

Asset-Based School Development (PKBA): with Strengths Opportunities Aspirations Results (SOAR)

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Abstract. PSBA is taken from the term Asset Based Community Development (ABCD). SOAR is an analysis of school development that emphasizes the shortcomings, problems and obstacles that are owned to foster creativity in realizing the profile of Pancasila students. Seven assets that can be developed through PSBA using SOAR, including human, social, physical, natural environment, financial, political, religious, and cultural assets. Some of the specialties possessed by students are developed through the special needs of students, including the blind, deaf, intellectually disabled, mentally disabled and autistic. The research method uses qualitative, validation uses triangulation theoretical, analysis techniques uses a qualitative descriptive study.

Keywords: PSBA and SOAR analysis

1 Introduction

Asset-based school development (PSBA) is a new way of thinking that applies a collaborative approach by making breakthroughs and new innovations based on strengths. PSBA apply an Appreciative Inquiry AI philosophy that has been implemented in the analysis system previously. The acronym used to develop AI is called BAGJA. Which is described in the way *Ask questions, Take lessons, Dig dreams, Describe work plan, and Arrange execution* with a happy mission [13], [18], [19]. Strengths Opportunities Aspirations Results (SOAR) involve the role of a competent school principal high level, have a strategic mindset, broad-minded, committed and able to collaborate with other communities [12]. SOAR analysis can be done with five processes in a way initiating, inquiring, imagining, anticipating, inspiring and implementing from self mapping and the potential of students that are owned to be used as a basis power [24]. School development through PSBA using SOAR involves seven assets including several human assets, social assets, physical assets, natural environment assets, financial assets, assets political assets, religious assets, and cultural assets [1], [10]. Private special education schools are educational institutions under the auspices of foundations that must be able to compete to create school development with government-owned schools [2], [3], [4]. Some of the specificities that exist to be developed through human assets, one of which comes from students.

One blind student who has visual impairment, nearsightedness, or even blindness has a unique potential to be developed [2]. *Two* deaf students who are individuals with limited vocabulary due to hearing loss or deafness with ability SIBI and its articulation to communicate with other people [7]. *Three* students mentally retarded who have mental disorders with a condition of intelligence level below average which can be empowered according to their abilities [8]. *Four* students with

disabilities who have problems actualizing movement because some of their limbs are disabled, paralysis, movement coordination difficulties due to genetic factors or due to style habits wrong lifestyle habits and slepp patterns [11]. *Five* students with autism with developmental disabilities resulting in disruption of the ability to communicate and interact with difficult to invite characteristics eye contact or often known as autism spectrum disorder [6]. Education school Special schools are not much different from public schools which have several planning assets developed using SOAR analysis.

2 Research Methods

This research is a qualitative type with a descriptive approach. Validation using triangulation theory, the analysis techniques uses a qualitative descriptive study. Data collection methods are selected, in depth interviews and participants [27]. The analytical method used in this research is the 5-I approach (*Initiate, Inquire, Imagine, Innovate, Implement*) in the SOAR analysis applied to PSBA. Place of research as a development group between special education schools, namely community one in YKAB Boyolali, community two in Panca Bakti Mulia Surakarta, and community three in Setyadarma Surakarta [5].

3 Result and Discussion

PSBA is one of the steps in realizing the profile of Pancasila students in *Merdeka Curriculum* in accordance with the philosophy of Ki Hajar Dewantara. Community development in schools aims to create education for the nation's children by guiding all their potential, and natural strengths to achieve the highest happiness and safety as human beings and as members of society [7], [19] [26]. PSBA requires a leadership strategy that involves the role of the principal in the education unit. Several things can be applied, starting from the way of strategic thinking as an art from its leadership patterns, personality insights in adopting a strategy structurally in the process and empowerment to be creative together. Leaders are expected to be able to potentially build strategies, maintain, and win the hearts of community members, involve the thoughts of all community members, have the potential to develop stakeholders individual and community institutions or school.

