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### **Fun School Movement Management To Improve The Quality Of The Learning Process In Vocational School Of Center Of Excellence**

#### **(Descriptive Study at Vocational School 4 and Vocational School 10 Garut Regency)**

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#### **Abstract**

This study aims to get an overview, describe, and analyze Fun School Movement Management to Improve the Quality of the Learning Process at Vocational High School Centers of Excellence in Garut Regency. Using a qualitative descriptive method approach. The results of the research on the management of the Fun School Movement to Improve the Quality of the Learning Process through School Connectedness planning, continuous improvements to the environmental conditions are made so that school residents feel comfortable so that students enjoy socializing. Pedagogical Practice, Project based learning and problem solving

models, prioritizes learning models that encourage students to explore and think critically. Character Development, student character development through Strengthening Character Education (PPK) namely religious, nationalist, independent, mutual cooperation, integrity. Bully-free Character Education, Circle Time. Activities in the form of dialogue, assessment involving internal and external school parties. As a follow-up program development. The problem encountered, the development of activity facilities, there is still no type of assessment instrument that is the most appropriate for monitoring programs that have been carried out, products or works produced by students from learning that have been carried out do not appear much in prestigious international level events. The solution is to submit a budget, list program achievements, provide space for students to develop their best talents, passions, reasoning and talents by promoting them at international events. Conclusion GSM improves the quality of learning through program management in 4 areas of change. Recommendations to the Education Office to immediately complete the facilities and infrastructure that can support the program. To Supervisor. Make a list of program achievements through an assessment of each key performance indicator through standardized assessment instruments. The next researcher conducts research activities to provide space for students to develop their talents, passion, reasoning and best talents by promoting them at international events.

### **Keywords**

GSM Management, Quality of Learning Process

### **Preliminary**

GSM departs from a change in the mindset of education towards the Industrial Revolution 4.0 paradigm. but this still cannot reach this starting point including changing the mindset of teachers, principals, parents, and policy makers to build a positive education ecosystem and focus on developing comfortable learning for students with a pleasant environment, schools are able to provide space for students to develop their best talents, interests, reasoning and talents. Vocational schools with centers of excellence have not been able to create a fun school ecosystem.

## **B. Problem Formulation and Limitation**

### **1. Problem Formulation**

From the background above, the things that you want to study include an overview, description, and implementation of Fun School Movement Management at Vocational School 4 and Vocational School 10 Garut Regency as Vocational Centers of Excellence to Improve the Quality of the Learning Process. Some of the problems that occur are closely related to the Fun School Movement, namely students who are bored with conventional learning models, students who have difficulty understanding subject matter, and students who feel that school is a boring activity. These problems can be formulated in the following chart:

