MANAGEMENT OF ACCELERATION MODELS IN SD AR-RAFI’ BANDUNG

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Abstract
This article explores the management of acceleration models in elementary schools. Education in Indonesia has not paid enough attention to education for children or students who are intellectually gifted. The classical class systems have been influenced by students who have different potential, so that students who have intellectual talent become undeveloped. Indonesia has around 1.3 million children who have the potential to be Special and Talent Special (CIBI) or often called 'gifted-talented'. Unfortunately, only 9,500 (0.7%) have received services in the form of acceleration programs. One of the elementary schools in Bandung that has held an acceleration program is SD Ar-Rafi’.

Keywords: Management, Acceleration, Education

ملخص
هذه المقالة بحثت في إدارة نموذج التسريح في المدرسة الابتدائية الرافع في باندونج. لم يعط التعليم في إندونسيا الاهتمام الكافي للأطفال أو الطلاب الموهوبين فكرياً، فالنظام الطبيقي الكلاسيكي الذي يتم تشغيله يجعل بين الطلاب الذين لديهم إمكانات مختلفة لا يجعل الطلاب الذين لديهم موهبة فكرية يتطور. يوجد في إندونسيا حوالي 1.3 مليون طفل في سن الدراسة ممن لديهم القدرة على أن يكونوا موهب خاصا وعزة (CIBI). ومع الأسف، الذين يتلقون خدمات خاصة في شكل برامج التسريح 9500 (0.7% من الأطفال فقط. واحدة من المدارس الابتدائية في مدينة باندونج التي عقدت برنامج التسريح هي المدرسة الابتدائية الرافع.

مفتاح الكلمات: الإدارة، التسريح، التعليم

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Abstrak

Artikel ini membahas mengenai manajemen model percepatan di sekolah dasar di Sdar-Rafi’ Bandung. Pendidikan di Indonesia belum memberikan perhatian yang cukup pada pendidikan untuk anak-anak atau siswa yang berbakat secara intelektual. Sistem kelas klasikal yang telah berjalan memadukan siswa yang memiliki potensi berbeda sehingga siswa yang memiliki bakat intelektual menjadi tidak berkembang. Indonesia memiliki sekitar 1,3 juta anak usia sekolah yang berpotensi menjadi specially special dan talent special (CIBI) atau sering disebut 'gifted-talented'. Sayangnya, hanya 9.500 (0,7%) anak-anak telah menerima layanan khusus dalam bentuk program percepatan. Salah satu sekolah dasar di kota Bandung yang telah mengadakan program akselerasi adalah SD Ar-Rafi’.

Kata Kunci: Management, Acceleration, Education

Introduction

So far, education in Indonesia has little attention for education for children or students who are intellectually gifted. The classical class system consists of mixing students who have different potentials so that students who have intellectual talent do not develop. The government's initial efforts to provide special services for children who are intellectually gifted and achievers are by providing scholarships. However, according to Munandar¹ the scholarship is not enough to meet the educational needs of students who are intellectually gifted because scholarship only helps finance but does not provide them with education that suits their interests and the ability of intellectually gifted children.

Indonesia has around 1.3 million school-age children who are potentially Special and Special Talent (CIBI) or often called 'gifted-talented'. Unfortunately, only 9,500 (0.7%) children have received special services in the form of acceleration / acceleration programs. This was also affirmed by Muhammad² "there are still very many CIBI students who have not received educational services that match their potential and needs."

This very small percentage indicates that there are still many talented students in Indonesia who have not received education in accordance with their special abilities. This fact should get the attention of education managers and policy makers, so that these gifted children are not abandoned and obtain their rights. Besides, they are the most valuable State assets and have the potential to contribute greatly to national development as a whole, especially in the fields of education and science.

Attention to special gifted intelligent students has basically been a concern of the government for a long time. This is stated in the Republic of Indonesia Law Number 20 of 2003 Chapter IV Article 5 concerning the National Education System that "citizens who have the potential of intelligence and special talents have the right to obtain special service education." To carry out the mandate of the Act, the Directorate General of Education Elementary and Middle School issued Guidelines for the Implementation of the Learning Acceleration Program for smart and talented elementary, middle and high school students. The program has been called acceleration. Many schools are competing to hold this program. One of them is SD Ar-Rafi'.