PSBA is also required to cooperate with other community teams in finding solutions regarding discourse, progress towards the future from deficiencies, problems and obstacles as one way to innovate for progress [17]. We have to create a positive dynamic of school life, be it in regular schools or special education. PSBA is an application in creating dynamic relationships to increase the value and meaning of life in the work community in operational units, namely educational institutions. Using dynamic relationship SOAR analysis is able to give us the opportunity to practice the principles that will be developed through various cycles of reflection and action to create motivation in maintaining life-affirming relationships in achieving the level

of success of the school community [16]. Initially the SOAR analysis emerged from a SWOT analysis approach originating from Appreciative Inquiry (AI) which developed strengths and opportunities and this was the opposite of SOAR which developed deficiencies, problems and obstacles as PSBA opportunities [15].

In the PSBA plan, a leader, in this case the school principal, must be able to act directly as a developer of National Education Standards, a developer of teachers and professional and sustainable education staff, students in improving literacy are able to involve the participation of the community or school committee as representatives of parents or guardians of students who are developer revitalization and infrastructure management [10]. After making a plan, specific targets are made aiming to describe in detail the program to be achieved within a certain period of time effectively and efficiently in accordance with detailed indicators [9]. Development procedures can be carried out in the following ways: *one* self-awareness to see the importance of self-development for change, *two* commitments to move together in a development plan, *three* have management driving resources, *four* are able to provide strong people, costs, technological facilities,

information according to facts and data, *five* being able to create smart people who are competent, responsible, experienced and able to commit, *six* are able to create changes in school culture resources in the new normal era that are dependent on technology [26].

The elaboration of PSBA in the preparation of the operational curriculum of the KOSP education unit in schools must be in accordance with the goals of National Education and SNP in pursuing the profile of Pancasila students. Schools develop an operational curriculum according to the framework, and a curriculum structure according to the character of students and the needs of educational units [10]. The elaboration of Pancasila student profiles begins with one analyzing the context of the educational unit, two formulating the vision, mission and goals, three determining the organization of learning, four preparing the organization of short, medium or long term learning plans and five designing operational evaluation and development assistance [10]. In a development it is expected to be able to realize transformation and change [24]. Various change processes can be carried out in five ways, namely starting, asking, imagining, innovating, inspiring and implementing [25].

One: starting, forming a team that involves all stake holders to plan a positive conversation or dialogue collectively to jointly think about a situation that is appropriate for development. Make a list of questions that a professional can use in offering a product or service. *Two*: inquire, the principle is to ensure that the voices of stakeholders are represented and there is sufficient information and time to inquire, imagine, innovate and make decisions for implementation. *Three*: imagine, there is a power that combines problems and obstacles as opportunities in accordance with aspirations to create a shared vision, using positive forces about the future as a result of previous actions. *Four*: innovate, determine strategic initiative steps prioritized to achieve new processes, structural systems and culture in accordance with the new expectations that were the previous goals. *Five*: implementation, an energy found to commit to involving many skills with different competencies through various questions What? Why? How? In accordance with BAGJA tools so that they are motivated to contribute to services produced by stakeholders. The rewards from the program are not only in the form of finance but also knowing the jobs served by other people in a positive way in providing interesting learning for students with special needs [24], [25].

BAGJA's tools with the seven assets that will be developed with SOAR analysis for students in special education schools include human, social, physical, natural environment, financial, political, religious and cultural assets. Human assets come from a number of teachers, educational staff, and students. Social assets in the form of inter-community collaboration originating from politics, professional circles or the nearest government agency. Physical assets in the form of existing buildings, buildings that will be the next program and a supportive environment. Natural environmental assets, whether owned or not owned. [20] Financial assets include government assistance, both from the central and regional governments, as well as community participation, which comes from contributions from the school committee. Political assets are the participation of school members who are involved in political aspirations that can help program development. Religious and cultural assets are very dominant elements that must be nurtured strongly to create a profile of Pancasila students who have character, ethics, noble character and are able to appreciate culture as a national personality [21], [22].

