

ANALYSIS OF SCHOOL COOPERATIVE MANAGEMENT BY MANAGEMENT AT MAN 1 TEGAL

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ABSTRAK

This research aims to determine implementation planning and student responses to the management of school cooperatives at MAN 1 Tegal. The research method used is a descriptive method with the form of research used is a survey. The results of data analysis show that the management of the school cooperative is very good. Based on the results of distributing questionnaires to cooperative members, namely class X and XI students. In accordance with the plan that has been agreed with a total of 82.87%, this is in accordance with the students' wishes regarding cooperative management. Apart from that, the implementation of cooperative management is very good due to the awareness of all cooperative administrators. This makes it easier for each member to provide services provided by the cooperative management.

Keyword: *Management, Analysis, School Cooperatives*

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INTRODUCTION

School Cooperatives are expected for students to learn to run small-scale businesses, develop organizational skills, encourage habits of innovation and learn to solve problems. A form of student cooperative in the school environment. This school cooperative is a simple form of cooperative created by school administrators as a forum for cooperative learning for students. Meanwhile, this school cooperative is a simple form of cooperative created by school administrators as a forum for cooperative learning for students. School cooperatives are cooperatives whose members consist of students from SD/MI, SMP/MTs, SMA/MA, Islamic boarding schools, and other educational institutions of the same level and have the aim of supporting education carried out in the classroom with various related practical actions. with cooperative activities.

School cooperatives are not legal entities. The management and management of school cooperatives is carried out by students under the guidance of the school principal and teachers, especially teachers in the field of economics and cooperative studies. With the existence of school cooperatives, there are a lot of benefits that students can get to develop the spirit of entrepreneurship, organization, and foster a sense of solidarity because in this day and age, you not only need intelligence, but you also have to have the skills to create at least a job opportunity for yourself. yourself and even better for others.

In the past few years, there were still shortcomings in cooperative management and the results were less than satisfactory. Therefore, to correct these deficiencies, cooperatives must implement good management so that they can develop well. Management or management has the same meaning, namely organizing, structuring, planning that must be made in doing something to achieve a goal. Management is an absolute necessity for every organization. As is known, the essence of management is achieving goals with other people's hands. Achieving goals, with other people's hands, is carried out by management, namely the functions of planning, organizing, implementing and monitoring functions. Thus, the successful management of an organization will greatly depend on the implementation of each of these functions.

Every cooperative must have a cooperative organizational device, namely: 1. Members' meeting: this is the highest authority in the cooperative's life system, which means that various issues regarding a cooperative are only determined at the members' meeting. Here members can speak and provide suggestions and considerations, agree to a proposal or reject it and provide advice or input that is favorable to the cooperative. Because the number of students is not too large, it can be done through representatives or delegates from the classes.

According to Rustono (2006:26), problem formulation is a problem that needs to be solved or questions that need to be answered with research. In accordance with the background of the problem and the reasons for choosing the title, a problem emerged which was written in the form of a question, namely "To what extent is the analysis of the management of school cooperatives by the management at MAN 1 Tegal?"

The aim of the research is to determine the analysis of school cooperative management by administrators at MAN 1 Tegal.

LITERATURE REVIEW

The annual members' meeting (RAT) is held at least once a year, some are held twice a year, namely once to prepare work plans for the coming year and the second to discuss management policies for the past year. So that the annual member meeting does not interfere with teaching and learning activities at school, the meeting can be held during the annual holidays or semester holidays. As the highest authority holder in a school cooperative, member meetings have considerable authority. These authorities include: a). Determine the cooperative's articles of association. b). Establish general cooperative policies. c). Determine the cooperative's articles of association. d). Establish general cooperative policies. e). Select and appoint cooperative management. f). Dismiss the administrator. g). Validate the responsibilities of management in carrying out their duties. Management: is the executive part of the school cooperative. School cooperative administrators are student members of the school cooperative who are elected at a member meeting. The management who has received the delegation of authority from the members represents the members in managing the school cooperative. Therefore, the

management must be able to explain the policies and decisions that have been taken at the member meeting in more detail, accompanied by plans or operational steps.

