Superior Educational Institution Model in Elementary School: The Case Study of Education in Banjar District, Indonesia

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ABSTRACT: The demands of globalization make competition occur in all fields, including in the world of education. This study aims to identify and describe the characteristics of a superior school characteristics in the context of superior school development management that emphasizes more on the school climate or culture, such as interpersonal relationships between individuals throughout the school community, learning environment, learning model, pleasant environment, principal leadership, teacher skills, school morale, and spirit correlate positively and significantly with personality and academic achievement of graduates. This phenomenological research reveals the phenomenon of experience obtained based on consciousness in several individuals. This research setting includes SD Negeri Indrasari 1, SD Negeri Indrasari 2, and SD Negeri Tambak baru Ulu, Banjar Regency, South Kalimantan. The three schools were chosen based on the similar characteristics of the school. Namely, it is a public school with A / B accreditation, is in a wetland environment area, and is a favorite school in the region. The results of the research show that the integrated integration between national, local, and typical curricula with Islamic foundations has proven to be able to run in Leading Schools by producing good graduates, institutional management applied at the school level as well as learning management is expected to be a model or basic framework to become a future school.

KEYWORDS: Learning Model, Superior School, Banjar District, Elementary School.

I. INTRODUCTION

Education should concern all components of the nation because the quality of the human future depends on education. Moreover, in the atmosphere of decline, the Indonesian government is wracked with a prolonged multi-dimensional crisis [1]. Improvement of the quality and education system of the Indonesian nation requires and urges revision and revitalization, especially in its management system [2]. In the context of education quality, this refers to the educational process and educational outcomes. In the process of quality education, various inputs are involved, such as teaching materials (cognitive, affective, or psychomotor), methodology (varies according to teacher ability), school facilities, administrative support and infrastructure facilities, and other resources, as well as the creation of a conducive atmosphere [3]. In realizing this noble goal, of course, hard work is needed from various parties, namely the community, government, schools, teachers, and all elements of the nation.

All parties must realize that only the success of education can answer and bring the Indonesian nation back to being a valued and respected nation. However, the phenomenon that occurs in Indonesia regarding education that stands out is the existence of a curriculum that is very standardized and loaded with burden, so it is less able to explore the creativity and potential of students [4]. The above statement is not a provocation but a reality and, simultaneously, a hope for realizing a quality national education system in the current era. As for what can be done to achieve the desired educational goals, there must be cooperation with all parties involved in the school[5], [6]. Teaching and learning activities will be highly quality if supported by professional teachers with professional, pedagogical, personality, and social competencies [7]. Efforts to improve the quality of education at every level invite attention from various parties, including practitioners and educational institutions, by opening excellent schools or getting new labels as International Standard School Pilot schools.

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Excellent schools are an effective alternative to improve education quality and human resources. Excellent schools are expected to produce superior humans[8], [9]. It is undeniable that every parent hopes that their children will become outstanding human beings. That can be seen from the high public interest in enrolling their children in excellent schools. Every new school year, excellent schools are crowded with prospective students who immediately enroll as the first choice because of the belief that these schools can produce superior humans [10].

Excellent schools have adequate management systems, such as leadership, supporting aspects, efficiency, and effectiveness [11]. A common characteristic often associated with superior schools is the quality learning process, and the results can be accountable to students, institutions, and the community. When viewed from the dimension of learning needs, this includes effective use of teaching time, disciplined school and classroom environments, continuous evaluation and feedback, well-structured classroom activities, learning instructions well understood and implemented, strengthening of noble character, emphasis on high knowledge and skills and opportunities to learn for all school residents to the maximum [12].

Effective learning is a process of learning that makes students happy, at home, and enjoys learning, which can bring out exciting defenders. Furthermore, Kurniati stated that learning is practical if learning can transform Indonesian children into humans ready to continue nation-building or achieve education and learning goals as desired by the nation and state [13]. The concept of excellence in the student garden states that effective learning is a defender of work that produces graduates into superior quality human beings, namely graduates who can master knowledge, science, and technology and are devoted to God Almighty (IMTAQ), and have noble ethics (morals) which are indicators [14].

Effective learning has characteristics including: (1) berorientasi in students, meaning placing students as the primary focus; (2) active and interactive, students are invited to participate in discussions that allow them to build deeper understanding; (3) use technology to support the learning process, either to provide interactive learning materials, provide feedback or facilitate collaboration between students; (4) goal-centered; (5) contextual and relevant, meaning that learning effectively presents learning material in a context that is relevant to students' daily lives, so that they can see how the material relates to their experiences and needs; (6) collaborative, superior learning facilitates collaboration between students, bik in the form of discussions, group projects or other activities that allow students to learn from each other and work together to achieve learning objectives and; and (7) continuous, meaning that learning involves a continuous learning process, so that students are expected to continue learning and developing their abilities over time [15]–[18].