PSBA in three special education school communities with seven assets owned using SOAR analysis produced several different data with BAGJA tools. Of the seven assets, all are owned by each community, but one that will be developed here is the development of the potential of students. Each special education school has a different development even if the ones handled are children with the same special needs, this is in accordance with regional conditions, local wisdom, cultural traditions and customs. *Community one* has the goal of developing students in terms of the skills they have to achieve an independent life including the blind have an alumni community engaged in entrepreneurship, some have won second place at the provincial level Mathematics Olympiad and have had businesses in the arts until now [2]. Speech-deaf students are given the opportunity to join the area of business and industry closest to the school, so they need to be

equipped with sufficient articulation skills and mastery of language to be able to communicate well, some of whom have won national salon skills championships [7]. Mentally retarded students are given the skills to raise either mammals or poultry to train entrepreneurship, and won second place in innovative cooking skills at the provincial level [8]. Students with disabilities are given project skills in planting bonsai and art crafts, some of which have represented the National and South East Asian sea games for three years [11]. Students with autism and social emotional behavior disorders receive various coaching in ethical and ethical procedures so that they are able to establish communication with other people in community life [6].

The second community is in a suburban area where the closest area is a crowd, market, shopping center and all of that is very supportive in PSBA efforts at this special education school. This school has students who are deaf and mentally retarded and have some movement and emotional behavior barriers. Development activities are encouraged through the distribution of artwork, decorations and landscaping. Landscaping is in the form of real gardening conditions with various ornamental plants around the school environment to utilize vacant land and create a cool, beautiful and beautiful environment. In addition, several plants are cultivated as artificial garden media which are useful for bringing in school income because they can be rented out at a party or celebration indoors as a form of decoration. Development activities are also implemented for students who are able to practice cooking, by making one of the snacks taught from the process of cooking, packaging, offering in the sales process. Buying and selling activities at schools are accommodated in canteen coaching, this is intended so that healthy food at affordable prices becomes the main asset of one of the developments in schools [25] according

to the soul and spirit of the independent learning curriculum with the development of Pancasila student profiles.

The third community has almost all types of students with special needs even though the number of each participant is not the same. PSBA is developed through all students with special needs who are able to be fostered, guided and trained to be directed towards independent life. Various preparations were made with the committee at the beginning of the learning year by forming committees, compiling programs, determining activity themes for development. The specified skills are gardening, animal husbandry and sewing entrepreneurship. The process of gardening and raising livestock is carried out in an empty garden near the school. Sewing activities as a service business in making leather sandals and receiving orders for sewing clothes. Sewing fabric or leather is done under the guidance of experts in the sewing skills room. All program activities are monitored, evaluated and reflected within a certain period of time, usually once a month with school members [20]. This entrepreneurial skill development activity received a positive response so that the school will always seek participation and support from other communities for the next stage. It is hoped that alumni students will also be able to have skills that are useful in their lives in society and be able to innovate in the development of educational success.

4 Conclusion

Every school has an important role in PSBA with various assets owned, SOAR is an approach that has begun to be applied to several communities in special education schools that are able to bring new forms of innovation in the education of children with special needs [24]. The PSBA process is implemented by initiating, asking, imagining, innovating, inspiring and implementing through dialogue with school members to develop program goals by utilizing BAGJA tools by *asking questions, taking lessons, exploring dreams, describing plans, and managing execution* through various dialogue activities that can bring up various new concepts of thought either by trying it yourself or learning from case studies that exist in our community [19]. Each development program that is the main target of development is a dominant and important asset to achieve success. The successful implementation of PSBA is not seen from the achievements of a public or private educational institution but how to apply consistency, continuity, and meaningfulness to all steps of activities that have been planned, built, developed, and previously agreed upon by school community stakeholders [1].

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