



Numerical and Religious-Based School Management Training to Support the Vision-Mission of Educational Institutions

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Abstract: *School management focuses on achieving educational goals and visions. In reality, the school's vision mission is not on needs but only used during accreditation. This happened at SDN Legokulon 1 Kasreman; most teachers did not understand school management enough to support the school's vision-mission. Numeracy-based and religious school management training is needed to support a quality school's mission. Training was held at SDN Legokulon 1 Kasreman on 18-19 February 2022. This activity used participatory rural appraisal for training and evaluation. Eight SDN Legokulon 1 Kasreman teachers attended this training. Based on evaluations, 87.5% of participants understood numeracy and religious-based school management. In addition, numeracy and religious-based school management are generally good. So, this training affects SDN Legokulon 1 Kasreman stakeholders' understanding of numeracy and religious-based school management to support the school's vision mission.*

Keywords: *Numeracy; Religious; School Management; Training*

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INTRODUCTION

Improving school management can support quality schools. Implementing education and teaching in schools relies heavily on school management. School management aims to enhance school performance in achieving national and educational goals, as stated in the school's vision-mission (Riswandi, 2015).

A quality school vision mission can support the achievement of educational goals effectively and efficiently (Pasaribu, 2017). The characteristics of a quality vision-mission are visions and missions in the interests of education. In this 21st-century education, learning is concerned with numeracy and literacy

skills (Sylva et al., 2020). This is stated in the independent learning policy, which states that learning must strengthen numeracy literacy. Numerical literacy has been a priority program for the Indonesian government since 2019 (Rachman et al., 2021). Numerical literacy can increase students' knowledge and abilities in using numbers and symbols to solve problems in everyday life and can be interpreted in decision-making (Gal et al., 2020).

In addition, the development of the times raises awareness to build knowledge based on Islamic values (Makhrus & Amalia, 2019). Hence, one of the 18 values of character education, namely religious character, is important

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to be involved in the learning process. Religious character is essential for students to make them moral individuals (Ahsanulhaq, 2019). In this case, students must remain virtuous and uphold religious values in addition to the ability to compete with the times.

However, the reality is that the school's vision-mission does not meet the needs in achieving educational goals. This happened in one of the schools, namely SDN Legokulon 1 Kasreman. SDN Legokulon 1 Kasreman is one of the primary schools located in Legokulon hamlet, Kasreman sub-district, Ngawi district. The school is often warned to merge because it failed to meet national education standards. SDN Legokulon 1 Kasreman has a reasonably small number of students because it only relies on people from one hamlet. If this school is closed, it will be a dilemma for students because the distance from other schools is quite far.

According to the findings of interviews with the principal of SDN Legokulon 1 Kasreman, it is known that teachers do not understand the functions and strategies of school management to contribute to the realization of the school's vision mission. Thus far, the school's vision mission has only been a supporting document during accreditation. In addition, the vision-mission of SDN Legokulon 1 Kasreman was last updated six years ago. Even though the school's vision mission needs to be renewed along with the times, SDN Legokulon 1 Kasreman needs to receive training to overcome these problems.

Another problem at SDN Legokulon 1 Kasreman based on observations, is the low enrollment of new students every year. On average, no more than ten parents register their children at SDN Legokulon 1 Kasreman. Meanwhile, the Legokulon community has a strong religious side. As a result, when new students are admitted, people tend to send their sons and daughters to

other schools that have a more robust religious basis. Thus, SDN Legokulon 1 Kasreman, besides requiring numeracy-based school management training, also the school's stakeholders need religious-based school management training.

This training is a form of community service carried out by Lecturers of the Universitas Muhammadiyah Sidoarjo (UMSIDA). The service is "PKMI Upgrading School Vision Based on Numerical and Religious Integrative In line with the MBKM Program at SDN Legokulon 1 Kasreman". This training aims to (1) increase teachers' knowledge about numeracy and religious-based school management; (2) provide training on preparing numeracy and religious-based school vision.

METHOD

This numeracy and religious-based school management training was held on 18-19 February 2022. This training was attended by eight people: the principal, two civil servants, 1 Islamic religion teacher, three ethnic teachers, and one education staff. It was conducted using lecture and discussion methods. The lecture method is used to explain material about school management. While the discussion method is used to help answer teacher questions about school management that they do not understand to support the school's vision mission.

The numeracy and religious-based school management training at SDN Legokulon 1 Kasreman were performed in several steps. The initial phase is preparation. At this point, the UMSIDA *abdimas* team gave a pretest to the training participants to identify the participants' understanding of numeracy and religious-based school management. The results of this pretest will be used as a basis for preparing training materials. The next stage is the delivery of the material. The materials presented in this

training are (1) Knowing the functions of school management, (2) School management implementation strategy, (3) The urgency of numeracy and religious-based school management. After the presentation of the material, followed by a question and answer

session and discussion. The last stage is evaluating to determine the success of the training carried out by holding a posttest. The results of the posttest were analyzed using indicators which can be seen in Table 1.

Table 1 Evaluation Indicators of Numerical and Religious-Based School Management

Aspects	Indicators
School management knowledge	Understanding knowledge of school management concepts
Understanding of numeracy-based school management	Understanding knowledge about numeracy-based school management concepts Integrating numeracy in school management
Understanding religious-based school management	Understanding knowledge about the concept of school management based on religious values Integrating religious values in school management

RESULTS AND DISCUSSION

The training results are presented in the activities flow using the participatory rural appraisal method with the following stages: preparation, training, and evaluation.

