

MANAGEMENT AND SCHOOL CULTURE AT PHATTANA WITTAYA SCHOOL YALA, THAILAND

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Abstract

The majority of religions practiced in Thailand are Buddhism, so efforts are needed for minorities, especially followers of Islam, to maintain their identity as Muslims in Thailand. One way is through the development of Islamic schools as intermediaries for imparting Islamic knowledge amidst cultural differences. This research was conducted to determine the management and school culture of Phattana Wittaya School, Yala Thailand. In this research, researchers used a qualitative descriptive approach with a case study method at Phattana Wittaya School Yala, Thailand which prioritizes research based on data, direct observation, and also interviews with various sources to obtain validation of the data obtained. The results of this research show that the development of Islamic school culture in Thailand is through habituation through routine activities and discipline which results in this culture developing in Thai Islamic schools. Islamic schools in Southern Thailand are the basic foundation for teaching and cultivating the teachings of the Islamic religion. In developing school culture, there is support and positive relationships.

Keywords: Management, School Culture and Thailand

I. INTRODUCTION

Education is a very important aspect in the life of this nation and state, where education is the spearhead that can influence whether a country becomes developed or not, of course this is because education can influence all fields, both in the fields of economics, law and social. Students in Indonesia really need to strengthen literacy and numeracy. This can be seen from the fact that various surveys at the national and international levels consistently, from year to year, show that these two fields have not experienced a significant increase and could even be said to be tending to decline. This condition can occur because the learning process in the education unit ignores or

does not pay attention to literacy and numeracy as a basis for thinking. The material given and taught to students is also less relevant to students' daily lives, so it feels meaningless.

One of the determining factors for the success of implementing an educational process is a well-built culture. It is hoped that a good school culture will succeed in improving the quality of education which not only has academic value but also affective value (Indrajati, 2017). Law no. 20 of 2003 concerning the National Education System Chapter II Article 3 concerning the function and objectives of education states that "National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and have faith in God Almighty and have noble character, be healthy, knowledgeable, capable, creative, independent and be democratic and responsible citizens." and Chapter III Article 4 which states "Education is organized as a process of acculturating and empowering students that lasts throughout life." And in Chapter IV Article 5 which states "Every citizen has the same right to obtain quality education." Based on this law, the school as an educational institution must carry out the mandate that has been outlined by providing quality and relevant education so that students have quality in accordance with the student profile in accordance with the mandate of the law. The explanation above shows that school culture must be an important priority. Schools must positively build a school culture that is carried out as well as possible.

School climate and culture management has a very broad meaning, not limited to management issues alone. In this case, schools are expected to be able to create a climate that is conducive to students' personal development, not becoming a mechanical, bureaucratic and rigid institution, but becoming an organic, democratic and innovative social institution (Mulyasa, 2011: 103). In addition to applying management principles (Planning, Organizing, Actuating, and Controlling), school culture management requires especially educators and educational staff (principals, teachers, and academic staff, and non-academic staff) to be able to provide examples, be skilled, and be professional. in playing its role in building, managing and developing a school culture. Remembering that this school culture is included in the school development master plan that must be achieved. According to Mulyasa (2011:90).

The objectives of this research are 1). To find out the school culture at Phattana Wittaya School Yala, Thailand 2). To Find Out About Educational Management at Phattana Wittaya School Yala, Thailand.

II. RESEARCH METHODS

In this research, researchers used a qualitative descriptive approach with a case study method at Phattana Wittaya School Yala, Thailand which prioritizes research based on data, direct observation, and also interviews with various sources to obtain validation of the data obtained. In other words, qualitative methods are methods that produce theoretical or spoken words from people and observed behavior (Moeloeng, 2017). The case study design was chosen because the researcher wanted to answer how to implement school culture management as an effort to build religious character. The research chose the location at Phattana Wittaya School Yala, Thailand. Researchers consider as research objects both the principal as the main/key resource, teachers and staff, students as supporting sources, and also residents around the school to complement and validate data from the school's external perspective. One of the reasons the researcher chose this school was that the researcher wanted to know how efforts were made to form the religious character of students at Phattana Wittaya School Yala, Thailand. Data collection techniques use observation, interviews and documentation methods. The analysis technique, researchers use data collection methods, then data reduction, data presentation and conclusions on the data.