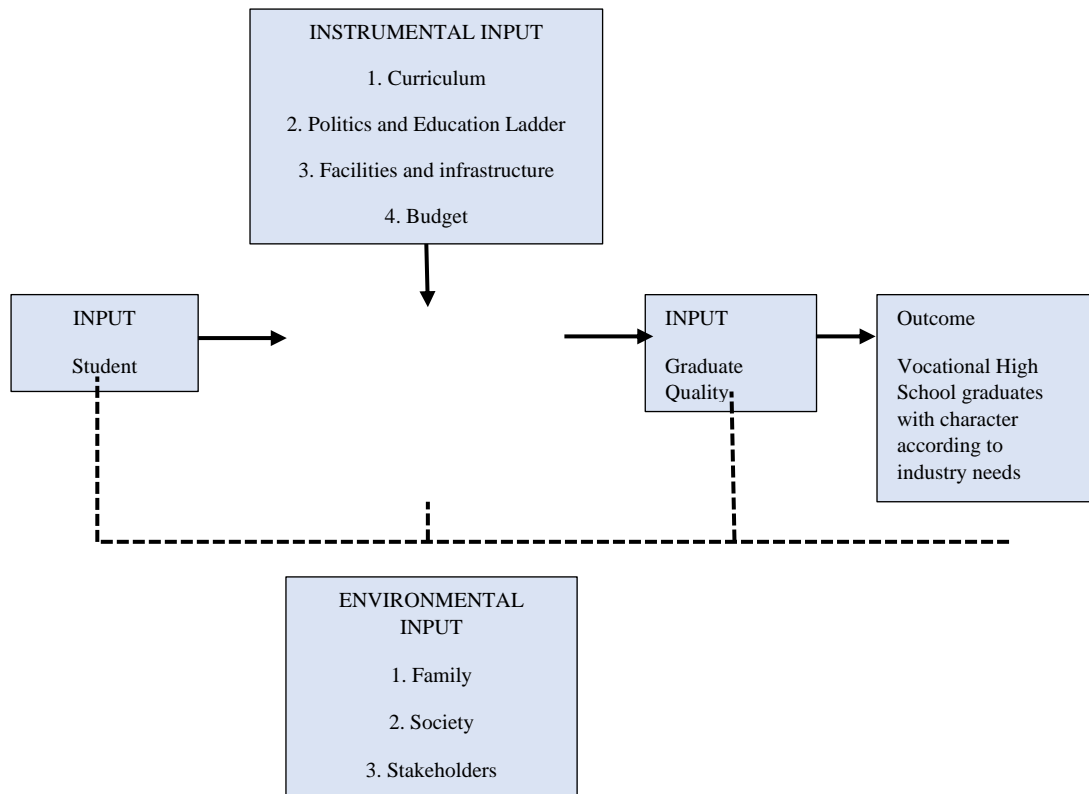


Figure 1.1 Problem Formulation

From the chart above, we can see that the instrumental input is in the form of curriculum, educators and education staff, facilities and infrastructure and budget. The process used through planning, organizing, implementing, assessing and following up. Meanwhile, the environmental inputs are family, community and stakeholders. Of course, the input is students, the output is in the form of graduate quality and the desired outcome is SMK graduates with character according to industry needs.

## 2. Limitation

Given the breadth of the problem that has been formulated, the researcher limits the problem as follows:

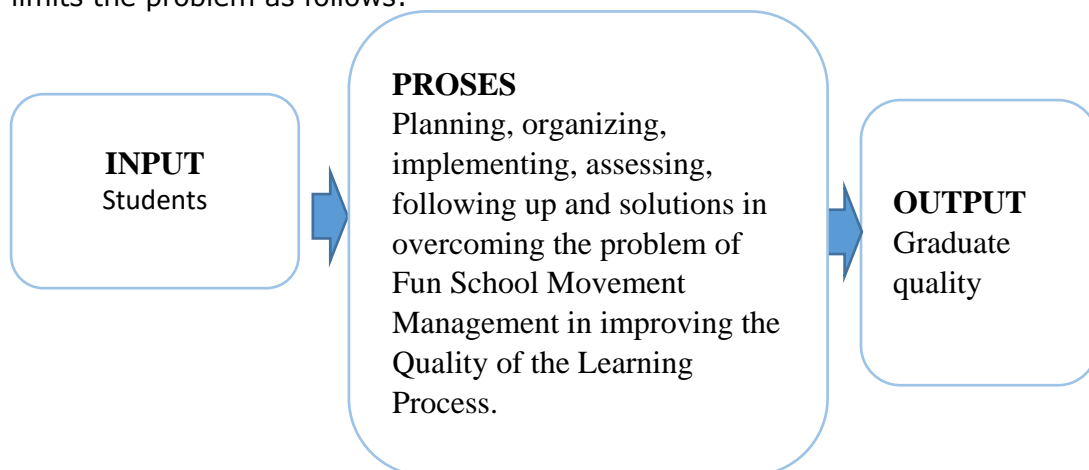


Figure 1.2 Problem Limitation

### **C. Research purposes**

1. Fun School Movement Management (GSM) Planning in Improving the Quality of the Learning Process at Vocational Centers of Excellence at Vocational School 4 and Vocational School 10 Garut.
2. Organizing the Fun School Movement Management (GSM) in improving the Quality of the Learning Process at the Vocational Centers of Excellence at Vocational School 4 and Vocational School 10 Garut.
3. Implementation of Fun School Movement Management (GSM) in improving the Quality of Learning Processes at Center of Excellence Vocational Schools at Vocational School 4 and Vocational School 10 Garut.
4. Assessment of Fun School Movement Management (GSM) in Improving the Quality of Learning Processes at the Center of Excellence Vocational Schools at Vocational School 4 and Vocational School 10 Garut.
5. Follow-up of the Fun School Movement Management (GSM) in improving the Quality of the Learning Process at Vocational Centers of Excellence at Vocational School 4 and Vocational School 10 Garut.
6. Problems encountered in the Fun School Movement Management (GSM) in improving the Quality of the Learning Process at Vocational Centers of Excellence at Vocational School 4 and Vocational School 10 Garut.
7. Fun School Movement Management Solutions (GSM) in improving the Quality of Learning Processes at Center of Excellence Vocational Schools at Vocational School 4 and Vocational School 10 Garut.