Supervisory/inspection body: its task is to carry out supervision, whether the management has carried out its duties in accordance with applicable regulations. School cooperative supervisors can be selected from students who are members or teachers who have received approval from the school principal. The number of supervisors is three people with a term of office of one year.

Apart from these three main elements, in cooperative management there are usually also supporting elements in the form of advisory, supervisory and protective bodies. Advisory, supervisory and protective bodies are usually under the school principal or representative officials from the local rectorate general of cooperatives. An advisory, supervisory and protective body consisting of teachers is needed to support the management of school cooperatives. Members of the advisory and supervisory bodies are teachers or representatives appointed from the board or school committee or can also be representatives of parents of students who are members of BP3 (Education Organizing Auxiliary Body). Membership in school cooperatives is open and voluntary, but is limited to students from the school that founded the cooperative.

METHOD

In accordance with the problem to be researched, the nature of this research is descriptive research where the research is carried out on variables, namely without making comparisons or connecting them with other variables (Dr. Sugiyono, 2006: 6-7). This descriptive research is usually carried out by focusing on the variables, which are analyzed.

In this research, researchers will pay attention to conditions in the field and adjust them to the indicators that have been determined without comparing them with other factors. In addition, the research results will be described in written form. The form of research that will be used is a survey (survey studies). Data is raw material that needs to be reprocessed to produce information or information that shows facts. The data in this research is qualitative data which is the result of interviews which can be obtained through

the school cooperative management at MAN 1 Tegal. The data that will be collected as research material is related to the management of school cooperatives at MAN 1 Tegal. According to Suharsimi Arikunto (2010; 172), data sources are "subjects from which data can be obtained". Based on this understanding, the source of data in this research is the resource person. Sources in this case are people who can provide verbal information about something the researcher needs. The resource persons in this research were school cooperative administrators at MAN 1 Tegal. The techniques that will be used in this research are as follows: 1). Direct communication technique: is a data collection technique by making direct contact with the data source, namely in this case the data source is the head of the school cooperative at MAN 1 Tegal. 2). Indirect communication technique: is a data collection technique using questionnaires or questionnaires as a tool, in this case the author will distribute the questionnaire to 30 students as informants who will be chosen randomly based on their class. 3). Documentary study technique: a method of collecting data that is carried out by categorizing and classifying written materials related to the research problem, both from documentary sources and books, newspapers, magazines and others.

In this case, the researcher collected data obtained based on reports and documents provided by the management of the MAN 1 Tegal school cooperative related to the research problem. To be able to obtain data that will be analyzed and is relevant to the problems in the research, the following data collection tools are used: a). An interview guide is a data collection tool by creating a list of questions that are used as a guide for conducting interviews with data sources. b). A questionnaire is a list containing a number of written questions that are addressed to the respondent and answered in writing by the respondent, in this case the student is the respondent. c). Note sheets and documents are data collection tools by recording or copying documents or notes at the MAN 1 Tegal school cooperative.

In order to make it easier for researchers to draw conclusions from the data collected, it is necessary to process the data using the following steps: 1). Collecting data through observations, interviews and distributing questionnaires. 2). Check the data that has been collected.

3). Analyze the data that has been obtained. 4). Discussion of research results. 5). Conclude.

The data processing plan uses a percentage formula. According to Mardalis (1999:82), the percentage formula is as follows:

$$\text{Percentage} = \frac{\sum x}{N} = 100\%$$

Note: $\sum x$ = number of respondents' answers

N = total number of respondents

After carrying out the calculations above, the next step is to carry out analysis and interpretation using qualitative descriptive techniques to make a descriptive conclusion.

In this research, researchers used qualitative research. One of the reasons for using a qualitative approach is the experience of previous researchers where this method can be used to discover and understand what is hidden behind phenomena which are sometimes difficult to understand easily.

RESULTS AND DISCUSSION

The results

Data collected by the author during field research, using data collection tools by conducting interviews with the chairman of the MAN 1 Tegal school cooperative. As well as requesting information from randomly selected class X and

Both data were processed qualitatively and then described how and what the cooperative management did in managing the cooperative. As for the analysis of each question item given to respondents regarding the management of the cooperative by the management at the MAN 1 Tegal cooperative, the respondents' responses regarding the planning carried out by the cooperative management.

