

Implementation of School Based Management in Improving the Quality of Education

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Abstract – The objectives this research 1) to examine the process of implementing school-based management at SD Negeri 27 Betung; 2) to study how SD Negeri 27 Betung produces quality students; and 3) to examine the supporting and inhibiting factors in the implementation of school-based management at SD Negeri 27 Betung and how to minimize these inhibiting factors. This research method is a qualitative descriptive method. Data collection techniques in this study include 1) observation; 2) interview; and 3) documentation. The qualitative data analysis used in this study 1) data reduction, 2) data display or presentation and 3) data conclusion and verification. It can be said that the implementation of school-based management at SD Negeri 27 Betung has gone well. Seeing the implementation of school-based management at SDN 27 Betung, it is different from other schools in general.

Keywords – School Based Management, Quality of Education, Different from Other School.

I. INTRODUCTION

Indonesia's cultural diversity as well as different resources make people's needs vary in each region. This creates a problem of incompatible relevance between the goals set by the government and what is needed by the community. In harmonizing the needs of society and the demands of the world of work in changing people's lives, schools must adapt and improve learning materials so that they move quickly and dynamically.

The diversity of student needs in learning, the needs of teachers in carrying out learning activities, and other staff in their professional development, the difference between the school environment and one another and coupled with the expectations of parents for quality education for children and the demands of stakeholders to obtain quality personnel, have an impact on it is imperative for every individual, especially

the leadership of educational institutions to be able to respond and appreciate these conditions in the decision-making process for improving the quality of education, perhaps various theories, perspectives and frameworks can be used by involving various elements of society, especially those who have a concern for education (Abdullah, 2020; Soleh et al, 2019; Hartiwi et al, 2020). Because schools are at the forefront of the education process, this discussion has the consequence that schools must be a major part in the decision-making process in order to improve the quality of education. Meanwhile, the community is required to participate in order to better understand education, while the central government plays a supporting role in determining the basic framework of education policy (Rusman, 2009).

The role of community participation in the success of education has even been regulated by the government through Law no. 20 of 2003 concerning the National Education

System, Chapter 1 regarding General Provisions, Clause 1, Paragraph 16, explains that: "Community-based education is the provision of education based on the uniqueness of religion, social, culture, aspirations and potential of the community as a manifestation of education from, by the community".

Community participation is indeed very important to help the success of educational goals in Indonesia, because in essence the community understands the needs that must be met in the future, so that the community has the responsibility for improving the quality of schools, therefore the community is required to participate in setting educational goals in the future. Concretely, the issuance of Law Number 22 Year 1999 concerning Regional Government and Government Regulation Number 25 Year 2000 concerning Government Authority and Provincial Authority as Autonomous Regions, Law Number 25 Year 2000 concerning National Development Program, and Ministry of National Education Number 122 / U / 2001 regarding the Strategic Plan for the Development of Education, Youth and Sports for 2000-2004, as well as the Law on the National Education System in 2003 provide a strong legal foundation for the implementation of school-based management and community-based education. Ideas based on the results of studies, both outside and inside the country, about effective schools that could only be realized if school-based management was implemented, seemed to have an opportunity in an atmosphere of reform in the education sector with the theme of pedagogical autonomy, thus contributing to the introduction of school-based management in Indonesia (Umaedi, 2011).

School-based management strategies are different from the concept of school management that we are familiar with. In the old system, the central bureaucracy very much dominated the educational decision-making or decision-making process, which was not only macro-based, but also more micro-matters. Meanwhile, schools tend to implement these policies which are not necessarily in accordance with the needs and learning conditions of students, the school environment, the expectations of parents, and the wishes of stakeholders. Experience shows that the old system often creates contradictions between what schools need and policies that must be implemented in the process of improving the quality of education. The phenomenon of giving independence to educational units or schools shows a change in the way of thinking from a rational, normative, and perspective approach in decision making in the education system and organization that may not be fully appreciated by the central bureaucrats. This has led to the emergence of ideas to shift to the concept of school-based quality improvement

management as a new approach in our country, which is part of the education decentralization that is being developed (Rusman, 2009).

