

History of SMAN 3 Painan as the First Boarding School in Pesisir Selatan (2011-2024)

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Abstrak

Penelitian ini mengkaji sejarah SMAN 3 Painan sebagai sekolah berasrama pertama di Pesisir Selatan pada periode 2011-2024. SMAN 3 Painan menerapkan model pendidikan di mana siswa tinggal di asrama selama 24 jam, mengikuti program pendidikan yang terpadu. Penelitian ini menggunakan metode sejarah yang meliputi heuristik, kritik sumber, interpretasi, dan historiografi. Sumber primer diperoleh dari arsip pemerintah daerah dan wawancara, sedangkan sumber sekunder diperoleh dari buku dan jurnal. Hasil penelitian menunjukkan bahwa pendirian SMAN 3 Painan dimulai setelah hasil tes kemampuan SMP di Sumatera Barat pada 2008, di mana Pesisir Selatan meraih peringkat kedua. Sekolah ini dibangun untuk menampung siswa berprestasi agar tetap belajar di daerah asal mereka. Sejak berdirinya, SMAN 3 Painan telah meraih berbagai prestasi nasional.

Kata kunci: pendidikan, sekolah boarding, prestasi.

Abstract

This research examines the history of SMAN 3 Painan as the first boarding school in Pesisir Selatan during the 2011-2024 period. SMAN 3 Painan implements an educational model where students live in dormitories for 24 hours, following an integrated educational program. This study uses historical methods, including heuristics, source criticism, interpretation, and historiography. Primary sources were obtained from government archives and interviews, while secondary sources came from books and journals. The results show that the establishment of SMAN 3 Painan began after the junior high school competency test results in West Sumatra in 2008, where Pesisir Selatan ranked second. The school was built to accommodate high-achieving students to ensure they continued studying in their home region. Since its founding, SMAN 3 Painan has achieved various national-level accomplishments.

Keywords: education, boarding school, achievement.

INTRODUCTION

Education is an essential factor in accelerating the development of human resources (HR). It is a conscious and planned effort to create a learning atmosphere and a learning process that enables students to actively develop their potential, including spiritual religious strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, the

nation, and the state (UU No 20 Tahun 2003). The organization of education generally begins with Early Childhood Education (PAUD), Kindergarten (TK), Elementary School (SD) or equivalent, Junior High School (SMP) or equivalent, Senior High School (SMA) or equivalent, and Higher Education (Universities) (UU No 20 Tahun 2003).

In accordance with Law No. 20 of 2003, Article 13, the Pesisir Selatan

District Government proposed the establishment of the first boarding school-based Senior High School (SMA) in 2008, which was realized in 2011. As of 2024, it remains the only recorded SMA that uses the boarding school system (Interview with Salim Muhaimin, Principal of SMAN 3 Painan, July 9, 2021).

SMAN 3 Painan is the first boarding school at the Senior High School level in Pesisir Selatan. The implementation of boarding schools is not a new concept in the field of education. In the history of education in Indonesia, the boarding school model has been recognized for a long time (Manaf, 2022).

In accordance with the initial vision of SMAN 3 Painan, which is "To become an excellent school with character and environmental awareness" (SMAN 3 Painan, Development Plan Archive, 2019), SMAN 3 Painan does not solely focus on academics as the primary aspect of education. Instead, it also emphasizes character development and environmental awareness, which is reflected in various student activities designed as part of character formation, such as tahfiz, debate, religious activities (imtaq), academic mentoring, and others (SMAN 3 Painan, Laporan Tahunan Sekolah, 2020).

All students are required to reside in the dormitory, and they are supervised by dormitory mentors, which consist of five male mentors and five female mentors. Students are monitored by the school 24

hours a day and spend all their time at the institution (Interview with Sudarman, Public Relations of the SMAN 3 Painan Dormitory, July 9, 2021).

As an outstanding boarding school in Pesisir Selatan, SMAN 3 Painan has successfully achieved various impressive accomplishments from the school, teachers, and students. The school became a national Adiwiyata school in 2019. In 2020, it earned the distinction of being an accredited A-level school with an almost perfect score of 96/100. All these achievements were obtained in less than 10 years since the school was established in 2011 (SMAN 3 Painan, Laporan Tahunan Sekolah, 2020).