### **D. Benefit**

The results of this study are expected to add to the body of knowledge about the management of the fun school movement (GSM), especially the management of the fun school movement in improving the Quality of the Learning Process at the Center for Excellence in Vocational School 4 and Vocational School 10 Garut.

### **E. Assumption**

The learning environment is an element that can affect the mood, energy and enthusiasm of students. Physically the learning environment can be arranged so that students feel comfortable receiving learning. The assumption is that the Fun School Movement encourages teachers to change their mindset to be adaptive to changing times so that teachers are more active, creative and innovative in learning activities, students can participate actively so that the learning process becomes more interesting and fun. This must be strengthened by the existence of good management or processes because according to George R. Terry (1986:4) defines 'management is a process consisting of actions, planning, organizing, actuating and controlling, which are carried out to determine and achieve targets that have been set through the utilization of human resources and other sources.

## **F. Theological Foundation**

People should indeed be directed to seek knowledge so as not to be left behind. The reason is, education is important for everyone, seeking knowledge is the obligation of every Ummah, there are no exceptions because in fact all Muslims are obliged to study. This has been explained in the hadith seeking knowledge: Meaning: "Seeking knowledge is obligatory upon every Muslim." (Narrated by Ibn Majah no. 224)

## **G. Philosophical Foundation**

The philosophy of vocational education shows a line of direction where vocational education will be driven or programmed. Vocational education as education for work (education-for-work) is based on the philosophy of essentialism, existentialism, and pragmatism Strom quotes Miller's statement (1994) that pragmatism is the most effective philosophy for education-for-work

## **H. Theoretical Basis**

According to G.R Terry (in Hasibuan, 2014: 2), states that: "Management is a distinctive process consisting of planning, organizing, moving and controlling actions to determine and achieve goals through the utilization of human resources and other resources".

## **I. Concept Foundation**

The Fun School Movement (GSM) is a grassroots change movement with teachers and the community to transform schools into ideal places for students. It is hoped that the school will be able to provide space for students to develop their best talents, passions, reasoning and talents.

## **J. Relevant Previous Research**

Wahyudi, et al. (2021) journal with the title: "Empowerment of vocational teachers through the Fun School Movement (GSM) to develop student character". Proceedings of the National Seminar on Community Service Results at Ahmad Dahlan University Vol 3 No. 1 (2021). The purpose of the service activity is to introduce the Fun School Movement to change the mindset of teachers in educating their students and provide good learning practices that can foster student character. The activity method is in the form of a workshop by inviting practitioners of the Fun School Movement. The results of the community service activities are: 1) there is a change in the mindset of the teacher in his role as an educator 2) morning sharing activities, project based learning practices, reflection and preparation of follow-up plans serve as an example for teachers to carry out learning which can develop student character. The impact of this activity is that the

school ecosystem becomes conducive to learning and the awareness of school leaders that this ecosystem is not only the responsibility of the teacher is awakened. The difference between this research and research conducted by researchers is to build a positive educational ecosystem and focus on developing comfortable learning for students with a pleasant environment, schools are able to provide space for students to develop their best talents, interests, reasoning and talents. Vocational schools with centers of excellence have not been able to create a fun school ecosystem.

### **K. Research procedure**

This study chose a qualitative approach with an analytical descriptive method. Analytical Descriptive Method according to Sugiyono (2013: 29) is 'A method that functions to describe or give an overview of the object under study through data or samples that have been collected as they are without conducting analysis and making general conclusions.' Interview data collection techniques, observation and documentation, data analysis The research was conducted based on theory according to Miles and Huberman (1984), including data reduction (data reduction), data display (data display) as well as drawing conclusions and verification (conclusion) drawing/verification). Check the validity of the research data.

### **L. Results**

GSM can be achieved if there are areas of change in GSM, namely, School Connectednes, a pleasant school physical environment, learning that trains students' skills and emotional balance through project based learning models and problem solving. Student character development through PPK Education Strengthening. Bully-free Character Education, Creating an environmental climate with positive character, Circle Time, where Circle Time is an activity where students are gathered to sit in discussions with classmates, teachers with teachers, and TU (administrative) employees with TU employees. This activity is carried out to evaluate what is felt at school in all activities and this is recorded and given to the school principal for improvement of programs and activities that have been carried out.