Furthermore, quality learning, when associated with 21st-century learning, is learning that orients learning to produce highly creative students, and this will be achieved when students become active subjects in constructing learning experiences and practicing high-level thinking (HOTS). On the other hand, the challenge of defense in the last five years, the use of Information and Communication Technology (ICT), has shown a very rapid increase in line with the rise in the percentage of the population who use cellular phones. [19].

Another phenomenon of the 21st century is the shift in human resource needs (HR) that shifts low-level human resources with high-level jobs. Creativity is the only prerequisite for developing countries' growth and competitive [20]. Learning in the 21st century involves various skills that students must master to become productive citizens and people [21]. Six types of skills are grouped into three categories, namely learning and innovation, including critical thinking and problem-solving communication and collaboration, as well as creativity and innovation; digital literacy, which includes information literacy, media literacy, and ICT literacy and; skills in career and life include flexible and capable attitudes adaptable, initiative and self-directed, able to interact in cross-socio-cultural, productive and accountable [7].

Furthermore, the presence of teachers in 21st-century learning becomes essential to ensure the occurrence of a learning process that is meaningful, characteristic, and oriented toward developing 21st-century skills. For remote areas, especially wetland environmental areas where access and networks are still challenging, they still have to anticipate technological developments because, in the current period, all regions will be connected to internet networks and mobile phones that have become part of students' daily lives. Teachers should provide opportunities for students to construct their knowledge through the opportunity to access "*big data*" [22]. Remains under the guidance of teachers on how to validate information, synthesize information, benefit from information, communicate information, and use data to solve problems [23]. The easier accessibility of information encourages curriculum development and adjustment, emphasizing learning skills rather than just conveying facts [24].

Many learning models can be used to integrate technology at various age levels, levels, and fields of study, such as *Discovery* learning, project-based learning, problem-based learning, contextual learning, role-playing and simulation, operative learning, learning and collaboration, and others. These various models provide opportunities for integrating technology in the process. However, of course, teachers still have knowledge packages related to mastery of the material, mastery of educational aspects, and mastery of technological elements in learning known as TPACK (*Technology, Pedagogy, and Content, Knowledge*) [25]–[27].

In current educational practice, school excellence should be seen in the learning process. Still, many parties understand that superior learning is carried out for the learning activities of talented students with high intelligence. Learning processes in

educational practice currently lack opportunities for creative thinking [28]. On the other hand, although the concept of superior learners has many benefits, schools face many problems, such as limited human resources, infrastructure and facilities, curriculum, parental involvement, budget, and others.

Based on the above background, researchers are interested in researching the learning model of Superior Elementary School in a Wetland environment. Geographically, South Kalimantan is a famous area as an area with wetlands. Based on the Ramsar Convention, wetlands in South Kalimantan include tidal lands, swamps, irrigated rice fields, shallow lakes, and rivers. The schools to be studied are elementary schools with the same characteristics/background: public elementary schools accredited A / B and located in a wetland environment. Schools that became the setting of the study included SD Negeri Indrasari 1, SD Negeri Indrasari 2, and SD Negeri Tambak Baru Ulu, Banjar Regency, South Kalimantan Province. Based on this background, the focus of this study is:

a. What learning model is used by SD Negeri Indrasari 2 and SD Negeri Tungkaran, SD Negeri Jawa 5, Banjar Regency?
b. How is the development and empowerment of teachers at SD Negeri Indrasari 2 and SD Negeri Tungkaran, SD Negeri Jawa 5, Banjar Regency?
c. What is the strategy for utilizing the surrounding environment as a learning resource in SD Negeri Indrasari 2 and SD Negeri Tungkaran, SD Negeri Jawa 5, Banjar Regency?

II. RESEARCH METHODS

This research generally describes the Strategy Model of Excellent Schools in Banjar District. The research approach used in this study is *qualitative*. Bogdan and Taylor define qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words of people and observable behavior[29] This approach is directed at the setting of the individual holistically. So, in this case, it should not isolate individuals or organizations into variables or hypotheses, but it is necessary to view them as part of a whole [30].

This study used a multi-site design at SD Negeri Indrasari 1, SD Negeri Indrasari 2, and SD Negeri Tambak Baru Ulu Banjar Regency. Multi-site studies were chosen in conducting this research because multi-site studies are a form of qualitative research that can be used primarily to develop theories raised from several similar research backgrounds so that ideas can be produced that can be transferred to broader situations and more general scope. Bogdan and Biklen [29] state, "Multi-site study design is a qualitative research design involving several sites, places, and research subjects. The study subjects are assumed to have the same characteristics".