The school's success in a relatively short period and its status as a favorite school has attracted interest not only from within the district but also from outside the district, with many applicants from outside the province enrolling in this school (Interview with Salim Muhaimin, Principal of SMAN 3 Painan, July 9, 2021). In fact, in 2019, Salim Muhaimin was awarded the title of National Achievement Principal (Padang Ekspres, 2024).

This research is interesting to examine because SMAN 3 Painan has quickly become one of the favorite schools in West Sumatra. Based on the description above, the researcher aims to analyze the history of the establishment of SMAN 3 Painan from 2011 to 2024 and how it has

remained an esteemed school, particularly in Pesisir Selatan District.

METHOD

This research employs historical methods by following several stages: heuristics, source criticism, interpretation, and historiography (Helius, 2007). The first stage undertaken by the author is heuristics, where data is collected through observation. The observation activities conducted by the author pertain to SMAN 3 Painan, involving several locations such as: (1) the Pesisir Selatan District Office, (2) the Pesisir Selatan District Education Office, (3) the West Sumatra Provincial Education Office, and (4) SMAN 3 Painan.

The results of the observations include archives, documentation, and other observational data. The researcher also conducted interviews to gather information related to the issues being studied. The conversations were recorded and documented by the author. Additionally, the author engaged in documentation related to the research being conducted (Hardani, 2020).

The second stage is source criticism, which is conducted in two ways: external criticism and internal criticism, by selecting the obtained data to produce factual information. External criticism aims to assess the authenticity of a document, determining whether it is genuine or forged. This authenticity can be evaluated by examining the paper, the

handwriting, the ink, and the document's exterior. Internal criticism is conducted to evaluate the credibility of the source. During interviews, the author checks the interview results to ascertain whether the information provided is accurate or not. This verification is done by comparing the responses from all sources of information (Kuntowijoyo, 2001).

The third stage is Interpretation (Source Interpretation), where historical interpretation is often referred to as historical analysis (Nina, 2020). In this context, two methods are employed: analysis and synthesis. Analysis refers to the process of breaking down information, while synthesis involves bringing elements together. Both are regarded as the primary methods in interpretation (Ali, 1963).

The facts obtained by the researcher serve as the basis for interpretation, while the theories used act as analytical tools for these facts, assessing the relevance of the theories to the events that occurred. This interpretation is conducted through critical analysis with the assistance of other social sciences, specifically educational science (Kartodirdjo, 1996).

The fourth stage is the reporting of research results, known as Historiography. According to J.H. Hexter, as presented by Munslow, historiography is a way of conveying in written form what historians know about the past (Munslow, 1997).

RESULTS AND DISCUSSION

History of SMAN 3 Painan as the First Boarding School in Pesisir Selatan (2011-2024)

SMAN 3 Painan is the first boarding school in Pesisir Selatan District, established directly by the local government with the aim of accommodating the best students from Pesisir Selatan to continue their education in their hometown. This initiative arose because many students previously chose to study outside the district. This phenomenon became the catalyst for the proposal to establish SMAN 3 Painan (Interview with Salim Muhaimin, Principal of SMAN 3 Painan, July 9, 2021).

This is further reinforced by the issuance of the Pesisir Selatan Regent Regulation No. 25 of 2015, which outlines SMAN 3 Painan as a pioneering boarding school and an outstanding school that integrates spiritual, intellectual, emotional, social-aesthetic, and kinesthetic intelligence (Pesisir Selatan Regent Regulation No. 25 of 2015 concerning the Outstanding Boarding School of SMAN 3 Painan).

Based on the results of the competency tests from all junior high schools (SMP) in West Sumatra, it was found that the average SMP in Pesisir Selatan District achieved the second-highest ranking. This prompted the local government of Pesisir Selatan District to encourage students to continue their high school education in the region rather than

going outside the area (Interview with Salim Muhaimin, Principal of SMAN 3 Painan, July 9, 2021).

These results served as the initial foundation for further study and as a preliminary preparation from 2008 to 2010, culminating in the establishment of the school in 2011, which was inaugurated by Nasrul Abit, who was the regent at that time (SMAN 3 Painan, Development Plan Archive, 2019).

The groundbreaking ceremony was conducted by Nasrul Abit, one of the initiators of the school's establishment, with the construction of the school estimated to cost nine billion rupiah (Regional Government Implementation Report, Pesisir Selatan District, West Sumatra Province, 2022).