Implementation of the Fun School Movement (GSM) in improving the quality of the learning process at the Center for Excellence Vocational High School

#### **a. Learning Environment**

Harmonizing and enriching the working and learning environment by creating a positive environment, both physical and non-physical, setting various seating arrangements, establishing class zones, works, reading corners, utilizing classroom hallways, stairs, school corners for media and learning spaces , arrangement of tables and chairs, provision of carpets, classification of equipment based on work functions in accordance with Industry Standards, Fulfillment of

World of Work standard equipment. Fulfillment of equipment through procurement of equipment according to the RKS, Fulfillment of other equipment with grants. Changing student practice space into production space Fulfillment of learning theory space. Fulfillment of learning practice space. Fulfillment of learning support space. Fulfilling the need for standard practice equipment in the World of Work. Meeting the needs of inclusive student facilities. Fulfillment of Child Friendly environment.

b. School Connectedness

Improvements in environmental conditions that are continuously carried out so that school residents feel comfortable will make students happy to get along. Feeling liked by peers, being trained on how to communicate with people in the school environment, students feel safe, don't feel anxious/fearful while at school. Self-confidence, having good self-confidence, academic satisfaction, satisfaction with the academic scores achieved.

c. Pedagogical Practice

Project based learning model and problem solving. By prioritizing learning models that encourage students to explore and think critically, it is carried out in involving students in determining learning targets. This base learning project is carried out with the aim that the assignments given to students are not too burdensome because the assignments cover several subjects at once. Real World of Work Project-Based Learning (Project Based Learning). Schools establish cooperation by making an MOU with DUDI, so that the partnership between Vocational Schools and the World of Work is based on the motivation to build and enhance cooperation which is felt as an absolute necessity for the development of vocational schools. to make it easy for SMK to realize all its programs.

d. Character Development

Student character development through Strengthening Education (PPK). In the application of the 5 (five) dimensions of student character development through PPK, the first is religious character values. Second, the value of nationalist character. Third, the value of independent character. Fourth, the value of mutual cooperation character. Fifth, the character value of integrity.

e. Bully-free Character Education

Developing a culture of asking and giving forgiveness, applying the principles of non-violence, providing outreach about bullying, increasing dialogue and intensive communication in schools between school members.

f. Circle Time

Activities in the form of dialogue between students and teachers and teachers and education staff with fellow education staff, they record things that are felt in the school, draw conclusions and report them to the school principal for improvement.

3. Assessment of the Fun School Movement (GSM) in improving the quality of the learning process at the Center for Excellence Vocational School

The implementation of this assessment involves internal and external school parties, in this case the school's internal parties are supervised, while external parties involve a committee. The school principal makes reports to internal and external parties about the management of the Fun School Movement (GSM) in improving the Quality of the Learning Process at the Center for Vocational High School of Excellence, then the school supervisor makes an assessment instrument for the school by including items that are assessed or considered relevant. Even external parties make an assessment checklist that will be reported to the parents of students and the school concerned regarding the results of the assessment, the results of the assessment will certainly be evaluation material for related parties in the development of GSM and towards a school with a center of excellence. In terms of assessment there are still deficiencies because schools and supervisors do not have an assessment standard for this GSM assessment program so that needs to be an improvement and additional input.

4. Follow up the Fun School Movement (GSM) in improving the quality of the learning process at Vocational School Pusat of Excellence

As a follow-up, from the programs that have been implemented, these components require in-depth development and need to form a PJ (person in charge) for each program that is implemented so that it is more focused, learning that has been improved must have an impact on the type of innovation that is produced, from the group to the individual. student. This innovative work was legally developed and approved by the school or the education office.

5. Problems of the Fun School Movement (GSM) in improving the quality of the learning process at the Center for Excellence Vocational School

The problem faced in improving the quality of the learning process at the Center for Excellence Vocational High School is that there is no balance between the program and funding, so as to appoint additional staff as program PJ (person in charge). The development of activity facilities is still limited, not reaching 100%, due to problems arising from the rapid implementation of the program but minimal in the budget, there is no most appropriate type of assessment instrument for program supervision that has been implemented, products or work produced by students from learning that has already been implemented. carried out are not often raised in prestigious international level events.

6. The solution to the problem of the Fun School Movement (GSM) in improving the quality of the learning process at the Center for Excellence Vocational High School

The solution to overcoming the above problems, schools submit budget funds for program activities to the Education Office seeking CSR funds, list program achievements on key performance indicators through standardized assessment instruments. The education office and schools are able to provide space for students to develop their talents, passion, reasoning and best talents by promoting them at international events.



### **M. Conclusion**

This GSM begins with outreach to school members, implementation through areas of change in GSM, namely, School Connectedness, a pleasant school physical environment, learning that trains students' skills and emotional balance through project based learning models and problem solving. Student character development through PPK Education Strengthening. Bully-free Character Education, Creating an environmental climate with positive character, Circle Time, where Circle Time is an activity where students are gathered to sit in discussions with classmates, teachers with teachers, and TU (administrative) employees with TU employees. This activity is carried out to evaluate what is felt at school in all activities and this is recorded and given to the school principal for improvement of programs and activities that have been carried out.

