher behaviors in an effort to create and maintain classroom conditions that allow students to learn well. Classroom management must be carried out with certain procedures, which are steps that teachers go through in teaching and learning activities, at least it will lead to a more directed and orderly classroom management process.²

Each school has its own authority to regulate its school, not least in terms of regulating students. One of the things to organize students is by grouping students. Students are grouped into classes based on certain criteria such as achievement or grouping that occurs naturally, not visible from achievement.³

The grouping of students is based on the view that besides students having similarities, they also have differences. The similarities that exist in the students give birth to the idea of placing them in the same group, while the differences that exist in the students give birth to their grouping thoughts in different groupings. Another reason for the grouping of students is based on the reality that students are constantly growing and developing. The growth and development of students differ from one another. So that the rapid growth of students does not affect the slow growth of students (and vice versa) then the grouping of students is carried out.⁴

In this day and age, the grouping of students is not a new thing in the world of education. Although there are not many schools that do grouping, especially based on ability (Ability Grouping). One of the schools that uses the student grouping model is MI Sudirman, Pekalongan City. As one of the educational institutions characterized by Islam. MI Sudirman Pekalongan City has a responsibility to always provide quality learning. MI Sudirman Pekalongan City is one of the educational institutions of 2 school institutions in Panjang Wetan Village which is expected to continue to exist in the future to produce a generation that is superior and has character in accordance with the vision and mission of the educational institution. MI Sudirman Pekalongan City has implemented student grouping, namely the type of grouping based on ability (Ability Grouping) starting from 2012 until now 2017.

MI Sudirman Pekalongan City has implemented a class classification using the type of grouping based on ability (Ability Grouping) in grades 4 to grade 6 because starting from grade 3 children can be observed their abilities. The ability here is academic or in terms of absorption of learning abilities. A group where

¹ Tim Dosen Administrasi Pendidikan UPI, *Education Manajemen* (Bandung: Alfabeta, 2010), p. 203.

² Suwandi & Daryanto, *Student Management* (Yogyakarta: Gava Media, 2017), p. 143.

³ Atika Khoirun Nisa, "The Influence of students' Grouping Perceptions on Students' PAI Learning Motivation at SMP Negeri 1 Wonopringgo, Pekalongan Regency" (STAIN Pekalongan, 2015), p. 5.

⁴ Ali Imron, *School-Based Student Management* (Jakarta: PT Bumi Aksara, 2012), p. 97-98.

students who are smart are collected with those who are smart in class A and those who are less intelligent are gathered with those who are less intelligent in class B.

With the application of class classification at MI Sudirman, Pekalongan City, it raises several problems, including: some parents/guardians feel that their children in low-ability classes have been discriminated against and some students also feel they have been discriminated against/differentiated by the class classification. . Another problem is that students sometimes protest if they are not in the same class as their close friends.⁵

B. Research Method

This research is a descriptive research and with a qualitative approach, namely an approach that emphasizes the analysis more on the deductive and inductive inference processes as well as on the analysis of the dynamics of the relationship between observed phenomena using scientific logic.⁶ The type of research used is field research, namely research that is intended to conclude information about the status of existing symptoms, the state of symptoms according to what they were at the time the research was conducted, meaning that they do not test certain hypotheses but only describe what they are about a variable, symptom. or circumstances.⁷ There are two sources of research data, namely primary data sources and secondary data sources. Primary data sources are the principal and two teachers of MI Sudirman, Pekalongan City. Secondary data sources are books, school archives or other sources relevant to this research. Data collection techniques were carried out by means of observation, interviews, and documentation. Data analysis in this qualitative research is data reduction, data presentation and conclusion drawing or data verification.

C. Results and Discussion

1. Analysis of the principal's perception of class classification at MI Sudirman, Pekalongan City

Class classification is the grouping of students based on their characteristics. Such characteristics need to be classified so that they are in the same condition. The existence of these same conditions can facilitate the provision of the same service. Based on the findings of the researcher, the notion of grouping based on ability according to the principal of the MI Sudirman Pekalongan City is grouping based on the child's academic achievement or the child's absorption of lessons. In accordance with the understanding of grouping based on ability according to experts, grouping based on ability is a grouping of students who have the same level of ability placed in the same group, as in groups with low abilities are placed in groups of students with low abilities. Meanwhile, the group of students with high ability is placed into the group of students with high ability.

⁵ Budiman, Principal MI Sudirman Kota Pekalongan, wawancara pribadi, Pekalongan, 26 September 2017.

⁶ Saifuddin Azwar, *Research methods*, 2nd ed. (Yogyakarta: Pustaka Pelajar, 1999), p. 91.

⁷ Suharsimi Arikunto, *Research Management* (Jakarta: Rineka Cipta, 2005), p. 234.

In accordance with the class classification model based on ability according to several experts, namely:

- a. Mitchun, ability grouping is a grouping based on ability where smart students are collected with smart ones, while students who are less intelligent are collected with less intelligent students.
- b. Conny Semiawan, ability grouping is to make it easier for teachers, students are grouped into intelligent, medium/middle and slow groups.
- c. Regan, class grouping based on ability is that students who have the same level of ability are placed in the same group. Students who are equally high in ability are placed in groups with high abilities, while students with low abilities are placed in groups of students with low abilities.