Table 1
Cooperative Planning

Alternative answers	Number of respondents	Average (%)
Very good	26	86,67
Good	4	13,33
Pretty good	-	0
Not good	-	0

Based on the table above, it can be interpreted as follows: as many as 26 (86.67%) respondents/members stated that the cooperative planning carried out by the management was very good in accordance with what was expected by members/students. A total of 4 (13.33%) respondents/students stated that the cooperative planning carried out by the management was good in line with what the members/students expected. As many as (0%) respondents/students stated that the cooperative planning carried out by the management was quite good in accordance with what members/students expected. A total of (0%) respondents/students stated that the cooperative planning carried out by the management was not good in accordance with what members/students expected.

Table 2
Cooperative Supervision

Alternative answers	Number of respondents	Average (%)
Very good	22	73,33
Good	2	6,67
Pretty good	6	20
Not good	-	0

Based on the table above, it can be interpreted as follows: as many as 22 (73.33%) respondents/members stated that the supervision carried out by the cooperative management on waserda businesses had been carried out very well. A total of 2 (6.67%) respondents/members stated that the supervision carried out by the cooperative management on the waserda business had been carried out well. A total of 6 (20%) respondents/members stated that the supervision carried out by the cooperative management on the waserda business had been carried out quite well. A total of (0%) respondents/members stated that the supervision carried out by the cooperative management on the waserda business had not been carried out well.

Table 3
Cooperative Management Organization

Alternative answers	Number of respondents	Average (%)
Very good	3	10
Good	23	76,67

Pretty good	3	10
Not good	1	3,33

Based on the table above, it can be interpreted as follows: A total of 3 (10%) respondents/members stated that the organizational structure of the cooperative management was very good. A total of 23 (76.67%) respondents/members stated that the cooperative management organizational structure was good. As many as 3 (10%) respondents/members stated that the organizational structure of the cooperative management was quite good. As many as 1 (3.33%) respondent/member stated that the organizational structure of the cooperative management was not good. Based on the interpretation above, it can be concluded that the majority, namely 23 (76.67%) respondents/members stated that the organizational structure of cooperative management was good.

Table 4
Management Supervision of Cooperative Savings and Loans Business

Alternative answers	Number of respondents	Average (%)
Very good	9	30
Good	21	70
Pretty good	-	0
Not good	-	0

Based on the table above, it can be interpreted as follows: As many as 9 (30%) respondents/members stated that the supervision carried out by each cooperative management had been carried out very well. As many as 21 (70%) respondents/members stated that the supervision carried out by each cooperative management had been carried out well. A total of (0%) respondents/members stated that the supervision carried out by each cooperative management had been carried out quite well. As many as (0%) respondents/members stated that the supervision carried out by each cooperative management was not carried out well. Based on the interpretation above, it can be concluded that the majority, namely 21 (70%) respondents/members, stated that the supervision carried out by each cooperative management had been carried out well.

Discussion

Research using analysis of the management of school cooperatives by administrators is in line with the theory which states that "cooperatives can develop if the management of the cooperative is good and healthy. Cooperative management is said to be good if in the cooperative there are no fatal irregularities, there is no monopoly of power other than member meetings, and all elements of the cooperative organization provide support for the implementation of the work program/decisions that have been agreed upon. Meanwhile, the health level of a cooperative is measured by the health of its organization, its mental health and the health of its business "according to M.G. Suwarni in (<https://windytriana.wordpress.com/2013/01/23/tolak-ukur-keberhasilan-koperasi>).

1. School Cooperative Planning at MAN 1 Tegal.

Based on interviews and distributing questionnaires to cooperative administrators and members, there is a balance between what administrators do and students' expectations regarding cooperative planning.

- a. The management's planning regarding the timeliness of the cooperative's operations in serving members' needs has been running well, in accordance with the planning for implementation, namely every 07.00-12.45 the management operates to serve members.
- b. The management's planning for the savings and loan business is in accordance with implementation, and if it is late in making deposits for members, the management will take action.