1. Presence of Researchers

Various data collection tools can be used as supporting equipment in qualitative research. However, the primary device is still the researcher. According to Lincoln & Guba [31], the position of researchers as the primary tool of research provides many benefits because there is a belief that only humans can understand the meaning of various interactions. The presence of researchers in the field is mandatory; in this case, the role of the researcher himself is as the primary tool for collecting data, especially those in the area. The presence of researchers directly to collect data in the field is a deterrent factor of research objectivity. A researcher who is present now and can understand the meaning of the situation as a whole is the key point to the success of the research itself.

Because researchers are the main instrument in research, the background experience needs to be explained to each person involved in the implementation of research [31]. Experience in conducting qualitative research can increase sensitivity and foresight in using the right strategy to collect correct, complete, and in-depth data. In other words, understanding research theory alone often feels insufficient for a qualitative researcher. Strengthening capabilities will align with the experience of conducting research practices in the field.

2. Location and Research Background

The location in this study consists of 3 schools, namely:

a) SD Negeri Indrasari 2, located on Jl. Chandra Kirana RT. 12, Indra Sari, Martapura District, Banjar Prov. South Kalimantan
b) SD Negeri Tungkaran, located on Jl.keramat Rt.1 Rw.1, TUNGKARAN, Martapura District, Banjar Prov. South Kalimantan
c) SD Negeri Jawa 5, Jl. Menteri Empat, RT.01/RW.06, Java, Martapura District, Banjar Regency, South Kalimantan.

The three schools were chosen because they have advantages, including A/B Accreditation, are favorite schools, have many enthusiasts, and have better achievements than other schools.

3. Data Sources

One consideration in choosing a research problem is the availability of data sources. A data source is anything that can provide information regarding related research. In this study, researchers used non-probability sampling techniques. According to [32], "*Nonprobability sampling*" is a sampling technique that does not provide equal opportunities for every element or member of the population to be selected as a sample." Therefore, researchers use *purposive sampling* techniques from nonprobability sampling to determine the subject. Sugiono states, "*Purposive sampling* is a sampling technique of data sources based on certain

considerations." This particular consideration is, for example, the person is considered to know best about what we expect, or as a ruler, making it easier for researchers to explore the social object/situation under study. Data sources that will be the subject of this study include principals, teachers, and school committees.

4. *Data Collection Techniques*

Information from primary data sources in qualitative research can generally be explored more deeply through observation and interview techniques. This qualitative research's primary method and characteristic is data collection using observation and interview techniques. In addition, data in qualitative research can be collected through secondary data sources in the form of documentation, with various alternative forms. According to Kusumastuti & Khoiron, Qualitative research is practiced in many disciplines, so multiple data collection methods have been designed to meet various requirements of different subjects, such as qualitative interviews, focus groups, participants, discourse and conversation analysis and text and document analysis.

5. *Data Analysis*

According to Miles and Huberman, the methods used in data analysis include data condensation, data presentation, and drawing and verifying conclusions [33]. The stages are described as follows:
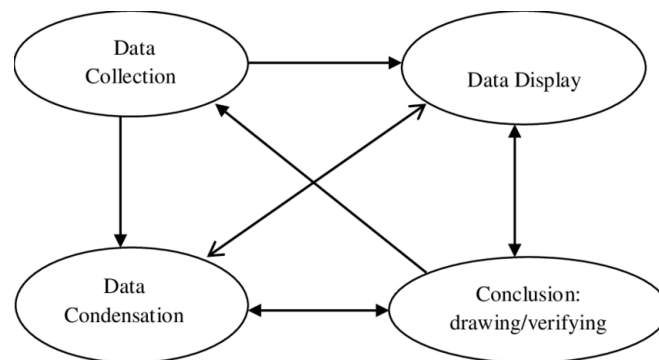

Figure 1. Analysis Model According to Miles and Huberman

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Furthermore, this study also conducted data analysis using cross-site analysis methods. The cross-site research is intended to compare the findings obtained from each site and integrate between sites. The steps taken in this cross-case analysis include: (1) using a conceptualistic inductive approach, which is carried out by comparing and combining conceptual findings from each case; (2) the results are used as a basis for compiling conceptual statements or cross-case propositions, (3) evaluating the suitability of propositions with the facts to which they are referenced, (4) reconstructing propositions according to the facts of each case individual, and (5) repeat this process as needed, to the limit of saturation.