The event was also attended by the Vice Regent, Editiawarman, the Police Chief AKBP Deni Yuhasdi, the Regional Secretary, Erizon, the Chairperson of the PKK, Wartawati Nasrul, heads of SKPD, subdistrict heads, village heads, the Chairperson of KAN, community leaders, and village chiefs (Regional Government Implementation Report, Pesisir Selatan District, West Sumatra Province, 2022).

The local government also constructed a student dormitory building, estimated to cost six billion rupiah, with funds sourced from the regional budget (APBD) and efforts by the local government through the relevant SKPD (Regional Government Implementation

Report, Pesisir Selatan District, West Sumatra Province, 2022).

Vision, Mission, and Objectives of SMAN 3 Painan

SMAN 3 Painan has a vision oriented towards becoming an outstanding, character-driven, high-achieving, and environmentally aware school with the following mission:

Implementing Character Education

1. As the target of academic and non-academic activities.
2. Developing school members to be devout and pious to God Almighty, with noble character, healthy, knowledgeable, skillful, creative, independent, and to become democratic and responsible citizens.
3. Fostering a culture of academic and non-academic achievement.
4. Building competitive school members.
5. Creating a conducive school environment for the learning process.
6. Becoming a National and Independent Adiwiyata School.
7. Developing entrepreneurial potential.
8. Enhancing skills to meet the challenges of the Industrial 4.0 era (SMAN 3 Painan, Development Plan Archive, 2019).

Key points highlighting the success of school management include the gradual achievement of elevating the school's status from a district-level leading school in 2011 to a provincial-level leading school in 2021 (SMAN 3 Painan, Development Plan Archive, 2019).

Students of SMAN 3 Painan

SMAN 3 Painan's success in becoming a leading provincial school cannot be separated from its school management and the strict selection of students. To be admitted to SMAN 3 Painan, students are required to have a minimum average score of eight in the subjects of Indonesian, English, Mathematics, Natural Sciences, and Social Sciences for each semester, without any decline in their grades (SMAN 3 Painan, Development Plan Archive, 2019).

Another requirement imposed is the obligation to memorize three chapters (juz) of the Quran, verified by an authorized institution conducting the test, as well as being physically and mentally healthy as certified by a health institution. Additionally, students must be willing to live in the dormitory environment, with a signed agreement on stamp duty, acknowledged by parents/guardians (SMAN 3 Painan, Development Plan Archive, 2019).

The tests are conducted in two stages: an academic test and a non-academic test (Quran recitation

proficiency and interview). All students who apply have the right to choose the extracurricular activities they are interested in, while also receiving training from experts in their respective fields (Interview with Salim Muhaimin, Principal of SMAN 3 Painan, July 9, 2021).

From the beginning, SMAN 3 Painan has been committed to admitting only 72 students, divided into four learning groups consisting of two science classes (IPA) and two social studies classes (IPS), with each class accommodating around 20 students. This practice has been maintained from 2011 to 2021 (Interview with Salim Muhaimin, Principal of SMAN 3 Painan, July 9, 2021).

This aligns with various studies on the effective number of students in each class, ensuring that learning occurs in a conducive and efficient manner, as there is no overload in any single class (Arfani & Sugiyono, 2014).

Since 2021, there has been an increase in the number of students, accompanied by the expansion of new classroom capacities. The school not only accepts local students but also opens opportunities for students from outside Pesisir Selatan Regency (Interview with Salim Muhaimin, Principal of SMAN 3 Painan, July 9, 2021).

The boarding system plays a significant role in the development and achievement of students. The boarding supervisors not only serve as monitors but

can also act as academic tutors for students outside of classroom hours (Interview with Beta Centauri, Deputy Head of Curriculum, July 10, 2021). Additionally, schools with a boarding system have proven effective in enhancing both academic and non-academic performance of students (Akbar, Karoma & Astuti, 2023).