### **N. recommendation**

To the Office of Education, the SMK Center of Excellence already has a roadmap to reach the pinnacle of excellence in becoming a quality school, so it is necessary to immediately complete the facilities and infrastructure that can support the program. To Supervisor. Make a list of program achievements through assessment of each key performance indicator through standardized assessment instruments. To Further Researchers Conduct ongoing research on activities at the center of excellence in Vocational High Schools by providing input so that schools provide space for students to develop talents, passion, reasoning and talents their best by promoting at international events.

### **O. Current Research Products/Models or Novelty (novelty from research)**

#### 1. Rationale

In general, the shortcomings in GSM Improving the quality of the learning process in SMKs, centers of excellence, not programmed, the conditions for learning development in SMKs are in ideal conditions, this is due to:

Table 1.1 Rationale

<b>Real Conditions</b>	<b>Kondisi Ideal</b>

<p>The learning process has not taken place actively by involving all students and developing higher order thinking skills</p> <p>Higher-order thinking means: In the learning process students are given the opportunity to learn actively (reading, asking questions, discussing, practicing, or using media), involving higher-order thinking skills, implemented through concrete experiences, and presenting material that is more meaningful to students' lives and has an impact on problem solving everyday life.</p>	<ol style="list-style-type: none"><li>1. 1. The learning process takes place actively by involving all students and developing higher-order thinking skills so that an effective learning process occurs in accordance with the learning objectives in the Education unit</li><li>2. 2. Effective learning is learning that succeeds in achieving the goals (competencies) that have been set, both in terms of attitude, knowledge and skills, the indicators of success of which can be seen from the results of the assessment.</li><li>3. 3. Active learning is student-centered learning as an active learning subject (student center) which is characterized by active and constructive student participation in learning, for example reading, asking questions, discussing, practicing, using etc.</li><li>4. 4. Higher-order thinking skills (HOTS) are the ability to solve a problem, which involves critical thinking skills, creative thinking skills and the ability to argue as well as the ability to make decisions about something.</li><li>5. 5. Analytical skills are skills to understand a concept by describing or detailing the concept into smaller parts</li></ol>
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<p>New teachers can create a learning atmosphere that pays attention to safety, comfort, cleanliness, and makes it easier for students to learn. The teacher implements learning procedures that involve students in maintaining security, comfort, cleanliness, and physical and psychological convenience in student learning by building good relationships between students and between students and teachers who respect and respect each other so that learning objectives are achieved.</p>	<ol style="list-style-type: none"> <li>1. 1. Students participate actively in learning and the learning atmosphere in the class is fun. Students participate actively in learning when students are involved cognitively, physically and emotionally in the learning process through thinking, moving, and feeling to achieve learning goals.</li> <li>2. 2. A dynamic learning atmosphere with interaction between students, student and teacher interaction, students are enthusiastic in learning and the class atmosphere is fun and interesting so that it has an impact on achieving learning goals. Interaction between students is the existence of interactive communication between students in the learning process both in group discussions and in class discussions. Student-teacher interaction is a condition in which the teacher facilitates interaction between students and teachers in the learning process. Fun learning occurs in a learning atmosphere that motivates interaction between students and student-teacher interaction in the context of achieving learning goals. Enthusiasm is a condition in which students show an enthusiastic and attentive attitude to participate in carrying out an activity during the learning process.</li> <li>3. 3. The teacher implements learning procedures that involve students in maintaining security, comfort, cleanliness, and physical and psychological convenience in student learning by building good relationships between students and between students and teachers who respect and appreciate each other so that goals are achieved</li> </ol>
<p>Focus only on hard skills</p>	<p>Focus on soft skills and job readiness character</p>
<p>Manual based learning</p>	<p>Digital-based learning</p>

Vocational training is led by the government	Vocational training is led by the World of Work
Minimum duration of internship	Longer duration of internship
The assessment system with indicators that are in accordance with the national curriculum is not yet link and match with the World of Work	Rating System with indicators that encourage link and match with the World of Work (World of Work certification)
Learning according to national curriculum content	Learning based on teacher creativity
Learning innovation in creating creative products	Learning innovation in creating creative products and business startups
Learning with an apprentice system or street vendors	Learning with dual systems
Manpower preparation for the World of Work	Digital-based Entrepreneurship Development
Apprentice learning in the World of Work	Real world of work project-based learning (PjBL)
	Teaching Factory Learning Concept and Industrial Class development
	Make a list of program achievements through an assessment of each key performance indicator through standardized assessment instruments.
	The Vocational School Partnership makes a partnership MOU between the World of Work based on the motivation to build and enhance cooperation which is felt as an absolute necessity for the development of vocational schools. MOU negotiations are a strategic step for Vocational Schools to establish formal cooperation with the World of Work and also make it easy for Vocational Schools to realize all of their programs.