Since the issuance of the Guidelines for the Implementation of the Learning Acceleration Program for smart and gifted elementary, middle and high school students (CI + BI) and Government Regulation No. 17 of 2010 concerning Management and Implementation of Education has encouraged educational institutions to compete to organize accelerated programs.

Based on data reported by the National Association of CI + BI in 2009, there are 311 schools that have special service programs for CIBI children. In 2013 there were data on schools providing education services for CIBI children in the form of acceleration program of 326 schools.

In line with the purpose of the implementation of the accelerated program, the task of child development at the elementary school level is to develop the concepts needed in everyday life; this is related to the cognitive development of children. Schools are tasked with teaching concepts that are useful for children’s lives. Similarly, the age of Elementary School is a period of children learning to control their behavior in accordance with the values and morals that apply in their environment. That the elementary Period is a sensitive time to study morality and values.

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Government Regulation Number 17 of 2010 concerning Management of Educational Implementation in Article 17 Paragraph (3) states that: "Basic education aims to build a foundation for the development of potential students to become human beings who (1) believe and fear the Almighty God; (2) noble, and noble personality; (3) knowledge, skillful, critical, creative, and innovative; (4) healthy, independent, and confident; (5) tolerant, socially sensitive, democratic and responsible.”

Based on the results of research by Stephen Wilkins, Susan Martin & Ian Walker, it was found that students in accelerated programs who had taken Business Studies at the GCSE or who achieved A + or A grades in English or Mathematics at GCSE were more likely to get C or above at level A compared to students in the standard two-year program.

This research method uses a case study with a qualitative approach. Data collection techniques are interview, observation, documentation and focus group methods. The purpose of this study was to determine the programs planned by Ar Rafi’ Elementary School’, organizing systems, implemention of learning, monitoring systems, supporting and inhibiting factors in accelerating programs and ways to strengthen support and overcoming obstacles in the acceleration program at Ar-Rafi’ Elementary School Bandung.

The Program Planned By SD Ar-Rafi’ Bandung

Program is a statement that contains conclusions from several expectations or goals that are interdependent and interrelated, to achieve a common goal. Usually a program includes all activities that are under the same administrative unit, or targets that are interdependent and complementary all of which must be carried out simultaneously or sequentially.

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6 Muhaimin, Suti’ah, and Sugeng Listyo Prabowo, Manajemen Pendidikan Aplikasinya dalam Penyusunan Rencana Pengembangan Sekolah/Madrasah, (Jakarta: Kencana, 2009), 349.
Planning is the initial element of the overall program management process. Kurniadin & Machali states that planning is a process of activities that systematically prepares activities to be carried out to achieve certain goals. Thus, the program planned by the Ar-Rafi’ Elementary School Bandung requires a plan for the implementation of the program properly in accordance with the objectives of its implementation.

The program planned by SD Ar-Rafi’ is planned carefully and organized and accurate based on the time that has been determined and agreed upon based on the discussion of teachers and foundations. The program has an orientation and goals that are in accordance with the vision and mission of SD Ar-Rafi’ namely graduates of Ar-Rafi’ Elementary School are Abdullah (Servant of Allah SWT) with the duty as a leader caliph on the earth and conducting broad-based education oriented to life skills, learning skills, personal skills, social skills, academic skills, and the development of innovation and creativity through an independent learning process with thematic patterns, based on information technology and communication.

In addition, the planned program is carried out in a hierarchical manner starting from general planning containing the determination of the program for one school year to special planning which is discussed at class meetings, Subject Teachers Consultation (MGMP) and meetings with the director of Ar-Rafi’ college. The results of this planning are standardized as a guide for further dissemination to all stakeholders so that they can be understood in detail and thoroughly in order to produce productive learning activities for students. Therefore, all school members will be able to act and work to achieve school goals together.

