



PROSIDING

Seminar **INTERNASIONAL PENDIDIKAN SERANTAU Ke-6**

Kualiti dan Kecemerlangan Dalam Pendidikan

22 & 23 Mei 2013 Rabu & Khamis
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Fakulti Pendidikan, Universiti Kebangsaan Malaysia &
Fakultas Keguruan dan Ilmu Pendidikan, Universitas Riau

Dengan Kerjasama:

Universiti Malaya

Universitas Negeri Yogyakarta

Universitas Pendidikan Indonesia

Universitas Negeri Padang

Universitas Ekasakti Padang

Kolej Universiti Perguruan Ugama Seri Begawan

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Bandar Baru Bangi, Selangor**

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KATA PENGANTAR DEKAN

Prosiding ini mengumpulkan artikel ilmiah yang dibentangkan di Seminar Internasional Pendidikan Serantau Kali Ke-6 2013 yang diadakan di NIOSH Bangi Malaysia pada 22 dan 23 Mei 2013. Seminar ini dianjurkan oleh Fakulti Pendidikan, Universiti Kebangsaan Malaysia (UKM) dan Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Riau (UR) dengan kerjasama daripada enam buah universiti, iaitu Universiti Malaya, Universitas Negeri Yogyakarta, Universitas Pendidikan Indonesia, Universitas Negeri Padang, Universitas Ekasakti Padang dan Kolej Universiti Perguruan Agama Seri Begawan. Penglibatan pelbagai universiti dari tiga negara serantau dalam satu seminar yang besar ini merupakan satu sejarah di peringkat fakulti. Justeru, kerjasama sinergi sebegini perlu diteruskan demi kemajuan pendidikan serantau.

Setiap negara, baik di Malaysia mahupun di Indonesia dan Brunei Darussalam, aspek kualiti pendidikan amat diberi penekanan. Kementerian Pelajaran Malaysia misalnya telah merangka suatu pelan yang dinamakan Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025. PPPM ini dirangka sebaik mungkin dengan antara objektif lainnya adalah untuk melahirkan modal insan yang cemerlang dalam akademik dan juga sahsiahnya. Demikian juga di negara Brunei Darussalam. Sistem Pendidikan Negara Abad Ke-21 atau SPN 21 juga antara lain bertujuan untuk meningkatkan kualiti pendidikan supaya setanding dengan negara-negara maju. Di negara Indonesia, Sistem Pendidikan Berbasis Sekolah juga bertujuan untuk meningkatkan kualiti pendidikan pelajar di seluruh Indonesia. Justeru, tidak dapat dinafikan lagi bahawa kualiti pendidikan adalah prioriti kepada semua negara serantau.

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Harapan saya agar kompilasi artikel dalam prosiding ini dapat menjadi sebahagian rujukan utama kepada ahli akademik, guru-guru, pembuat dasar dan juga masyarakat awam. Terima kasih.

Prof. Dr. Lilia Halim

Dekan Fakulti Pendidikan

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KATA PENGANTAR EDITOR

Prosiding yang terhasil daripada kompilasi artikel sempena Seminar Internasional Pendidikan Serantau Kali Ke-6 2013 yang diadakan di NIOSH Bangi Malaysia pada 22 dan 23 Mei 2013 telah mencatat sejarah kerana telah berjaya mengumpulkan hampir 400 artikel ilmiah. Sebahagian besarnya adalah kertas kerja yang berasaskan penyelidikan. Kompilasi artikel dalam prosiding menghimpunkan ilmu dan hasil penyelidikan daripada pelbagai perspektif dan negara. Seminar yang bertemakan 'Kualiti dan Kecemerlangan dalam Pendidikan' telah mengumpulkan artikel-artikel pendidikan dalam sub-topik berikut: inovasi pengajaran dan pembelajaran, kepimpinan dan pengurusan, kesejahteraan komuniti dan modal insan (karakter bangsa), teknologi maklumat dan komunikasi dalam pendidikan, penyelidikan pendidikan, kurikulum dan pedagogi, bahasa dan budaya, pengukuran dan penilaian, perkembangan profesional, pembelajaran sepanjang hayat, polisi dan dasar dalam pendidikan, isu-isu pendidikan dan amalan dalam pendidikan.