III. RESULTS AND DISCUSSION

Yala (Thai ยะลา) is a province (changwat) of Thailand located in the southernmost part of the country. Adjacent areas (from northwest clockwise) are Songkhla, Pattani and Narathiwat. Yala borders Malaysia to the south. Yala is one of the four provinces of Thailand which has a majority Muslim population, approximately 68.9% are Muslim. 66.1% of Yala's population is Malay.

An educational approach to acquiring knowledge is considered important for survival in a 21st century society because education is the foundation of a country's development. Therefore, current educational management emphasizes students' role in acquiring knowledge. Able to apply knowledge in real life As a result, students think as and solve problems as In the management of education, according to the National Education Law B.E. 2542, the aim of educational management is to develop Thai people into complete human beings in body, mind, intelligence, knowledge and morality. culture of life and being able to coexist happily with other people, and Article 22 states: It is also stated that all students have the ability to learn and develop themselves and considers that the most important thing is that the educational process must encourage students to develop themselves according to their natural and full potential. This approach is in line with

the Ministry of Education's policy on developing the nation's youth into the 21st century with the aim of encouraging students to have morality and love for Thainess. Critical thinking, synthetic, technological skills, the ability to work happily with others and coexist peacefully with others in a global society (Department of Education, 2551: 1-2).

Phattana Wittaya School Yala is led by the Head of the Phatnawitya Foundation and also the Principal who is responsible for leading all types of educational needs at Phattana Wittaya School Yala. In carrying out his duties and functions, the Principal is assisted by several assistants from the curriculum, administration, finance and community social departments.

The state of Islamic religious education at the Phattana Wittaya Yala Islamic School in Thailand has the concept of integration between academic education and Islamic education and has 4 main materials which are then divided into subject branches. There are 8 mandatory subjects from the government regarding Islamic religious education, namely: Al-Quran and Tafsir, fiqh, hadith, aqidah, history, Arabic, Malay, morals. The ideal basis for Islamic religious education is the Alquran and Hadith and following Imam Shafi'I in fiqh, while the operational basis is the education curriculum in 2546 (Thailand year) and updated in 2550 from the Thai Ministry of Education.

By focusing on Islamic teachings, all aspects applied at this school refer to the teachings of the Islamic religion. Some school cultures that have become routine in this school include always starting activities by reading the Koran in each class, getting used to the sunnah prayers of Dhuha, midday prayer, Asr and getting used to reading dhikr in the morning and evening at school. The students are used to this activity, so in its implementation it does not make it difficult for the teacher to reprimand or assign them to read, because they already understand and can immediately carry out the activity in a very orderly manner. Trying to apply differences in entrances between women and men, as well as the culture of shaking h

Apart from activities that reflect Islamic culture, Phattana Wittaya School Yala also applies that the clothing or uniforms used must be Muslim. This applies to anyone who is a member of the school, except non-Muslims. Implementing a clean school environment is a vision that Phattana Wittaya School Yala always upholds, so that all corners of the rooms in this school are always clean and kept clean. Disciplining every school member with various agreed rules, for example every day a roll call is held in the school field, when the Thai national anthem is played or played, all school members stand still without moving at all, when the song is finished, they are allowed

to carry out their activities again. Then, students who are late for school after 08.00 are not allowed to enter the school premises because the gates have been closed, and the gates will reopen at 09.00.