The techniques for checking the validity of data in qualitative research are described as follows:

a) *Credibility Test*. In qualitative research, data can be declared credible if there are similarities between the researcher's reports and what happens to the object under study. Data credibility test or trustworthiness of qualitative research data consists of extending observations, increasing persistence, triangulation, negative case analysis, using reference materials, and member checks.

b) *Transferability* Test. Transferability indicates the degree of accuracy or extent to which the study results can be applied to the population in which the informant is selected. In qualitative research, the value of transferability depends on the reader and to what extent the research results can be applied to other social contexts and situations. If the reader gets a clear picture and understanding of the research report (context and focus of the study), then the study results can be said to have high transferability.

c) *Dependability* Test. In quantitative research, dependability is called reliability. It is said to fulfill dependability when the next author can replicate the series of research processes. Dependability testing can be carried out through audit activities throughout the research process. The study's results cannot be dependent if the author cannot prove that a series of research processes have been carried out in reality.

d) Confirmability Test. Confirmability in qualitative research is more defined as the concept of intersubjectivity (the concept of transparency), which is a form of the author's availability in disclosing to the public how the process and elements in his research, which in turn provides opportunities for other parties to assess/assess the results of their findings as well as obtain agreement between these parties. Confirmability is a process of examination criteria, namely, what steps are chosen by the author in confirming the results of his findings [34].

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III. RESEARCH RESULTS

1. Site Findings 1 (SD Negeri Indrasari 2)

The location of SD Negeri Indrasari 2 is in the Martapura sub-district, Banjar Regency. The complete school data is as follows:

School Name	:	SD Negeri Indrasari 2
NPSN	:	30311937
Status	:	Country
Form of Education	:	Elementary School
Ownership Status	:	Local Government
School Establishment Decree	:	85A-2006
Date of Establishment Decree	:	2007-05-10
Operational License Decree	:	421.2/356-MTP/SKIO-SD/DISDIK/2018
Date of Operational License Decree	:	2018-05-23
Accreditation	:	A
Address	:	Jl. Chandra Kirana RT. 12, Indra Sari, Martapura District, Banjar Prov. South Kalimantan

Teaching and learning activities at SD Negeri Indrasari 2 are daily from Monday to Saturday. Learning activities start at 07.30 WITA until 13.00 WITA. The following is a list of facilities and infrastructure in the School:

Table 2. Infrastructure Facilities in SD Negeri Indrasari 2 Banjar Regency1

No	Types of Sarpras	Qty 2022 Odd	Qty 2022 Even
1	Classroom	15	15
2	Library Room	1	1
3	Laboratory Room	5	5
4	Practice Room	0	0
5	Leadership Room	1	1
6	Teacher's Room	2	2
7	Prayer Room	1	1
8	UKS Room	0	0
9	Toilet Room	8	8
10	Warehouse Space	1	1
11	Circulation Room	0	0
12	Playground / Sport	0	0
13	TU Room	1	1
14	Counseling Room	0	0
15	Student Council Room	0	0
16	Building Space	19	19
Total		**54**	**54**

Infrastructure facilities at SD Negeri Indrasari 2 are complete, consisting of 15 classrooms, teacher rooms, UKS, Counseling Rooms, and other rooms supporting learning activities. The following is the data on the number of teachers and students in the School:

Table 3. Teachers, Educators, and Students at SD Negeri Indrasari 22

Description	Teacher	Educational staff	Student
Male	4	1	167
Woman	14	3	170
Total	**18**	**4**	**337**

a. Learning Model

Interviews were conducted with Mrs. Etni Yuniati, S. Pd as the Principal, and several teachers who became critical informants in this study. Based on the results of interviews and observations at SD Negeri Indrasari 2, it is known that learning is carried out

every day from Monday to Saturday, starting at 07.30 to 13.00 WITA. The curriculum used in the school is the Independent Curriculum with a learning tool known as the Teaching Module. The following is an excerpt from an interview with the Principal (P1) and Teacher (T1) about the learning process at SDN Indrasari 2, Banjar Regency:

P1: "*Learning is carried out every day from 07.30 to 13.00 WITA. The curriculum we use is the Merdeka curriculum. For the learning process, teachers have carried out student-centered learning, for example learning through problem analysis, making products or crafts, experiments, sometimes also doing outing classes in the environment around the school.*"

T1: "*Our students enter from day   to day long, study hours from 7.30 WITA to 13.00 WITA. In learning we have implemented the Merdeka curriculum using teaching modules. For the learning process, we strive to make learning activities active and fun. So, often we use learning models that make our students more active such as problem-based learning, making projects individually or in groups, doing direct observations and experiments, also giving certain tasks or exercises that hone the skills of our students*".