Base from the facts that occurred in the field, the government made a policy so that each school had the right and authority to take care of its own school. Every school has the right to make policies to adapt the education system to the demands of society's needs in their respective areas.

The presence of school management is expected to solve problems in the education system, because before school-based management schools were required to follow a centralized education system. This is what causes the mismatch between the education system and the needs of society. By implementing school-based management, schools are more independent in determining directions in developing their schools and schools can implement educational programs according to the needs of the community in their respective areas (Ivanova et al, 2020; Septiani and Cahyono, 2019).

Recently, school-based quality improvement management has been vigorously introduced. This may imply that school-based management provides broader autonomy to schools to encourage participatory decision making. Participatory decisions, namely involving all school members including teachers, students, principals, parents of students, the community or anyone who has an interest in education in order to improve the quality of education. With wider autonomy, schools have greater authority in managing their schools, so that schools will be more independent. With the independence of the school, schools are required to develop programs that are more in line with their needs and potentials (Rivai and Murni, 2010).

The decentralization of education that is part of school-based management can solve the problems and inhibiting factors that exist by school leaders independently, without having to involve the central government. Because actually school leaders understand more deeply what the advantages and disadvantages of their school are. The education fund budget can be adjusted to the different needs of each school without having to follow the financing standards set by the central government.

In the explanation (Rivai and Murni, 2010) that almost all school-based management models, each school gets a certain amount of education budget which can be used as needed. Local governments determine a reasonable amount, the total budget required for the implementation of educational supervision in their regions, such as administrative costs and official transportation and allocate the rest to each school.

The allocation to each school is determined based on a formula that takes into account the number and types of students in each school. Each school determines its own budget expenditures allocated to them for the payment of employee salaries, equipment, supplies, and maintenance.

If one of the components of school-based management does not work well, it can be said that an increase in the quality of a school will not be obtained. To succeed in the implementation of school-based management there must be good cooperation between teaching staff and education personnel, as well as community participation which is equally important in improving the quality of education. This desire is not easy to implement because there are still many schools that do not pay attention to what the community needs, and do not involve the community in setting educational goals.

In the future, schools are expected to have initiative, be creative, and even innovative, and apply a contextual and independent approach in describing and developing ideas. The description and development of ideas needs to be done so that students can achieve the specified competencies and can respond quickly and precisely to the wishes of the supporting community, both regarding the development and enrichment of students' cognitive, life skills and attitudes in accordance with the aspirations that develop in their environment, even global demands. In an effort to make this happen, schools must be given broader authority to make pedagogical-instructional decisions supported by the community. It is the granting of broader authority to schools in decision making which is the essence of school-based management. In accordance with Article 51 paragraph (1) of Law Number 20 of 2003 concerning the National Education System (Sisdiknas), school-based management includes madrasas as a form of educational units that are equal in status and role so that further discussion in the Indonesian context will be called school / madrasah-based management (Umaedi, 2011).

The purpose of using school-based management is to train school principals to be more independent in managing and making policies, and more responsible for parents, the community, and the government to provide quality education to the nation's children.

Quality has become a necessity and is the most effective concept to answer global challenges as an effort to improve the quality of education. One of the concepts of quality input, process, and output improvement is total quality management. Total quality management is defined as total quality management where a systematic, practical, and

strategic approach to education that prioritizes quality. Education is more appreciated as an effective school. School effectiveness cannot be separated from the quality of education. Education quality is the quality of all components in the education system (Hadziq, 2016).

Schools that want to improve quality are schools that are able to implement school-based management, which is responsible for the needs of external customers for education. In this case the school must be transparent, the community must be involved to provide input on what is needed to be implemented outside the school. A quality school is a school that has provided community satisfaction. If the education services at a school have not met the demands of the community, then the school can be said to be of poor quality.