The situation of Phattana Wittaya School Yala students has quite good manners and manners, as they are often reminded by the teachers who teach in their classes. For class division, Phattana Wittaya School Yala implements several classes into special classes or superior classes by holding a selection when prospective students register at this school. The study group system is divided into four classes, where each generation consists of four classes, namely, 1, 2, 3, and 4. Class 1 is a group of students whose abilities are still lacking so they need more intensive guidance, then class 2 it includes students who have quite good academic abilities but need more guidance, class 3 is a group of students who have good academic abilities and class 4 is filled with students whose academic abilities are very good and are usually called superior classes.

In carrying out teaching and learning activities, Phattana Wittaya School Yala implements a full day school system. Learning activities start at 08.00 in the morning and finish at 16.00 in the afternoon. Every day students have a lesson schedule of 4-5 subjects that they must attend at school. One class hour has a duration of 50 minutes, with several schedules that have been adjusted to each class. Students have the right to have individual seats and desks to support their needs in receiving lessons at school.

Every time a learning activity starts, the teacher who enters always orders the students to stand up and give a salute and recite a prayer. After that, the students were allowed to sit down again. For one subject, students usually receive some material presented by the teacher and the rest they immediately do the exercises, if the lesson time is up and the students have not finished, then the exercises are done at another time provided that when they meet the subject again must have finished working. To reduce students' boredom while at school, the school always organizes Outing Class activities, namely learning activities or programs that aim to provide certain basic skills and expertise as a means of fostering student creativity. Some of the outing class activities that are often carried out are visiting traditional markets, visiting museums, visiting city libraries, and visiting education fairs organized by campus.

There are two curricula used by Phattana Wittaya School Yala, the first is the academic curriculum, namely the 2008 Thai national curriculum, and the second is the Islamic curriculum. The 2008 Basic Education Core Curriculum (KIPD) was designed to emphasize conformity. Improvements

were made in the objectives and processes of curriculum implementation at the office and school levels.

The classroom teaching administration used by teachers mostly uses a special application or link, namely school bright which is provided by Thai Education, such as student attendance, student assessments, teacher communication with student parents, everything is in this application where all student parents are also required to have it. The application or link to see the child's progress and the UTS UAS assessment and daily tests are all included in the application and the students' parents can see it. But apart from administration in the form of an application, every teacher must also have a summary of grades or class absences in the form of a book (Administration Book).

In supporting daily learning activities, Phattana Wittaya School Yala provides several facilities that can be used by students ranging from computers, tablets, TV, learning media such as books, sports equipment, laboratories, playgrounds, places to display talents and also podcast space or notification source. Therefore, with sufficient learning equipment facilities, it can motivate students to learn, learning can be more effective and students will not get bored with learning.

IV. CONCLUSION

Based on the results of this research, it can be concluded that the teaching activities carried out are the same as usual, namely several lessons that exist in the world of education such as Natural Sciences (IPA), Social Education Sciences (IPS), Islamic Religious Education (PAI), Mathematics and English. However, what is different is the Thai language lessons, and almost all the books used for studying by students are written in Thai.

Phattana Wittaya School Yala uses two types of curriculum, namely the 2008 Thai academic curriculum and the Islamic religious curriculum as the basis for supporting an Islamic standard school. The school uses a full day school system, where students have a busy schedule of learning activities from Monday to Friday. By applying high levels of discipline, students who study at Phattana Wittaya School Yala are accustomed to various situations that require them to always live in a high level of discipline and responsibility.

Some of the facilities provided to support students' learning are indeed very adequate, coupled with advances in technology so that the learning system also uses several features in Microsoft and several other learning applications that can be used as a medium for learning. With the rapid development of existing technology, schools still provide rules for the use of communication

devices, only permitted if the teacher or some other reason requires bringing a communication device.

V. BIBLIOGRAPHY

Author is responsible for the correctness of all bibliographic sources referred to and listed in the Bibliography and those referred to in the text. It is highly recommended to use the most recent publication (last 10 years) in the Vancouver format (1), which is presented in the order of occurrence in the citation and is written according to the numbering format (2). Such as the following examples:

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