Prosiding ini amat penting dijadikan rujukan kerana ia mengumpulkan idea dan hasil penyelidikan dari pelbagai negara serantau. Artikel dari pelbagai negara dalam prosiding ini menjadikan isu kualiti dan kecemerlangan pendidikan dilihat dari pelbagai perspektif. Justeru prosiding ini mempunyai nilai yang tersendiri. Sidang editor berharap agar kompilasi artikel dalam prosiding ini dapat dijadikan rujukan dan boleh dimanfaatkan sama ada untuk rujukan ilmiah, ataupun perbincangan akademik ataupun bacaan umum.

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<p>Karen Tan Zan Kew. Universiti Kebangsaan Malaysia, Malaysia.</p> <p>Ashok Sivaji. MIMOS Berhad, Malaysia.</p> <p>Chuan Ngip Khean. MIMOS Berhad, Malaysia.</p> <p>Soo Shi Tzuaan. MIMOS Berhad, Malaysia.</p>	
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REVITALIZATION OF SCHOOLING EDUCATION BASED ON CIVIL SOCIETY POWER (The Case Study of School Strengthening in Muhammadiyah 1 Depok Secondary School Yogyakarta Indonesia)

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Abstract

This article is based on the individual research which intends to (1) explain the patterns of effective school revitalization in Muhammadiyah 1 Depok Secondary School, (2) find the reasons of school management pattern which can encourage civil society's trust, and (3) discover the problems of effective school development for junior high school level and the ways how to solve the problems. From the data gathering and the qualitative analysis, the results showed that (1) the pattern of effective school revitalization could be done through three different ways which were: gradually-systemic plan, study and evaluation toward strength and weaknesses as basic investment, and network as power coalition for school administration. (2) School re-empowering based on school preeminence which was humanistic, referred to educational philosophy of progressivism and existentialism and also other factors such as: school condition which was almost closed, main roles of school principal, school asset, the existence of school owners, the strength of society support, education and exercise facilities, and trendsetter of Muhammadiyah school. (3) The problems of effective school development were the imbalance of students distribution input, the limit progress of human resource professionalism, the stagnance program of a quality standard, physical school development which was unchanging, and the school brand which still brought uncertainty. Through good plans, relationship interlace, network building, and social investment based on environmental society, those related problems could be truly overcome.

Keyword: Educational Revitalization, Civil Society Power, School of Social Investment

INTRODUCTION

The existence of a certain school is much depends on the civil society's trust. If the society is no longer give their trust to the school, it can be said that the school existence is getting closer to its edge. Experts have classified the dynamism of school management in Indonesia into four different cluster. First, schools with cultural excellences which is interested by many people. Because of the limitation of school capacity, students selection is applied to select qualified students and it brings the inequality condition. Second is school with low quality and management but have many interested people. Because this kind of schools has many people who are excited, generally, the school tends to have liability to solve the problem. Third is school with low quality, bad management, and few interested people. In fact, this kind of school is only postponed its extinction because the school will be gradually extinct by itself. Fourth is school with good quality and management but does not have excited people. This kind of schools is rarely found in Indonesia since most of the schools in Indonesia are commonly categorized into the second and the third cluster.

Generally, schools system in some countries follows the dynamic action of its civil society (Goodlad, 1984: 1). Goodlad rises a question about school, "can we have effective school?" which becomes a realistic question when some schools are no longer based on its civil society. The anxiety of this emergent problem can be true whenever the schools have been away from the root of society which leads to the school extinction. Dewey has also said that schools are just like a miniature of its human environment's life in which the democratic value, cooperation, and a person's experience can effectively develop (Dewey, 1964: 20; Kneller, 1971: 13). On that philosophy framework, schools have been given the authority to manage its educational system along with the region autonomy (Regulation No. 22 Year 1999 and Regulation No. 20 Year 2003).