Based on theory, observations and interviews in the field show that the class classification at MI Sudirman Pekalongan City uses the ability grouping model or grouping based on ability. With this class classification that has been going well for 5 years, it is very helpful for teachers to make it easier to convey material, improve students' morals and increase student grades according to the KKM. The implementation of the grouping has been going well and in accordance with the objectives of the class classification, namely the output of students having 3 competencies, namely cognitive (knowledge), affective (attitudes) and psychomotor (skills). Class classification is not intended to compartmentalize students, but rather to help them develop as optimally as possible. With the class classification, it will be easier for teachers to know the abilities of students. Because it is not uncommon for students in the class to be in a heterogeneous state.

In accordance with Ali Imron's theory that the purpose of education is basically the basis in determining the direction of steps towards the next life. The purpose of education is to shape children's character and educate students so that they can develop their potential. Based on the results of an interview with Mr. Budiman as the principal of the MI Sudirman Pekalongan City, the purpose of class classification is to make it easier for teachers to convey subject matter, make it easier for teachers to adjust lesson themes according to children's abilities, make it easier for teachers to use approach strategies for children with low abilities and children who are highly capable in different learning can be adjusted. Based on the findings above, it can be concluded that the purpose of class classification at MI Sudirman, Pekalongan City is in accordance with the purpose of class classification based on Ali Imron's theory.

The results of research at MI Sudirman Pekalongan City have positive and negative impacts from the application of class classification, as follows:

a. Positive impact

The positive impacts referred to here are things that occur as a result of the application of class classification, including:

- 1) Teachers are easier to convey learning classically. What is meant here by class classification, the teacher is easier in conveying the material because students have been classified into classes with the same ability. So the

teacher uses a method that is in accordance with the child's abilities and achieves the expected goals.

- 2) The material being taught becomes the guidance of the theme in the existing lesson. Because students are classified, teachers in teaching use appropriate methods until students really understand.
- 3) Maximum student achievement in KKM (Minimum Completeness Criteria). What is meant here by class classification, students have increased with many who have reached the KKM.
- 4) Teachers can be more objective in selecting students to take part in the competition. Because the teacher will know the strengths and weaknesses of each student.

b. Negative impact

Psychologically, children from high-ability classes and low-ability children are different, because of the treatment in terms of students and parents, so sometimes they feel discriminated against.

In the implementation of learning there must be a factor that supports and hinders the application of class classification at MI Sudirman Pekalongan City, namely as follows:

a. Supporting factors

- 1) Having enough and ready and professional teachers even though there are some teachers who have not all S1. So in an effort to achieve a goal of the madrasa related to the quality of education it will be easier and can run well as expected.
- 2) Have adequate facilities and infrastructure. Facilities and infrastructure at MI Sudirman, Pekalongan City, were found to have sufficient classrooms, although some did not meet the requirements.
- 3) Parents of students. The level of concern from parents of students on the quality of student learning is very good. Most of the parents or guardians support the application of the class classification because according to him the class classification can guide students who are less capable to the maximum with patience and painstaking in teaching, so that the objectives of the learning can be achieved.

b. Obstacle factor

- 1) The inhibiting factor is that there are parents who feel that their children who are in low-ability classes have been discriminated against because parents or guardians are not aware of their children's abilities.
- 2) Many facilities and infrastructure must be improved to support learning.
- 3) There are students who are uncomfortable if they are not in the same class as their close friends, so sometimes they protest.
- 4) Lack of students' understanding of class classification.

2. Analysis of Class Classification Considerations at MI Sudirman, Pekalongan City

Based on the results of the study, in the application of class classification at MI Sudirman, Pekalongan City, there are considerations that are used in applying it, as follows:

a. Academic achievement

In applying the class classification at MI Sudirman, Pekalongan City, look at the academic achievements of students. Academic achievement includes knowledge, understanding, application, analysis, synthesis and evaluation.

b. Attitude/behavior

In applying class classification at MI Sudirman, Pekalongan City, look at the attitudes/behavior of students. Good behavior or attitude even though their academic achievement is lacking will be considered for entry into the high-ability class.

c. Skills

In applying the class classification at MI Sudirman, Pekalongan City, we also look at the skills possessed by the students. If students who have a skill but low academic achievement will be considered for entry in a high-ability class.

So the class classification considerations at MI Sudirman, Pekalongan City are in accordance with Bloom's taxonomy theory that the purpose of education is divided into several domains (regions, regions) and each domain is re-divided into more detailed divisions based on the hierarchy, namely the cognitive domain (knowledge), domains and domains. affective (attitude) and psychomotor (skills).

D. Closing

a. Conclusion

The principal's perception of class classification at MI Sudirman Pekalongan City is the grouping based on students' academic achievement or students' absorption of lessons. The class classification model at MI Sudirman Pekalongan City is grouping based on ability (ability grouping), this class classification has been going well for the past 5 years. This class classification is also very helpful for teachers in making it easier to convey material, improve student morals and increase student grades according to the KKM. Class classification considerations at MI Sudirman Pekalongan City are academic achievement, attitudes/behaviors and skills

b. Suggestion

To the Policy Office as a policy maker to be able to consider class classification to be given the best policy to be considered in the world of education to be applied in schools so that it is expected to improve the quality of education.

To the principal as a manager as well as a leader who has a big contribution to the smooth running of education so that he can consider the application of the class classification model in schools to improve the quality of education.

The researchers should not only try to examine the class classification of the ability grouping model or grouping based on ability, but also try to examine other classification models.

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