The following is an excerpt from an interview with the Principal and Teacher regarding the use of learning media at SD Negeri Indrasari 2:

P1: "*Our teachers always use media in the learning process. The media used varies depending on what material you want to convey. PowerPoint media and learning videos are most often used, but also sometimes use internet-based learning media such as Google Classroom, Kahoot, and Quizziz so that students are not bored and more interested in participating in learning.*"

T1: "*Myself and other teachers always use learning media to make it easier to deliver material to students. Usually I use learning video media that I take from youtube or sometimes I make my own learning videos with applications in handhpone. Because sometimes I have trouble finding learning videos that fit the material I want to teach. So inevitably I have to make the video myself. In addition to videos, I use powerpoint too, sometimes also use other three-dimensional media, even real objects I also occasionally bring to class to facilitate student understanding*".

Observations were made to validate the statements of the teacher and Principal. Observations are made on the learning process that takes place. Observations were made in class IV during science learning. From the observations, it is known that teachers use *PowerPoint* learning media and bring plants in the form of hibiscus to show students to explain the material of the flower parts. In addition, the teacher also divided students into several groups to make observations and discussions related to the details of the flower.

b. Teacher Empowerment

Interviews were conducted with the Principal and Teachers to learn how to empower teachers in SD Negeri Indrasari 2. The following is an excerpt from an interview with the Principal about how teachers are involved in activities and learning at the school.

P1: "*I always try to involve all teachers in decision-making, usually through meetings. Here routinely hold monthly meetings, for evaluation of activities and planning of subsequent activities. Likewise, in learning, in the preparation of the curriculum, always involve all teachers through workshop activities. then in compiling teaching modules, choosing learning models and media I also give freedom to teachers to organize and manage them. Because these teachers better understand the conditions and situations of the class and students".*

T1: "*The headmaster always involves us in making decisions about school activities, usually through meetings or sometimes while chatting casually during recess or before school. Then, for the preparation of the curriculum we usually formulate together through workshop activities. In the preparation of learning tools, selection of methods / models and learning media, we are given the authority to determine ourselves.*"

Observations were made in SD Negeri Indrasari 2 to validate the interview results. Based on observations, it is known that the learning model used in each class is different. The selection of learning models and media is adjusted to the needs of students in the class.

c. Utilization of the surrounding environment as a learning resource

Interviews were conducted with the Principal and Teachers to learn how to use the surrounding environment as a learning resource at SD Indrasari 2, Banjar Regency. The following is an excerpt from his interview:

P1: "The learning theme of course follows that in the school curriculum, but to facilitate student understanding I usually give authority to teachers in compiling their material by utilizing content that is easy to find around students. Thus learning becomes more meaningful and contextual. In addition, the methodofoak s perimen and outing class is also carried out several times by teachers, for example planting in the school garden, processing dry leaf waste around the school, and so on".

T1: "The themes and learning *themes just follow those in the curriculum, but in its implementation I try to optimize students' understanding by using varied media and learning methods so that they don't get bored too. For example, invite them to praktik graft in the school garden, then make a handicraft project from dried leaves and others. So, I try to also optimize those in the surrounding environment for their learning to be more contextual and also create a sense of environmental care."*

Observations are made to validate the statements of teachers and principals. Observations are made by looking at the physical environment of the school and its surroundings. SD Negeri Indrasari 2 has a vast area and has many buildings and rooms.

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Surrounded by gardens and urban forests, there are many kinds of plants (trees, flowers, and medicinal plants). When walking around the school garden area, there are plants labeled with the type of plant and the name of the student who planted the plant. Then, when walking in the school hallway, several photos and posters pasted on the school wall show student activities when planting and transplanting in the school garden. Then, there are also photos of students collecting dried leaves to be processed into fertilizer.