However, historically, the application of schooling education has not referred to clear orientation of education philosophy. It is indicated by the schooling development which is not in line with its previous philosophy. On the other hand, The 1945 Regulations state that Indonesian government should create a governmental system that can protect the whole nation, improve people's prosperity, and educate the whole nation. This duty is sharpen by the regulation chapter 31 verse 3 Basic Indonesian Regulation 1945 and Regulation No. 20 Year 2003 about National Educational System.

The problems which are commonly found in Indonesian education are schools' organizational structure which does not work well, decreasing model of good and talented leadership, and the lack enthusiasm of schools' efforts. The same problems also generally happen in the program of School Based Management that has failed to raise the school leadership.

The operational problem of education occurs whenever schools fail to win the "effect" for students. In fact, the civil society becomes the main factor to decide the success of schools education. The schools cannot only rely on themselves without getting beneficial support from their society. A research study in USA shows that a school which is facilitated and supported by its civil society is 50% successful, while a school which does not have support from its pupil only get 5% (Mortimore, 1988: 31).

By looking at the problems in the schools, it can be inferred that school system has become one of institution that can educate nation. It is the responsibility of all people to live and rebuild schools, so that the schools can function effectively and efficiently as well. It will also invite the civil society to put their trust on the school institutions. The spirit of school revitalization needs to be referred to knowledge based research which is not enough to be merely based only on theory.

This research is aimed to find the pattern of effective school revitalization in Muhammadiyah 1 Depok Secondary School and also the reasons of school management pattern which can encourage civil society trust, and discover the problems of effective school development for junior high school level and how to solve the problem as well.

Dynamism of Schooling Education

Dynamism of schooling education in Indonesia has gone through unbelievable changes but not accompanied by good socialization. One example of its dynamism is the existence of International Standard School or is commonly known as SBI (Sekolah Bertaraf Internasional). Moving into transition period from national to international standard, the excellent schools are now faced by a serious obstacle which is the civil society distrust. Many parents are doubtful with the school ability in any aspects. Thesis revealed by Muhammad Ali show that to make schools innovative, the spirit of school rebuilding must exist in each mind of school society. Even for a powerful school, without the spirit, the school can only be stagnant (Muhammad Ali, 2009: vii).

School development is not just enough by taking action to only alter the school name (i.e. a favourite school, creative school, specific school, school of acceleration, or international standard school). It needs more than just doing that. The real favourite school, for example, must show a real condition of a good quality of education. Peters and Waterman (1985) argue that there are 8 characteristics of a good corporation which can also be seen as an innovative school. The eight characteristics namely (1) a tendency to act, (2) being friendly to all stakeholders, (3) autonomy and entrepreneurship, (4) being skilful and adaptive, (5) priority to quality, (6) to be based on a main job/learning, (7) being simple with enough staffs, (8) strict but accommodative leadership.

There are three steps to improve the schooling education to be precise; (1) planning as parts of management function, (2) study and evaluation as a part of basic function of Research and Development, (3) network as power coalition. The first step always needs definite strong leadership

rather than running the school management (Kotter, 1996: 26). The second step requires research result as rough material for education development (Noeng Muhadjir, 2003: 1). The next step is seen as an effort to overcome a leader disease (Suyata, 2008: 7). By looking at these steps, it can be inferred that cultural theory can be used to explain the development of schooling education rather than structural theory.