Planning for the acceleration program at Ar-Rafi’ Elementary School Bandung is in accordance with the Department of Education and Skills about Science in the primary school that there are several good practice findings in the activity planning process in elementary schools, namely:

1. There is teacher involvement in the school planning process.
2. All school plans almost reflect the structure and language of the Primary School Curriculum.
3. There is effective planning for the supply and management of science equipment and materials.

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4. Schools have a number of education experts to improve their science programs.

Organizing System of School Acceleration Program at SD Ar-Rafi’

Organizing is an effort to determine work through the parts of the task, the authority according to the scope of work. According to Hasibuan, organizing is a process of determining, grouping and managing various activities needed to achieve goals, placing people in each of these organizations, providing the necessary tools, placing authority that is relatively delegated to each individual who will do these activities.

Organizing in acceleration program is done by involving all school members: the foundation, school management, teachers and students, parents of students / school committees as well as residents of the surrounding community. The principal prepares a development team with an organizational structure in which there are several components including: the person in charge of the program held directly by the principal and the chairman / coordinator held directly by the Deputy Principal of the Curriculum Division assisted by the Deputy Principal of Quality Assurance.

Each teacher is given the same opportunity to teach in the acceleration program and the bilingual program at Ar-Rafi’ Elementary School. But teachers who have more ability in the field of language will be prioritized to teach bilingual classes, so that in organizing an accelerated program there is no special teacher for the acceleration class.

In general, SD Ar-Rafi’ has done a good organization and involves all elements or members of the school. It is just that there is still no special team / accelerator program developer in the organization and still has not placed a special acceleration teacher. So the teachers of a subject matter teach in two programs, namely bilingual and acceleration. Therefore, the authors recommend that schools form a special acceleration program team and place special teachers for acceleration programs. It is for Ar-Rafi’ SD acceleration program to be more structured and clear the job description of each teacher.

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8 Syarifudin, Pengelolaan Madrasah, (Bandung: Pusat Studi Pesantren, 2005), 19.
Implementation of Acceleration Program at Ar-Rafi’ Elementary School

The implementation phase of learning is the stage of implementing teaching and learning interactions. At this stage the teacher has the full right to apply the plans that have been made into the learning process. Rusman revealed that in the learning process all the concepts, principles, values, knowledge, methods, tools, and abilities of teachers are tested in actions, which will manifest the real curriculum. Furthermore, Hartati Sukirman et al. stated that teaching and learning interactions are divided into three stages, namely preparation, implementation of learning, and closing.

1. The preparation phase of learning is an activity carried out by the teacher before starting to teach, among others: examining the classroom, student attendance, readiness of tools and media, and readiness of students. This aims to create a conducive learning environment in order to maximize the potential of accelerated class students. Anandalakshmy, quoted by Munandar, says that “He needs the educational environment and the contact supportive, stimulating adults to maximize his potentialities.”

2. The implementation phase of learning is the actual teaching activity carried out by the teacher and there has been direct interaction with students regarding the subject matter that is being taught. This stage is divided into three parts, namely: introduction, core lesson, and evaluation.

3. The closing phase, namely activities that occur in the classroom after the teacher has finished teaching.

The implementation of learning activities of the acceleration program in class III, IV and V at SD Ar-Rafi’ Bandung is conducted in accordance with the above opinion. This can be seen from the implementation of learning by involving students in each learning activity both early activities, core activities up to the final activities. The activities carried out by teachers related to learning are the initial activities of learning, teachers condition students by asking for news and attendance, which aims to find out the

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conditions being experienced by students regarding conditioning in learning and establishing familiarity between students and teachers. Then before starting the learning every subject teacher always does ice breaking first because of the learning pattern at Ar-Rafi’ Elementary School is applying PAIKEM strategy. But what is highlighted first is that it is fun because if the students are happy to take part in learning, the brain will easily accept the lessons that will be delivered by the teacher.