6. Purpose

This model is designed with the aim of improving the quality of the learning process in SMK centers of excellence, in a programmed manner and adapted to the conditions of ideal learning development in SMK.

7. Model Application Requirements

- a) There is readiness from HR
- b) Understand the flow of the program
- c) Disseminate the program to the school community
- d) Legalize the Program

- e) Establish a person in charge in the form of a management composition or structure
- f) Conduct program implementation meetings
- g) Follow up
- h) Monitoring and evaluation

8. Legal Basis

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System

a) Regulation of the Minister of National Education of the Republic of Indonesia Number 23 of 2006 concerning Graduate Competency Standards for Elementary and Secondary Education Units.

b) Regional Regulation of the Province of the Special Region of Garut Number 5 of 2011 Concerning the Management and Implementation of Culture-Based Education (Provincial Gazette of the Special Region of Garut of 2011 Number 5 Supplement to the Gazette of the Province of the Special Region of Garut of 2011 number 5)

c) Presidential Instruction No. 9 of 2016 concerning Revitalization of Vocational High Schools in the Context of Improving the Quality and Competitiveness of Indonesian Human Resources

d) Regulation of the Special Region of Garut Number 15 of 2016 concerning the Organization of Secondary Education (Garut Special Region Gazette of 2016 Number 15, Supplement to the Gazette of the Special Region of Garut Number 15)

e) Regulation of the Minister of National Education Number 19 of 2017 concerning Education Management Standards by Elementary and Secondary Education Units;

f) Regulation of the Minister of Education and Culture Number 34 of 2018 concerning National Standards for Vocational High Schools/Madrasah Aliyah Vocational Schools

g) Regulation of the Minister of Education and Culture Number 6 of 2019 Concerning Organizational Guidelines and Working Procedures of Elementary and Secondary Education Units

h) Regulation of the Minister of Education and Culture Number 14 of 2020 concerning Guidelines for the Procurement of Goods and Services by Education Units

9. Operational Steps

The steps in GSM Management operations in improving the quality of learning in SMK are based on the management cycle, namely: Planning, Organizing, Implementation and Evaluation, as follows:

Table 1.2 Planning

<b>Description of activities</b>	<b>Rationale</b>
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<p>1. 1 The learning process takes place actively by involving all students and developing higher-order thinking skills so that an effective learning process occurs in accordance with the learning objectives in the Education unit</p> <p>2. 2. Effective learning is learning that succeeds in achieving the goals (competencies) that have been set, both in terms of attitude, knowledge and skills, the indicators of success of which can be seen from the results of the assessment.</p> <p>3. 3. Active learning is student-centered learning as an active learning subject (student center) which is characterized by active and constructive student participation in learning, for example reading, asking questions, discussing, practicing, using etc.</p> <p>1. 4. Higher-order thinking skills (HOTS) are the ability to solve a problem, which involves critical thinking skills, creative thinking skills and the ability to argue as well as the ability to make decisions about something.</p> <p>2. 5. Analytical skills are skills to understand a concept by describing or detailing the concept into smaller parts</p>	<p>1. Planning a Digital-Based Learning Program (real project-based learning in the World of Work)</p>
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1. 1. Students participate actively in learning and the learning atmosphere in the class is fun. Students participate actively in learning when students are involved cognitively, physically and emotionally in the learning process through thinking, moving, and feeling to achieve learning goals,

2. 2. A dynamic learning atmosphere with interaction between students, student and teacher interaction, students are enthusiastic in learning and the class atmosphere is fun and interesting so that it has an impact on achieving learning goals. Interaction between students is the existence of interactive communication between students in the learning process both in group discussions and in class discussions. Student-teacher interaction is a condition in which the teacher facilitates interaction between students and teachers in the learning process. Fun learning occurs in a learning atmosphere that motivates interaction between students and student-teacher interaction in the context of achieving learning goals. Enthusiasm is a condition in which students show an enthusiastic and attentive attitude to participate in carrying out an activity during the learning process.

3. 3. The teacher implements learning procedures that involve students in maintaining security, comfort, cleanliness, and physical and psychological convenience in student learning by building good relationships between students and between students and teachers who respect and appreciate each other so that goals are achieved.