Effective Schooling

Sizer as cited by Beare (1989) proposes that effective school is manifested into nine principles which are essentially beneficial in school improvement. The nine principles are as follows:

- schools have an intellectual focus
- The school's goals should be simple
- The school goals apply to all
- The governing metaphor is the student-as-worker
- 'Student exhibitions' are required
- Attitudes are important
- The staff are generalists first and specialists second
- Education is personalized learning
- The budget demonstrates priorities. (Beare, Caldwell & Millikan, 1989: 63-64).

Based on nine principles above, it can be said that effective school has clear articulation which focusing on learning by using systematic evaluation and assessment. It is hoped that effective schools can see all students' potential to study well and also has settled and safe climate to create consciously teaching and learning environment, likewise, the effective schools have strong educators as their principals. By doing so, the schools' excellences can be positively created. To empower this area, it is used the excellence theory which is humanistic and based on the progressivism and existentialism education philosophy.

Schooling Management

There are twelve different components to build good schooling management by referring to a research study done by Galton in Leicester University. Smaller schools, obvious school status and position, stability of learning and environment from the staffs, tend to be more effective. The following factors are the main reasons which can be portrayed based on school regulation (a-d), class regulation (e-i), and the combination from both (j-l). (a) strong leadership which have ultimate goals from each staff accommodated by the school principals, (b) the involvement of school vice principals, (c) teachers involvement, (d) consistency among teachers, (e) structural school hours, (f) challenging intellectual learning, (g) central work area, (h) limit focus of learning session, (i) maximum communication between teacher and students, (j) regular reports, (k) parents involvement, and (l) positive environment (Mortimore, 1988: 250). These twelve factors can be used as a reference to see the patterns of effective schooling education with its contributive requirements.

Schooling Reinventing

Schooling reinventing can be done from both inside and outside school. Support from both sources done simultaneously can effectively accelerate schools' life from its nightmare (Goodled, 1884: 271). If school reconstruction is done from inside, school management becomes the keyword to change the school itself (Beare, Caldwell, and Millikan, 1989: 62). However, if the renovation comes from outside school, the role of civil society to support the school becomes the main power that must be firstly done (Mortimore, 1988: 263).

In this research study, a school which previously had vitality shown by the supporting facts will find a moment to face degradation, but finally can get up and move forward by taking concrete actions. This phenomena is used as literature review for school condition, which indeed, it needs to reveal the

reinventing pattern of effective schools which has following indicators: (a) leadership which has strong purposes, (b) the vice school principals has a main role to take forward the educational effectiveness, (c) teachers take part on the involvement of curriculum planning and development, (d) there is consistency of educational approaches, (e) students' works are managed well by teachers, (f) learning quality which is important to encourage students' improvement and development, (g) teachers spare the time to conduct material discussion with the students and dismiss the routines to keep his/her work activity run smoothly, (h) teachers tend to organize school subjects in the area of practical curriculum, (i) there is good communication between students and teachers, (j) feedback is given for each score and keep good relationship from recording assessment, (k) parents are actively involved in the improvement and development of the students, and (l) schools have strong positive efforts.

It is extremely important to note that school reinventing is affected by some factors, such as effective school climate and teachers' work conditions. Positive atmosphere created by the teacher for the students and school principals for teachers is considered as an emerging aspect of school effectiveness. This point is really essential to take into account for further improvement that inside the effective school, the activities must be done happily to create students' behaviour and also to make them polite to other people.

RESEARCH METHOD

This research study was field research. Data gathered from the field were focused on various kinds of facts occurred in Muhammadiyah 1 Depok Secondary School which is located in Sleman, Yogyakarta. The research was also applied the principles of qualitative approach with its naturalistic-interpretative paradigm. The subjects of this research were the school leader/principals, teachers, students, school committee, civil society around the school environment (public figures), other parties outside the school who have direct cooperation for school development (i.e. Muhammadiyah Leader Board or Education Bureau from local government). Subject selection for this research was based on purposive selection and snowball sample. The sample from the teachers were NC, JR, and Sd, school committee member was Af, Muhammadiyah Leader Board were TH and MH, and from the public figures were Sa and Sp. The data were collected by using observation technique, interviews, and documentation. Validity and reliability of the data were done by applying triangulation technique. The collected data were further analyzed by using qualitative method which was based on the verstehen philosophy.