In the initial learning activity, the teacher carries out Apperseption activities by asking questions to students related to the material that has been studied before by displaying a video. This aims to measure the extent of students' understanding of the material that has been studied before. However, some teachers do not submit learning objectives according to the basic competencies that students want to achieve, even though in the Republic of Indonesia National Education Minister Regulation No. 41 of 2007 concerning Process Standards said that in the preliminary activities the teacher should explain the learning objectives or basic competencies to be achieved.

The core activities include Exploration activities, subject matter teachers always involve students in seeking extensive and in-depth information related to the material that is conveyed because accelerated learners have the ability above average so that they are more active and faster in understanding the material. Then, the teacher facilitates students actively in each activity related to finding information about the material that will be studied from various media and sources. Students always play an active role in the learning process. Besides, the subject teachers also facilitate the interactions between students both with teachers, the environment and other learning resources. The media and learning resources used by teachers are very appropriate and in accordance with the development of students, namely using power points and video shows that attract the attention of students.

Teachers in the acceleration use diverse learning methods and are tailored to the needs of students and learning materials. According to observations learning activities using various methods, there is an interaction between students and various learning resources, so that learning is more effective and conducive, and makes students more active and creative. But the teacher's role also needs to be considered when students are active because the class will become noisy if the teacher cannot manage the class properly.
The next activity in the core learning activities is Elaboration activities. In the Elaboration activity, the teacher facilitates students by getting used to reading and writing but not in all learning materials, theoretically according to Nan Rahminawati "Elaboration activities focus on the activities of students related to cooperative and collaborative learning aimed at improving achievement". When associated with the activities of Elaboration carried out by acceleration teachers, it can be said to be in line with the theory, the teachers try their best to facilitate students by emphasizing not only cognitive and affective aspects but also the psychomotor aspects of students facilitated by doing various kinds practice. This can be seen in observations when learning activities in each class with the presentation of tasks in the form of reports both individually and in groups, as well as the participation of students in learning with the existence of question and answer activities both with the teacher and with other students related to learning material.

The next activity related to core learning is confirmation activities. In the confirmation activity the teacher functions as a resource and facilitator in learning activities that aim to solve problems related to learning material using standard and correct language, without eliminating moral values that reflect character learning. After that the teacher gives reinforcement of the learning that has been delivered to students and can be exemplified in everyday life. Furthermore, the teacher motivates and gives appreciation to students who have played an active role in the learning process.

Learning activities end with final activities or closing activities. Data shows that the acceleration teacher has carried out feedback activities on the learning process during the confirmation activities. Besides, giving feedback is very important related to the end of learning which aims to measure the learning outcomes of students on the application of exploration, elaboration and confirmation activities. Then, the students conclude the learning that has been carried out and given reinforcement by the teacher. This is in line with Minister of Education Regulation of RI No. 41 of 2007 concerning Process Standards. It is said that in the final activity the teacher draws conclusions with the students then presents the material to be delivered at the next meeting.
Supervision of Acceleration Program at Ar-Rafi’ Elementary School Bandung

Engkoswara & Komariah revealed that there are two forms of supervision in education, namely:

1) Supervision is carried out by each management unit as a procedural step in managing a program. This type of supervision is carried out as a control effort, carried out by the manager so that he can take action planning, organizing, and leadership and can take corrective action according to needs.

2) Supervision is carried out by school supervisors as functional supervisors by applying the concept of supervision, namely to carry out guidance to school personnel so that they can carry out their duties professionally, and can develop themselves optimally. This type of supervision is carried out by the school supervisor as a functional person who functions to carry out professional assistance. “15

The supervision system on the course of the acceleration program at Ar-Rafi’ Elementary School Bandung uses two forms of supervision as explained above that supervision is a monitoring and evaluation activity that ensures learning activities run well. This has been done by the Principal, Ar-Rafi’ College Director’ and School Supervisors from the Office of Education who, in their implementation, was assisted by the Deputy Principal and the board of teachers who were entrusted.