Focus on soft skills and work readiness character	2. Vocational training planning with DUDI
Digital-based learning	
Vocational training led by the World of Work	3.Planning practice time
Longer duration of internship	
Rating System with encouraging indicatorslink and match with the World of Work (World of Work certification)	1. Planning Assessment instrument with driving indicatorslink and match with the World of Work
Learning based on teacher creativity	
Learning innovation in creating creative products andstartup business	2. Planning Innovation learning in creating creative products andstartup business
Learning with dual systems	
Digital-based Entrepreneurship Development	3. Digital-based Entrepreneurship Planning
Real world of work project-based learning (PjBL)	4. Industrial grade planning
Teaching Factory Learning Concept and Industrial Class development	5. Cooperation with DUDI
The school provides space for students to develop their talents, passion, reasoning and best talents by promoting them at international events.	6. Student talent development room
Make a list of program achievements through an assessment of each key performance indicator through standardized assessment instruments.	7. Standard link assessment plan will match the IASP 2020
The Vocational School Partnership makes a partnership MOU between the World of Work based on the motivation to build and enhance cooperation which is felt as an absolute necessity for the development of vocational schools. MOU negotiations are a strategic step for Vocational Schools to establish formal cooperation with the World of Work and also make it easy for Vocational Schools to realize all of their programs.	



Tabel 1.3 Organizing

<b>The name of the activity that will be included in the organization</b>	<b>Rational</b>
1. Planning a Digital-Based Learning Program (Real Project-Based Learning in the World of Work)	The 10 (ten) activities carried out at the Vocational School Center of Excellence are grouped into an activity program that will be carried out by the school in
Vocational training planning with DUDI	
Planning practice time	
Planning Assessment instrument with driving indicatorslink and match with the World of Work	
2. Planning Innovation learning in creating creative products andstartup business	
3. Digital-based Entrepreneurship Planning	
4. Industrial grade planning	
5. Cooperation with DUDI	
6. Student talent development room	
7. Standard plan for assessing links aan mach with IASP 2020	

Tabel 1.4 Implementation

<b>Program name</b>	<b>Rational</b>
1. Digital Based Learning Program	Real project-based learning The World of Work and entrepreneurship
2. Vocational training with DUDI and practical time planning	Students carry out field work practices (PKL). Students carry out Field Work Practices (PKL) within 1 (one) semester according to the competency skills learned and provide benefits for improving the learning process at Vocational School

<p>3. Learning innovation in creating creative products and startup business</p>	<p>Organizing well-managed production units/business centers/technoparks, providing benefits to Vocational Schools and being held on an ongoing basis</p>
<p>4. Digital-based Entrepreneurship</p>	
<p>5. Industrial grade planning</p>	
<p>6. Cooperation with DUDI</p>	<p>At least 10% has been ordered by the world of work/entrepreneurship before graduation. Vocational School / Islamic Vocational School graduates work / entrepreneurship</p>
<p>7. Student talent development room</p>	<p>Students demonstrate the ability to express themselves and be creative in interest and talent development activities, participate and excel in various interest and talent development activities as evidenced by the acquisition of various achievements/awards at local, national and international levels</p>
<p>8. Graduates Have Second Party or Third Party Professional Certificates (LSP P2/P3).</p>	<p>Graduates of the final year of Vocational School have competency certificates according to competency skills (KK). competency certificate from Second Party or Third Party Professional Certificate Institutions (LSP P2/P3).</p>
<p>9. Students are free from bullying(bully) at Vocational School</p>	<p>Students cultivate bullying-free practices and play an active role in bullying prevention programs at school</p>
<p>10. Students demonstrate communication skills characteristic of 21st century skills</p>	<p>Students demonstrate creativity and innovation skills. Students demonstrate critical thinking and problem solving skills. collaboration skills. communication skills</p>

Table 1.5 Evaluation

Name of activity	Performance Achievement				Information
	1	2	3	4	
Level					1. Enough 2. Well 3. Very good 4. Superior
Real project-based learning The World of Work and entrepreneurship					
Students carry out field work practices (PKL). Students carry out Field Work Practices (PKL) within 1 (one) semester according to the competency skills learned and provide benefits for improving the learning process at Vocational School					
Organizing production units/business center/technopark managed properly, provide benefits to Vocational School and are held on an ongoing basis					
At least 10% has been ordered by the world of work/entrepreneurship before graduation. SMK / MAK graduates work / entrepreneurship					
Students demonstrate the ability to express themselves and be creative in interest and talent development activities, participate and excel in various interest and talent development activities as evidenced by the acquisition of various achievements/awards at local, national and international levels					
Graduates of the final year of Vocational School have competency certificates according to competency skills (KK). Graduates of the last year obtain competency certificates from Second Party or Third Party Professional Certificate Institutions (LSP P2/P3).					
Students cultivate bullying-free practices and play an active role in bullying prevention programs at school					