Preparation

The first activity carried out is preparation. In this case, the UMSIDA -- *abdimas* team identified knowledge of school management to teachers at SDN

Legokulon 1 Kasreman. Based on the identification results from the initial assessment or pretest, the teachers at SDN Legokulon 1 Kasreman still have low knowledge of school management, as shown in Table 2. According to Riswandi (2015) that the assessment criteria are divided into five, namely very low (score 40-50), low (score 51-60), moderate (score 61-70), good (score 71-80), and very good (score 81-100).

Table 2 Pretest Results of Training Participants

No	Value Range	Amount	Percentage	Criteria
1	40 – 50	4 persons	50%	Very low
2	51 – 60	2 persons	25%	Low
3	61 – 70	2 persons	25%	Enough
4	71 – 80	-		Good
5	81 – 100			Very good
Total		8 participants	100%	

It is known based on Table 2 that 50% (4 out of 8 people) got very low results, 25% (2 out of 8 people) got low results, 25% (2 out of 8 people) got enough results, and none of them gets very good results. After reviewing it, it can be seen that only educators understand school management while

education staff has a lower understanding. Hence, it is crucial to conduct training on school management to support achieving the school’s vision-mission. This conforms to the findings of mentoring by Makhrus & Amalia (2019), which stated that school management could help achieve the

school's vision mission at SMA PGII 1 Bandung. In addition, the school's guide oversees the school's vision-mission and improves teachers' quality. Furthermore, the results of the pretest were used by the UMSIDA *abdimas* team as a guide in preparing training materials.

Training

The next stage is training. Several activities are carried out at this stage: material delivery, questions and answers, and discussions. Before delivering the material, participants were given an icebreaker to increase their enthusiasm for participating during training. The material presented in training is related to numeracy and religious-based school management. This material is essential for participants because understanding school management can support the school's vision-mission and achieve school quality (Pasaribu, 2017). Participants were enthusiastic about participating in this ice-breaking activity, as shown in Figure 1.



Figure 1 Ice Breaking Activities

In addition, integrated school management is an excellent approach to achieving national education goals (Riswandi, 2015). Integration with numeracy and religious values is

important because it can support 21st-century skills, which are currently the focus of education (Zuhra et al., 2021). During the material delivery activities, participants seemed enthusiastic about listening to the material presented by the UMSIDA *abdimas* team, as shown in Figure 2.



Figure 2 Submission of Material by the UMSIDA *Abdimas* Team

The next activity is question and answer, followed by discussion. Participants are given time to ask the presenters about related material that has not been understood. This was done to complete the participants' understanding of numeracy and religious-based school management. After the question and answer session ended, participants held group discussions on themes related to the material that had been presented. During the discussion process, participants were seen actively interacting with their groups.

Evaluation

The final step is evaluation. This evaluation shows the success of the training as seen from the output results from the final assessment or posttest. Table 3 displays the posttest results for each participant.

Table 3 Posttest Results of Training Participants

No	Value Range	Amount	Percentage	Criteria
1	40 – 50	-	-	Very low
2	51 – 60	-	-	Low
3	61 – 70	1 person	12,5%	Enough
4	71 – 80	-	-	Good
5	81 – 100	7 persons	87,5%	Very good
Total		8 participants	100%	

Table 3 shows that 12.5% (1 out of 8 people) got enough results, 87.5% (7 out of 8) got very good results, and none got very low, low, and good results. It can be seen that there is a difference between the pretest results of the trainees and the posttest results. This difference indicates increased participants' knowledge and understanding of numeracy and religious-based school management. A good understanding of school management can support the school's vision-mission and support the quality of service for students (Sukaningtyas et al., 2017).

Concerning providing training on preparing numeracy and religious-based school vision, the UMSIDA abdimas team focuses on six basic competencies for planning school-based management (Sukaningtyas et al., 2017). These include (1) curriculum integration planning for numeracy and religion, (2) school vision-mission formulation, (3) school facilities and infrastructure planning, (4) student planning, (5) financial planning, and (6) personnel planning. The results of the competency evaluation of training participants regarding school-based management planning are in Table 4.

Table 4 Competency Planning of Training Participants

No	Competency	Value Range	Criteria
1	Curriculum planning	61 – 70	Enough
2	Vision-mission formulation	81 – 100	Very good
3	Facilities and infrastructure planning	71 – 80	Good
4	Student planning	71 – 80	Good
5	Financial planning	71 – 80	Good
6	Personnel planning	71 – 80	Good

Table 4 shows that the numeracy and religion-based school management planning competencies are generally good criteria for all participants in the facilities and infrastructure, student, financial, and personnel planning competencies. However, very good competence in the vision-mission formulation and sufficient competence in curriculum planning. The vision-mission formulation competency is in a good category because school-based management training provides participants with an understanding of constructing a clear and operational vision mission (Makhrus & Amalia, 2019). However, generally, for schools that are just starting to do school management planning, the curriculum aspect is a competency that is difficult to improve in a short time (Pasaribu, 2017). Thus, further training is needed by focusing on reconstructing the

numeracy and religious-based school management curriculum at SDN Legokulon 1 Kasreman.

CONCLUSION

From this training, participants experienced an increased understanding of school management. The difference can see in the pretest and post-test results. The results of the posttest of participants showed that 87.5% of participants had a good understanding of numeracy and religious-based school management. Furthermore, 12.5% have sufficient understanding.

Meanwhile, numeracy and religious-based school management-planning competencies are generally in the good category. The understanding and planning competence of school management gained by participants from the training results can be used to support the realization of the school's

vision-mission. Consequently, the school's vision mission is no longer compatible with accreditation materials. The school's vision mission can impact the learning process. In addition, it is hoped that there will be more in-depth training on curriculum construction and making integrated numeracy and religious learning tools to achieve the school's vision-mission more effectively and to gain the publics' trust in SDN Legokulon 1 Kasreman.

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