RESULT

Geographically, Muhammadiyah 1 Depok Secondary School is located in Stan, Maguwoharjo, Depok Sub District, Sleman District of Yogyakarta Province. This school is in the middle area of Stan village. In the north, it meets Maguwoharjo village street which becomes the main access to Stan traditional market; in the east and south, the school borders are villagers' houses; while in the west, the school directly connected to village main street. The location of Muhammadiyah 1 Depok Secondary School is strategic, reachable by public transportation, and is near to the northern Ring-Road high way. Seeing from Yogyakarta context, to the southern part of the school there is access to Adi Sutjipto International Airport (2 km), Maguwoharjo Football Stadium (2 km) and Merapi Volcano (20 km) to the north, Yogyakarta palace and Yogyakarta capital city (7 km) to the West, and Solo city in Central Java to the east.

There are four phases in the developmental history of Muhammadiyah 1 Depok Secondary School, namely: phase of pioneering, phase of prosperity, phase of degradation, and phase of resurgence. Phase of pioneering was originally indicated by the birth of this school on the 1st January 1968, which was supported by Drs. Iskandar and S. Subagya. The first headmaster on duty of this school was S. Subagya. Phase of prosperity was characterized by the rapid growth of school in terms of students' quality and quantity. In 1985, the school had 15 classes, 5 classes for each grade. There

were also many prestigious achievement accomplished by the students of Muhammadiyah 1 Depok Secondary School. Phase of degradation was indicated by the school management disorder and the lack of figure (the school principal was died on 17th August 1990). The school development was inclined year by year in terms of both quality and quantity. Phase of resurgence was started in the early 2009, to be more precise it was finally done on 1st June 2009. It was the leader of Muhammadiyah Depok who found an alternative solution to overcome the school's problems. He set up a new school principal as a person in charge who would willingly give his attention to save the school's future. Accordingly, nowadays, the school has tried to start reinventing their potential which has been indicated by the decreasing number of its students. On its climax success which was on 1985, the number of students reached about 596 students for 15 classrooms. However, on the academic year of 2008/2009, the very small number of students was less than expectation. The number of whole students in the school was 59 students, 8 students of 7th graders, 26 students of 8th graders, and 25 students of 9th graders.

The efforts to develop and improve school's potential has been strenghten by involving the civil society power to help the school wake up and move forward. It was started on the academic year of 2009/2010 when the school had 61 students of 7th graders, 15 students of 8th graders (which previously only had 8 students), 36 students of 9th graders (which previously only had 26 students) and the total number of the students was 111 students. A significant increase in a number of the students was on the academic year of 2012/2013. It was seen from the students of 7th graders which reached up into 113 students, 51 students of 8th graders, and 53 students of 9th graders. The total number of the students was 217 students. In other words, it can be said that the increasing number of the students reached up to 250 % (from 59 students to 217 students).

Muhammadiyah 1 Depok Secondary School has also had good vision and quality policy as follows.

- a. Teachers are from a team member of Muhammadiyah 75% in minimal assigned quota.
- b. The number of teachers graduated from Master Degree is approximately 25 % from the total number.
- c. An alumnus has criteria of good behaviour ranks minimal 90 of 100
- d. An alumnus has an ability of Information Technology which is shown by working to make a blog and web design 40 % from maximum score and creative handcrafts skills 60 % in minimum.
- e. An alumnus has an ability to recite and remember the 30th chapter of Holy Qur'an, 50% from maximum number of verses in the Holy Qur'an.
- f. An alumnus can reach an approximate National Examination (*Ujian Nasional*) score up to 30 from 40 scale or 50% from maximum score.
- g. An alumnus can be accpeted in a Public High School and a prominent Muhammadiyah School, 30% of the total number of the students.