2. Site Finding 2 (SD Negeri Tungkaran)

The location of SD Negeri Tungkaran is in the Martapura sub-district, Banjar Regency. The complete school data is as follows:

School Name	:	SD Negeri Tungkaran
NPSN	:	30300310
Status	:	Country
Form of Education	:	Elementary School
Ownership Status	:	Local Government
School Establishment Decree	:	Perbup No.81 of 2018
Date of Establishment Decree	:	2018-12-28
Operational License Decree	:	Perbup No.81 of 2018
Date of Operational License Decree	:	2018-05-23
Accreditation	:	B
Address	:	Jl.Keramat Rt.1 Rw.1, TUNGKARAN, Kec. Martapura, Kab. Banjar Prov. South Kalimantan

Teaching and learning activities at SD Negeri Tungkaran are daily from Monday to Saturday. Learning activities start at 07.30 WITA until 13.00 WITA. The following is a list of facilities and infrastructure in the School:

Table 4. Infrastructure Facilities in SD Negeri Tungkaran3

No	Types of Sarpras	Qty 2022 Odd	Qty 2022 Even
1	Classroom	9	9
2	Library Room	1	1
3	Laboratory Room	0	0
4	Practice Room	0	0
5	Leadership Room	1	1
6	Teacher's Room	1	1
7	Prayer Room	1	1
8	UKS Room	0	0
9	Toilet Room	4	4
10	Warehouse Space	1	1
11	Circulation Room	0	0
12	Playground / Sport	0	0
13	TU Room	1	1
14	Counseling Room	0	0
15	Student Council Room	0	0
16	Building Space	9	9
Total		**28**	**28**

The infrastructure facilities at SD Negeri Tungkaran are complete, consisting of 9 classrooms, teacher rooms, and other rooms supporting learning activities. The following is the data on the number of teachers and students in the School:

Table 5. Teachers, Educators and Students in SD Negeri Tungkaran4

Description	Teacher	Tendik	Student
Male	5	0	118
Woman	7	2	133
Total	**12**	**2**	**251**

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a. Learning Model

Interviews were conducted with Mrs. Yayuk Hartini, S. Pd, M.Pd as the Principal, and several teachers who became critical informants in this study. Based on the results of interviews and observations at SD Negeri Tungkaran, it is known that learning is carried out every Monday to Saturday from 07.30 to 13.00 WITA. The curriculum used in the school is the Independent Curriculum with a learning tool known as the Teaching Module.

The following is an excerpt from an interview with the Principal (P2) and Teacher (T2) about the learning process at SDN Tungkaran, Banjar Regency:

P2: "Our school has implemented the Merdeka curriculum, Alhamdulillah I myself am one of the members of the Merdeka curriculum teaching module drafting team at the Ministry. The current curriculum emphasizes learning on students, so in its implementation many learning activities involve student activity, by discussing groups, presentations, experiments, making projects and problem-based. "

T2: "I and other teachers implement the Merdeka curriculum, and try to optimize student activities in learning. Usually I always vary the learning model or method used, the goal is so that students are not bored and enthusiastic continue while in class. Often we use project-based learning, experiments, direct observation, direct pre-tech, discussions related to certain problemsand others."

The following are excerpts from interviews with principals and teachers regarding the use of learning media in SD Negeri Tungkaran:

P2: "Teachers here always use learning media when teaching. Although our school is located a bit remote, but Alhamdulillah, the facilities available are quite supportive, including IT facilities. So teachers often use media such as PowerPoints, learning videos,concrete media as well."

T2: "I often use learning media when teaching, because it helps students' understanding as well. The media I use also varies depending on the material you want to convey. Often I use powerpoint and learning videos, shown in class using LCD. But I also sometimes use other media such as the original object such as bringing flowers, when explaining the parts of flowers, or poster images I also sometimes use".

Observations were made to validate the statements of the teacher and Principal. Observations are made on the learning process that takes place. Observations were made in class VI during PPKN learning. From the observations, it is known that teachers use PowerPoint learning media and divide groups, then instruct students to analyze problems, discuss them, and present them.

b. Teacher Empowerment

Interviews were conducted with the Principal and Teachers to validate the statements of the teacher and Principal. The following is an excerpt from an interview with the Principal about how teachers are involved in activities and learning at the school.

P2: "Teachers are always involved in decision-making or policy in our school. Usually through meeting activities, or sometimes when chatting – chatting casually during breaks. But sometimes there can also be through Waa Group or zoom meetings, it's flexible actually, but yes, it definitely involves our teachers. Teacher involvement starts from formulating the vision, school mission, preparing curriculum documents and other school activities. Including in learning, I give flexibility to teachers to plan their learning. Please want to use any model, method or learning media, as long as it is able to condition students to be more active and the learning outcomes to be optimal."

T2: "The Principal always involves teachers in making decisions or policies related to the School, for example in preparing curriculum documents. We are very grateful that the Principal always provides support and involves us in all school activities. He also always gives input if I or other teachers have problems in learning. For example, like a few months ago, I myself felt that there was a lack of optimizing learning media in the form of videos, often I only searched on YouTube, even though sometimes I also wanted to make my own videos to really fit the material. Finally, the Principal suggested that I take training in making learning videos and also instructed other teachers who were more expert in making videos to help me. So it's like a peer tutor too, not Only the students learn using peer tutors, the teacher too."