Students demonstrate creativity and innovation skills. Students demonstrate critical thinking and problem solving skills. collaboration skills. communication skills					
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6. Model Feasibility Test

a) Problem Analysis The first step in modeling is to analyze various problems taken from the background of the problem. Of all the descriptions of the problem, the main points are made to make it clearer.

b) Formulate the problem by pouring it in the form of a hypothetical model image

c) Making goals, this is done to make it easier for researchers to find data.

d) Reviewing theories that have a relationship with the research title. This theory is taken from several references which are seen from various theological aspects, namely the Al-Quran and Al-hadith, legal aspects are taken from laws and government regulations and

and) Discussing problems with theory, researchers try to find solutions from the results of theoretical studies and combine them with the assumptions of researchers so that there is a statement that leads to problem solving.

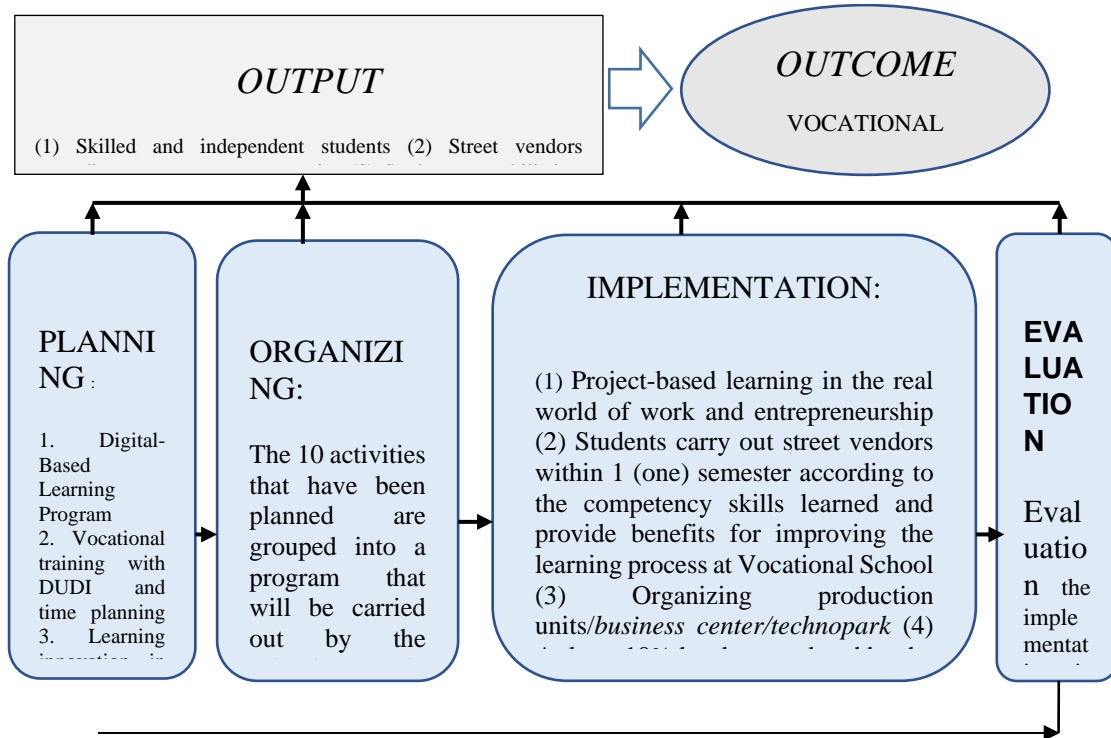
f) Draw conclusions

g) Creating a model in the form of a chart which is a novelty that researchers create

7. Models/ Products

Hypothetical Model: Fun School Movement Management (GSM) to Improve the Quality of the Learning Process at Vocational School Pusat of Excellence

### Hypothetical Model: FUN SCHOOL MOVEMENT



(Descriptive Study at Vocational School 4 and Vocational School 10 Garut Regency)

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#### Journal

Wahyudi, et al. (2021) journal with the title: "Empowerment of vocational teachers through the Fun School Movement (GSM) to foster student character." Proceedings of the National Seminar on Community Service Results at Ahmad Dahlan University Vol 3 No. 1. Downloaded on November 20, 2022 at 15.30.