Programs Contributing to the Success of SMAN 3 Painan

SMAN 3 Painan has become an outstanding school due to its meticulous school management in providing quality education for its students. Some of the aspects include:

- a. Academic Improvement Program (Independent Learning)
 - It is carried out every day from 8:00 PM (after the evening prayer) until 10:00 PM and is supervised by the dormitory supervisors and the on-duty teachers.
 - The on-duty teacher monitors, controls, records any violations during the activity, and creates a comfortable and quiet atmosphere for learning.
 - It is conducted in a designated room.
 - Each student is required to create a comfortable and quiet atmosphere during independent study, is not allowed to disturb others, is prohibited from playing

- (engaging in unnecessary activities) during the learning/guidance session, and is not permitted to leave the study room without permission.
- b. During independent study, students are allowed to browse the internet to search for additional materials or resources relevant to classroom lessons (It is prohibited to access Facebook, Twitter, Friendster, or other social media platforms).
- c. English for This Week
- Each student is required to master several short sentences (at least 5-6 sentences) in English that have been prepared and posted on the board within one week.
 - The sentences will be changed every week.
 - Each student must be able to practice these sentences in their daily conversations.
 - Every student is required to know the English terms for objects around them.
 - Students will be quizzed/asked about the English names of these objects at certain times.
- d. Quiz Competition Between Rooms
- Held at the end of each semester.
 - Each room selects 3 or 4 representatives to participate in the quiz competition between rooms.
- The competition material is related to the subjects learned by the students, both in class and during the IMTAQ (Faith and Piety Development) and IPTEK (Science and Technology Development) programs.
- e. Creativity and Discipline Development Program
- f. Cleanliness Competition Between Rooms
- Announced at the end of the semester.
 - The assessment is conducted by the dormitory supervisors every day.
- g. Selection of the Best Dormitory Members
- h. Physical and Spiritual Health Program
- Outbond
 - Refreshment once a month
 - Clean-up together once every two weeks
- The boarding program consists of:
- a. Boarding Activities/Guidance Program
- Character Development and Imtaq Program
 - Mandatory Congregational Prayers
 - Dhuha Prayer
 - Tahajud Prayer (Habitual Program)
 - Fasting on Mondays and Thursdays (Habitual Program)
 - Tahfiz Al-Quran
- b. Night of Faith and Piety (Mabit)
- Held once every two weeks at a designated location.

- Aimed at developing, training, and enhancing students' understanding of Islamic knowledge
 - Fostering and increasing students' love for Allah, His Messenger, teachers, and parents.
 - Enhancing the sense of family and brotherhood among fellow dormitory residents.
- c. Reciting Asmaul Husna
- d. Short Speeches
- Cultivating 5S (Smile, Greeting, Salute, Polite, Courteous)
 - Cultivating the habit of expressing gratitude for help or assistance.
 - Cultivating the habit of apologizing.
 - Cultivating the habit of seeking blessings from teachers and parents
 - Cultivating the habit of saying goodbye before leaving
- e. Social program
- Collecting a cash fund from each student once a week.
 - Visiting students who are sick or affected by disaster
 - Condolence visits.

CONCLUSION

SMAN 3 Painan is the first boarding school in the Pesisir Selatan District. This school is an outstanding and character-building institution with an environmental perspective. SMAN 3 Painan was established in 2011. The school was

championed by local leaders who went through a lengthy process, and ultimately, it was inaugurated in 2011 by the then regent, Mr. Nasrul Abit. The groundbreaking ceremony was attended by local officials.

The establishment of SMAN 3 Painan began with the results of the competency tests for all junior high schools conducted in 2008 by the Pesisir Selatan local government during the term of Nasrul Abit (the regent). The results showed that Pesisir Selatan ranked second, which inspired the vision to build a school that could accommodate outstanding junior high school students so they wouldn't have to go outside the district for their education.

Preparations were made from 2008 to 2010, and in 2011, SMAN 3 Painan was established by Mr. Nasrul Abit, who was the regent at that time. The target of this school is to provide adequate facilities so that its students can excel at the national level. True achievement means winning at the national level, not just at the district level (Interview with Salim Muhaimin).

SMAN 3 Painan has very adequate facilities, and every activity from morning to evening will take place within the school environment. All students will live and stay in the dormitory provided at the school. Activities that support both academic and non-academic achievements are carried out within the school premises.

This school is committed not only to enhancing the cognitive abilities of its students but also to paying attention to their spiritual development. All students stay in the dormitory, where activities and visiting hours are regulated during their time at the school.

According to the Regent's Regulation of Pesisir Selatan Number 25 of 2015 concerning the Superior Boarding School at SMAN 3 Painan, Article 3 explains the program of excellence for the boarding school. This school aims to actualize all the exceptional potential of its students without neglecting the balanced development of spiritual, intellectual, emotional, social, aesthetic, kinesthetic, and other forms of intelligence, as well as to develop the potential of the students.

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