2. Implementation of MAN 1 Tegal School Cooperative Management

From the results of the interview with the chairman of the cooperative, looking at the planning of cooperative activities, only 2 members were involved in planning the activities of each class, both planning in terms of mandatory savings and planning in terms of cooperative services. This has become a mutual agreement, and conditions like this make the cooperative more focused and controlled in the future

The ability of each cooperative administrator to plan every activity that will be carried out, based on interviews with the chairman of the cooperative, each administrator in planning each cooperative activity has been addressed based on the field he or she is responsible for, at every meeting each administrator also issues ideas about what will be

done with the management of the cooperative . This is very good because the planning provided provides progress for the cooperative itself to develop, and makes the cooperative a forum for meeting student needs.

The organizational system in this cooperative, for management positions from the beginning of the founding of this cooperative until now is still under the auspices of the teacher council, students here are only required to be members, because, they have to focus on studying. This is very good, because it does not disturb students' focus on studying, and students only make savings and loans.

The implementation of activities at the school cooperative in MAN 1 Tegal is in the savings and loan unit or waserda unit. Until now, thank God, the implementation of activities at this cooperative has run smoothly, both in every business carried out, and we also pay attention to what the students really need. the school's needs, this is very much in line with what was planned from the start regarding the implementation of cooperative activities themselves, because based on good cooperative implementation, it is always in accordance with what the students need, and always pays attention to the students' needs. Supervision of the performance of cooperative administrators. Here I carry out supervision in every field that has been carried out by the management, I immediately check every week, how many deposits come in and how many deposits are issued each week, and monitor the attendance of each administrator, because the schedule already exists, so who is not present on the day If there is a schedule, I will immediately ask the administrator why he is not present, but so far the administrator has always been present on time according to the schedule that has been set. This looks very good, because the management always pays attention to their respective schedules and always carries out their duties well.

Obstacles that are often encountered in carrying out tasks in this cooperative, so far, we have not encountered any obstacles in carrying out cooperative business. Everything went smoothly according to procedures in the cooperative. Currently, all administrators are running cooperative businesses as much as possible, be it savings and loan businesses, waserda in the form of equipment for student needs. We always prioritize thoroughness in serving cooperative members according to service procedures so that if there are

violations committed by members or management, they will still be given sanctions in accordance with the existing rules that apply to the cooperative. In this case, every cooperative activity process is always in accordance with the initial planning, so that obstacles are never found that prevent a problem from occurring, and anticipatory activities if a problem will occur, then the action taken is to hold a meeting, so that problems do not occur which result in an obstacle.

3. Student Responses to Cooperative Management by Cooperative Management at MAN 1 Tegal

Basically, humans live with their own different traits and characteristics, as well as in a cooperative, students' responses vary according to what they see and feel. In this case, the role of the cooperative administrator is needed not only as a cooperative administrator but also as a motivator in running a business for students, starting as a member with what the teacher does well.

Based on the results of distributing questionnaires to cooperative members, namely students in classes X and The business that will be carried out, the organization, implementation, and supervision are running according to the plan that has been agreed with a total of 82.87%, this is in accordance with the students' wishes regarding cooperative management.

Apart from that, the implementation of cooperative management is very good, from the presence of the cooperative management, it is on time, according to plan, so it is never empty, this makes it easier for every member regarding the services provided by the cooperative management, every member who shops and does Savings and loans are served with friendliness and smiles and the polite attitude shown by the management is very good when students are shopping.

CONCLUSION

The management's planning regarding the timeliness of the cooperative's operations in serving members' needs has gone well, in accordance with the planning for implementation, namely every rule that was mutually agreed upon at the meeting. The implementation of activities at the school cooperative in MAN 1 Tegal, whether in the savings and loan unit or the waserda unit, has so far run smoothly, both in every business carried out, and the cooperative management always pays attention to what students really need for their school needs.

Supervision of the performance of cooperative administrators. This looks very good, because the management always pays attention to their respective schedules and always carries out their duties well. In this case, every cooperative activity process is always in accordance with the initial planning, so that obstacles are never encountered. students' responses to the management of school cooperatives, namely that the majority of students' responses to the management of cooperatives by the management were very good, from the planning carried out by the cooperative management, regarding the business to be carried out, organization, implementation, to supervision that it went according to the agreed plan..

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