This supervision is related to classroom learning activities, and participatory activities. Among other things, supervision is done in the classroom, assisted by the vice principal of the curriculum or quality assurance field, together supervising learning, both from the preparation of the learning and its activities. Supervision is also carried out by School Supervisors from the Education Office and the Foundation. This is done to ensure the learning process runs well. If it is found some things that were not in accordance with the target, then recording and reporting were carried out, and then the root problem was sought and the solutions offered. Apart from that, supervision is carried out by controlling the environment around the school regarding tidiness and cleanliness as well as monitoring the activities of students.

Supervision / evaluation of academic achievement of accelerated learners has similarities with other schools in general, such as daily tests,

structured and unstructured assignments, midterm exams, final semester examinations, and so on. However, what distinguishes the evaluation of accelerated programs from other regular programs is that the final semester assessment is conducted every 4 months while the regular program is conducted every 6 months.

Supporting and Inhibiting Factors of the Acceleration Program at Ar-Rafi’ Elementary School Bandung

There are Many factors that support the management of accelerated programs. However, the dominant factor is Human Resources. The existence of Human Resources is very closely related to leadership and management or a solid team. Factors that support the management of accelerated programs include:

1. Collaboration with the Special Intelligent and Talent Education Association (CIBI) under West Java Provincial Education Office.
2. Adequate facilities and infrastructure so as to facilitate students who have special intelligence to develop their abilities.
3. Support and self-awareness from internal parties (foundations and school committees) as well as external parties (local residents and parents of students) in fostering and providing positive advice in an effort to give attention and educational facilities to students who have Intelligent Special abilities and Bakat Istimewa (CIBI).
4. Foundations are concentrated in education development because foundation managers have long been involved in education.
5. Ar-Rafi’ environment is consistent with changes in technology and information including education.
6. Teacher self-development carried out in a sustainable manner.
7. Comparative study with other schools.

Nevertheless, there are obstacles found in the implementation, including:

1. There is no special team or professional staff handling the acceleration program, so the responsibility is still held by the principal and the implementation is still held by the deputy headmaster of the curriculum.
2. Accelerated teachers do not only teach in the acceleration class but also teach in bilingual programs.
3. Mental acceleration students are sometimes unprepared when
facing national examinations and graduating from elementary school because they take national exams in grade 5 and complete elementary school within a period of 5 years.

4. Strengthening Support and Overcoming Obstacles in Ar-Rafi’ Elementary Acceleration Program

School that runs the acceleration program certainly has the initial capital that becomes an encouragement in the success of the program. There is one thing that can strengthen and encourage the acceleration program at SD Ar-Rafi’ Bandung. The following can be discussed about the factors that strengthen in overcoming obstacles in the acceleration program at SD Ar-Rafi’ Bandung, some of the following actions can be taken by SD Ar-Rafi’ Bandung, namely:

1. Ar-Rafi Elementary School cooperates with various parties: government agencies, the private sector, companies and local residents in realizing Islamic, beautiful and environmentally sound elementary schools that are bilingual and accelerated. One of them is collaborating with the Special Intelligent and Talent Education Association (CIBI) in West Java Provincial Education Office.

2. Making commitments with all school members by signing signatures on large banners and trying to remind each other to create a comfortable atmosphere in school.

3. Setting an example, especially principals and teachers in cultivating a clean and comfortable environment so that learning runs well.

4. Holding educational seminars on special intelligent students and special talents in handling them.

5. Disseminating with parents of students about accelerated programs and how to educate accelerated students at home.

6. Conducting a comparative study with other schools that conduct acceleration programs.

Conclusion

The results of the research showed that the management of the acceleration model at Ar-Rafi’ Elementary School Bandung was quite good in the sense that all acceleration program activities from planning to evaluation had been carried out quite well. The indicator could be seen from the increase in the number of students year-to-year, increasing student achievement both in terms of academic and non-academic, and always make improvements and updates in the acceleration program from year to year. Broadly speaking, the factors that influence the management of accelerated
programs are: First, the supporting factors are professional human capital, good leadership capital, and adequate infrastructure capital. The ways to strengthen support are by strengthening the capacity of school management, strengthening human resources, strengthening leadership, and continuous improvement. Second, the inhibiting factor is that there is no special team that handles direct acceleration programs and there is no teacher for acceleration programs.

REFERENCES