A reflecion of schooling education revitalization based on civil society power is explained through three important things which are: what are the pattern done by a school on its institution, why does the school need to conduct revilatization and what are the problems faced during the process of restrengthening the school.

School Revitalization Forms

There are three ways to take in improving the schooling education which are (1) planning which becomes parts of good managerial function, (2) research and evaluation as parts of Research and Development function, and (3) Network as a form of power coalition.

Aspect of Planning

Revitalization of school has shown that its planning is actually gradually-systemic. It is said as gradual planning to raise the school because it not just ad vocative but also transactional. It can be

seen from the communication between the school and other parties outside the school who can keep the school alive by maximalizing its potential and strength from transactional support and the civil society prospective. The communication is done gradually involving any related components.

In addition to the gradual planning, school revitalization is also said as systemic way. It is because the efforts to rebuild the school are done by taking into consideration the involvement of whole parts of civil society levels. From civil society context, school development has covered its surroundings, which starts from lower into higher region. In terms of public figures, the gradual planning has also involved those who have strategic position in civil society members such as the Imam of a mosque, and governmental civil servant officers as well. Meanwhile, in the level of Muhammadiyah organisation, the school gets support from the small branch located in the local region to the central committee board.

This planning pattern has been portrayed to show the development of school start from the degradation phase into resurgence phase. The school development can be described in the following explanation.

It was begun by the non-existence of the definitive school principal in 2006. The committee board of Muhammadiyah Depok represented by one of the members was very struggle to look forward for the person in charge or the school principal. This action was supported by the head of Muhammadiyah committee board of Southern Maguwoharjo which finally attracted the head of Muhammadiyah committee board of Northern Maguwoharjo. Both leaders were the alumni of Muhammadiyah 1 Depok Secondary School. This support, then, was brought to the Head Branch Conference which would willingly help the school. The result of this discussion was the Job Note dedicated for the new definitive school principal that was legalized into PLT No. 029/TGS/III.4/D/ 2009. This process was done during the waiting period for the arrangement from PDM Sleman Region.

During the arrangement period, internal consolidation between school teachers and school staffs was done as well as designing the grand design for the Muhammadiyah 1 Depok Secondary School development. The development of the school was based on the Al-Islam expansion, Theory and Knowledge of Muhammadiyah and Arabic language (ISMUBA), and also Information and Communication Technology (ICT). A draft for the school development was finally appreciated and got massive support from the Muhammadiyah public figures who previously was the Minister of National Education and the Minister of Religious Affairs of Indonesian Republic. In the same condition, this program was also supervised by the committee board to the chairman of Dikdasmen PWM assembly of Yogyakarta province who also gave support and encouragement for the school development. Later on, they also asked for the draft of the school development grand design and followed up the draft by socializing the planning to whole stakeholders on the 1st July 2009.

Some of school stakeholders joining the socialization were Southern and Northern PRM Maguwoharjo, PRA Maguwoharjo, AMM PC IMM Sleman, PCM Depok, The Committee of Elementary and Middle Education *Dikdasmen* PCM Depok, The Committee of Elementary and Middle Education *Dikdasmen* PDM Sleman and The Committee of Elementary and Middle Education *Dikdasmen* PWM Yogyakarta. The event for socializing the school grand design was attended by Muhammadiyah figures and staff officers from Youth and Sport Affairs of Yogyakarta Province. The agreement had also been establish from The Committee of Elementary and Middle Education *Dikdasmen* PWM Yogyakarta that gave financial supports and the accompanying program whenever there would be significant change which was especially related to the PPDB 2009.