Observations were made in the SD Negeri Tungkaran environment to validate the interview results. Based on observations, it is known that the learning model used in each class is different. The selection of learning models and media is adjusted to the needs of students in the class. In addition, when visiting the Master's room during breaks, it was also seen that several teachers gathered to study together to make PowerPoint using Canva. Based on these observations, it can be concluded that the Principal gives teachers freedom to organize effective learning and encourages teachers to help each other for the common good.

c. Utilization of the surrounding environment as a learning resource

Interviews were conducted with the Principal and Teachers to learn how to use the surrounding environment as a learning resource at SD Negeri Tungkaran, Banjar Regency. The following is an excerpt from his interview:

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P2: "The learning theme of course follows the one in the school curriculum, but to facilitate student understanding I usually give authority to teachers in compiling their material by utilizing content that is easy to find around students. Thus learning becomes more meaningful and contextual. In addition, the methodofoak s perimen and outing class is also carried out several times by teachers, for example planting in school gardens, processing dry leaf waste around the school, and so on."

T2: "The themes and learning *activities just follow those in the curriculum, but in its implementation I try to optimize students' understanding by using varied media and learning methods so that they don't get bored too. For example, invite them to practice grafting in the school garden, then make handicraft projects from dried leaves and others. So, I try to also optimize those in the surrounding environment for their learning to be more contextual and also create a sense of environmental care."*

Observations are made to validate the statements of teachers and principals. Observations are made by looking at the physical environment of the school and its surroundings. SD Negeri Tungkaran has a vast area and has many buildings and rooms. Surrounded by gardens and urban forests, there are many kinds of plants (trees, flowers, and medicinal plants). When walking around the school garden area, there are plants labeled with the type of plant and the name of the student who planted the plant. Then, when walking in the school hallway, several photos and posters pasted on the school wall show student activities when planting and transplanting in the school garden. Then, there are also photos of students collecting dried leaves to be processed into fertilizer.

IV. DISCUSSION

Excellent schools are intended to respond to various opportunities and challenges of the globalization era. Excellent schools as educational institutions should be seen as an effort to prepare students to become citizens who can compete in various aspects of life through national education goals [35]. The educational process in schools, especially in superior schools, should not only stop at mere teaching and learning activities but, rather, more critical educational efforts in the form of internalization of values, especially Islamic values. In superior schools, the learning process must be able to internalize Islamic values in students. In addition, students must understand the global importance of life, namely the consciousness of every citizen and Muslim. In the context of superior schools, students must internalize these aspects to grow internal awareness and thinking habits that are global in perspective but still based on an Islamic framework [36]. That is the substance of the need for excellent schools. So that the learning process should not only highlight students' academic abilities but should be reinterpreted and then should give an equal portion to students' outstanding talents that are non-academic ([37], [38].

In this context, the notion of a superior school is not interpreted tendentiously as a school that excels significantly in all aspects. Instead, it has characteristics and criteria that can be seeded and measured with a precise size. From the model of recruiting new students, the completeness of facilities, and the costs offered, the category of superior schools can be grouped into three types. First, the school strictly accepts and selects incoming students with the criteria of having high academic achievement, even though the school's teaching and learning process is not extraordinary and tends to be conventional. However, it can be ascertained by choosing a superior input, the output produced is also [39].

The second type is a school that offers complete facilities and can be considered luxurious and redeemed by very high education costs [40]. High academic achievement is not a reference for accepting input at this school. This type of school usually makes innovations, especially in learning models, by bringing a particular theoretical approach and supported by good facilities as an attraction so that the output produced increases and has high competitiveness [41]. The third type is excellent schools that emphasize a positive learning climate, a strong culture in the school environment, and conducive learning [42]. This type of school can transform low-achieving students into high-quality graduates (output). From the three criteria above, excellent schools can be analyzed from which side their advantages are, whether only because of facilities, perfect inputs, or indeed because of management breakthroughs, especially learning models in running educational institutions or schools.

Regarding the size of excellence criteria, excellent schools in Indonesia are also not qualified; superior schools in Indonesia often only measure part of academic ability. The fundamental conceptual measure is a school that continuously improves its performance and optimally empowers its internal strengths and optimal use of external environmental conditions to develop overall student achievement and other school residents. Because in school development, it is proven that there is a relationship between various elements in efforts to improve school quality [43]. Schools that have educational excellence or success have a strategic position in enhancing the quality of education, more influenced by the performance of individuals and the organization itself, which includes values, *beliefs*, culture, and behavioral norms called *the human side of* the organization (human side/aspect and organization) [36]. School climate and culture, such as interpersonal relationships among individuals throughout the school community, learning environment, learning model, pleasant environment, Principal's leadership, teacher skills, school morale, and spirit, correlate positively and significantly with graduates' personality and academic achievement.

There are two models of approach in analyzing effective or superior schools: the goal model approach and the system model [7]. The first is the goal model, also called the goal-achievement approach. This model is based on the traditional view of organizational effectiveness, that an organization is said to be effective if it achieves the goals that have been set (Firdaus, 2019),

so that measurement is done by looking at the operational goals achieved by the organization. The benchmark of success in educational institutions is usually seen from the achievement level of school graduate achievement measured through standardized achievement tests [44].

Much research on school effectiveness uses this approach or goal model, which relies solely on student achievement as measured by standardized tests as a criterion for significance. The second model is the system model, called the process or multi-dimensional approach. The model is based on an open system, which views the organization as an available system consisting of inputs, transformations, and outputs [45]. From the system model's perspective, an organization's effectiveness is seen not from achieving its goals but from the internal conditions, the efficiency of using all existing resources, and success in its working mechanism. Referring to the system model, whether or not the school is good is seen not from the level of achievement of its goals but the process and conditions called school characteristics.

There are two characteristics of the school. First, the school's internal characteristics, including leadership style, communication process, supervision and evaluation system, teaching system, discipline, and decision-making process. Second, external characteristics, which are characteristics of the situation in which the school as an organization is located, include elements of society, such as wealth, sociocultural traditions, political power structures, and demographics [8]. Sergiovanni suggested that these two models be used and not use only one, asserting that if the goal approach is combined with the systems approach, the understanding of school effectiveness will be more comprehensive [38].

When viewed from school models, both directly and implicitly declare themselves as superior schools or effective schools; when considered from the implementation of student networking, teaching and learning activities, facility offerings, and financial costs, can be categorized into three types of effective schools, namely: schools that accept and strictly select incoming students with the criteria of having high academic achievement. However, the teaching and learning process of the school is not extraordinary and even tends to be orthodox. But, inevitably, the output is superior because it chooses a select input. Second, schools that offer luxurious facilities, with very high pay. High academic achievement is not a reference for accepting input in this school. Third, schools with this type usually rely on alternative learning patterns from the development of contemporary educational theories. Third, schools that emphasize a positive learning climate in the school environment. They accept and can process students who enter the school (input) with low achievement into high-quality graduates (output). In addition, some things have an essential role in the success of Superior Schools, namely culture. People used to think that culture includes all manifestations of virtuous and spiritual human life, such as religion, art, philosophy, science, statecraft, etc. However, today, culture is defined as a manifestation of the life of each person and each group of people. Today, culture is seen as something more dynamic, not something rigid and static.

In organizational culture, one of them is characterized by sharing or sharing the same values and beliefs with all members of the organization, for example, sharing the same values and beliefs with implementation through uniform clothing. However, accepting and wearing a uniform is not enough. The wearing of uniforms must bring a sense of pride, become a means of control, and shape the organization's image. Thus, the value of uniform clothing is embedded into the essential capital. In this case, Sekolah Unggul instills the importance of pride in school uniforms to become an inherent and deep alma mater pride in every student as an essential planting for seeding self-discipline and enforcing other discipline. For example, the school gives severe sanctions to students if they are caught committing actions that damage the image of the School, such as students truant and being seen outside the school in uniform are categorized as severe violations (80) points, smoking both inside and outside the school while still in uniform is included in the category of serious breaches (60) points. The concept of sharing or togetherness is applied in the Superior School by using discipline to image cultivation not only to students but to all educators in the school. Even employees in the division can get punishment by deducting points if caught violating the rules that have been set together and are considered to reduce the image or counterproductive to the discipline of the organizational institution.

CONCLUSION

From research studies, it is proven that a solid integration between national, local, and unique curricula with Islamic basics is proven to be able to run in Flagship Schools by producing good graduates, institutional management management applied at the school level as well as learning management is expected to be a model or basic framework to become a future school. This Excellence School education model means empowering and extracting essential human potential that lays down individual rights and realizes the differences in each student's personality. An integrative and comprehensive education pattern as developed by the School is expected to answer some of the challenges of students not only memorizing, writing, and reading but also interpreting concepts and rules better so that they can be realized and implemented in everyday life. Making a man who is literate and thick in cultural diversity so that he becomes a civilized human being, aesthetic, apart from knowing, willing, and able to apply, grounding what he has obtained from school.

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