To support that change, The Committee of Elementary and Middle Education *Dikdasmen* PWM Yogyakarta gave stimulant fund for the school by giving the students scholarship and socialization

fund for PPDB. The support was finally resulted in good outcome. In the academic year of 2009/2010, the number of the students reached to 61 students. This change finally attract PDM Sleman that finally inaugurated the school principal on 1st August 2009 which written on Letter of Decision No. 010/KEP/III.0/D/2009. The Committee of Elementary and Middle Education *Dikdasmen* PWM Yogyakarta further established that Muhammadiyah 1 Depok Secondary School became the pilot project of Muhammadiyah education improvement in Yogyakarta for academic year of 2009/2010 to 2011/2012 which was legalized by the Letter of Decision No. 18-B/KEP/II.4/F/2009.

The pilot project originally set up by the team of school development covered the budget for education, learning, and accompanying program. The letter of decision was further strengthened by the next letter which was about the regulation of school monthly fund for about three years. The letter was written on The Letter of Decision No. 18-C/KEP/II.4/F/2009. Through this letter, Mr. Sukiman, M.A., the person who had responsibility on duty to school development was also established. This arrangement was on the framework of formal regulation namely the guidance for school and madrasah development in the Muhammadiyah educational environment as stated by the Letter of Decision No. 18-A/KEP/II.4/F/2009. This letter has covered the background, objectives, requirements of the school (Muhammadiyah 1 Depok Secondary School), aspect of the program, period of time, mechanism and money.

Aspect of Research and Evaluation

Through taking actions on the aspect of research and evaluation, the school has already known its own strength and weaknesses to revitalize the school. This was also shown by the efforts done to improve the quality of the human potential such as:

- 1) The seminar on learning kit production which was based on information technology in collaboration with Jogja Learning Gateway that was held by The Board of Technology and Communication Education (*BPTK*). The representative teacher was the English teacher.
- 2) The seminar on ITC literacy which was held by LPMP on 2009. There were 5 ISMUBA teachers and 1 craftsmanship teacher who joined this program.
- 3) The seminar on ITC literacy held by local government which was attended by a school staff.
- 4) The seminar on introduction to CD software for learning material based on multimedia and communication technology which was conducted on 2009 in Semarang and was attended by the teachers of science, physics, biology, and mathematics.
- 5) The seminar on “Affectivity of English Learning with Multimedia and Information Technology” in 2010.
- 6) Curriculum workshop holding together with ten other schools in the area of Sleman regency and was located in Kalasan 1 Public Secondary School. This program was also supported by Directorate of Quality Development of National Education Jakarta.

The development of standard quality of human resources has a dream to increase the quality of human resources which are credible, dedicated, tough, loyal, creative, innovative, concise, and professional. This program was integrated into the workshop of academic quality improvement as well as the academic competency of teachers and staffs. *Baitul Aqram* program was also established to commit the loyalty and idealism of the teachers and school staffs.

Aspect of Network

Network is school social investment which can grow well and can be used to revitalize school. Aspect of network does not only stop on school management, but also on academic matters, teachers, school staffs, and other parties. Internal network strengthening can be done through: (1) edutainment activity and family gathering which can help the improvement of character building; (2) outbond activity to build motivation; (3) familiarizing *3S* (*Senyum, Salam, Sapa*) or “Smile, Salam, and Greet” program; (4) religious routines such as: The Holy Qur’an recitation for 10 minutes,

memorizing certain Surah of The Holy Qur'an; Shalah Fardlu prayer and Shalah Dhuha', a 7 minutes religious preaching, dzikr' and congregation prayers; (5) sport routines, such as: morning exercise with teachers and school staffs which is held regularly on each Friday; (6) environmental concern activities to keep clean the school surroundings; and (7) organizational activities like leadership training for IPM Taruna Melati 1 and Muhammadiyah Youth Alliance. Meanwhile, the external network can be done through the participation of certain institutions, such as: An-Nuur Learning Guidance Institution and the Regional Committee of Muhammadiyah Students Alliance (PD IPM) of Sleman regency.

The network pattern is also strengthened and framed by "Family Gathering" program for teachers, staffs, and principals. This program is more than just a transactional program or job relationship, but it strive humble and warm relationship to support each other. It can be seen from the activity done by the stakeholders in larger area. Other family activities were also going picnic to Ambarawa and Magelang, and watching movie "Ketika Cinta Bertasbih 2" in 21 Studio Ambarukmo Plaza and "Sang Pemimpi" in XXI Cinema.

Reasons of School Revitalization

School excellences which are humanistic and based on educational progressivism and existentialism philosophy have been used as a reference to change the school developmental progress. There are some reasons why school revitalization should be done, such as: school condition, disorder management, school's asset which is owned by federation, the existence of federation, civil society support, education field for Muhammadiyah youth, dreams of being Muhammadiyah trendsetter school in the level of elementary and secondary school.

To be more specific, these are the reasons why the revitalization of Muhammadiyah 1 Depok secondary school based on civil society power should be done. First, the school stakeholders did not want that the school should be closed. Second, school stakeholders have very deep feeling that school principal becomes the key point of school management. Third, the society and stakeholder's belief that the school should be exist. If the school is closed, the school's asset will be useless. Fourth, the school has become the symbol of Muhammadiyah organization existence. Fifth, the support coming from every part of Muhammadiyah organization as well as from the civil society, teachers and school staffs can be used as sources of social investment. Sixth, the school has human resources who want to make changes or a model of Muhammadiyah schooling education. Seventh, the school gets support from its stakeholders to be the trendsetter of school development. Eighth, stakeholders has a desire to have a good leader who has objectives and purposes to create positive atmosphere in the involvement of teachers and staffs, vice principals participation, and other parties.

Problems of School Development

There were some problems faced by the stakeholders to develop the school. First, students' distribution was not balance. Second, the progress of human resources professionalism was still not optimal. Third, the guarantee of standard of quality for quality improvement did not work well. Fourth, physical school development was still far from expectation. Fifth, school brand seemed not to convince public beliefs. With good and prepared planning, strong relationship, tight and committing network, the whole parts of the school's stakeholders had intention to gradually solve the school's problems. This process was in line with period of time and school's condition which was still on the progress to grow and develop.

For further mission, the school had some programs such as: (1) the improvement of school, students and human resources quality as well as its implementation, (2) the increase of work index, commitment, loyalty, and professionalism, (3) the strength of self identity to become a real school of Muhammadiyah, (4) the development of school facilities based on Information and Communication Technology, (5) the development of innovative school, (6) the human resources prosperity.

CONCLUSION

To summarize, according to the data analysis, it can be concluded in the following conclusion. The indicators of effective school revitalization in Muhammadiyah 1 Depok Secondary School Sleman Yogyakarta Indonesia can be done through three ways: (1) planning and preparation as a gradually-systemic management function; (2) research and evaluation on the strength and weaknesses in school revitalizing which is used as basic investment; (3) network as a part of power coalition in the aspect of school management and achievement, teachers, staffs, and school's outsiders.

Some consideration in strengthening the school's potential is by using the excellences as a reference which is humanistic and based on progressivism and existentialism educational philosophy. The main reason why the school revolution must be done is that the school is almost closed and getting closer to its extinction. Besides, the management does not work well as well as the school asset which belongs to school alliance. Moreover, the school revitalization is done to show the existence of Muhammadiyah organization, civil society's supports, education field, youth Muhammadiyah generation, and the dream of being trendsetter of Muhammadiyah school as well.

The problems faced by stakeholders to develop an effective school are: (1) students distribution input is still not balance, (2) progress and professionalism of human resources seems to go slowly, (3) the program of quality standard and quality improvement does not work well, (4) physical school development is still far from the prototype of futuristic architecture design, (5) the school brand and its appearance which seem not to be attracting yet. By doing good preparation, those problems have been solved by taking some steps such as keeping cooperative relationship and network, committing on school's supports, and having efforts to work together with all school stakeholder from both inside and outside.

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