School-based management policies aim to achieve the highest quality and relevance of education, by measuring the assessment of outputs and outcomes, not the methodology or process. Between quality and relevance, there are those who see it as a single substance, quality education is relevant to various needs and contexts (Pasaribu, 2017).

The quality of national education is still low, the low quality of education in Indonesia is caused by many factors including: the low quality of teachers, school management and leadership, the relevance of the curriculum to the times, as well as inadequate school facilities and infrastructure and others (Jalal and Supriadi, 2001).

One of the educational problems faced by the Indonesian nation is the low quality at every level and unit of education, especially primary and secondary education. Various efforts have been made to improve the quality of national education, for example developing national and local curricula, increasing teacher competence through various trainings, procuring books and learning tools, procuring and improving educational facilities and infrastructure, and improving the quality of school management. However, various indicators of the quality of education have not shown significant improvement. Some schools, especially those in cities, have shown a satisfactory improvement in the quality of education. However, some are still worrying, especially schools that are in remote areas, which are still far from what was expected (Hasbullah, 2006).

Various efforts to improve the quality have been carried out, but education is still faced with various problems, among others, the most crucial is the low quality of education. From various studies, it turns out that one of the contributing factors is the lack of community participation in determining school policies as a result of the community's lack of ownership, lack of responsibility in maintaining and fostering schools where

their children attend school. Even though education is a shared responsibility between the government, parents and the community. Without community support, education will not work optimally, and if it is studied further, several components that determine school quality improvement include management of community empowerment. For this reason, one of the policies in improving school management is the implementation of school-based management (Sunanto, 2015).

Improving the quality of education is a development goal in the national education sector and is an integral part of efforts to improve the quality of Indonesia as a whole. The vision of national education is the realization of the education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into qualified human beings so that they are able and willing to answer the challenges of the ever-changing times (Mulyono, 2008).

Realizing this, the government has made efforts to improve the education system, both through structuring software and hardware. These efforts included the issuance of Laws Number 22 and 25 of 1999 concerning regional autonomy, and followed by Law Number 20 of 2003 concerning the National Education System, Article 51 paragraph (1) which reads, "Management of secondary education children's education units is implemented based on Minimum service standards with school-based management principles, which directly affect education planning, implementation and evaluation". Therefore, school-based management must be known, lived and practiced by Indonesian citizens, especially those working in the world of early childhood education, primary and secondary education (Usman, 2008).

A complex educational management system in a school must be implemented well, so the school can be said to be a quality school. The management components include administrative management, student management, teaching and education staff management, financial management, facilities and infrastructure management, curriculum management, and public relations management. If all these components are implemented in an organized and dynamically coordinated manner, synergy, high loyalty and able to work together and be responsible for what is done, then the school is considered to have succeeded in implementing school-based management.

The initial observation of this research on May 11, 2020 is the history of the establishment of SDN 27 Betung. This school has been established since 30 years ago, so this school is quite old compared to the surrounding elementary schools.

The quality offered by this school can match the quality of education with schools that have been established for a long time. This can be seen from the results of graduates that are increasing every year, and some of the achievements that have been achieved by students.

Seeing the intimacy between the surrounding community and the school, it can be said that this school has a harmonious relationship with the community. This can be seen from the participation of the community in helping the success of all school activity programs. For example, the participation of guardians of students in helping various celebrations held at school.

However, seeing the existing facilities and infrastructure at SDN 27 Betung, it cannot be said that they meet the standards and there are still many deficiencies that need to be addressed. However, this is not an obstacle for schools to implement school-based management, so that they are able to produce quality graduates.

The provisional results of this study indicate that SDN 27 Betung has been able to implement school-based management well. With the findings of student achievement, this school has also been processing independently. This school is also able to minimize the lack of facilities and infrastructure, for the principal the lack of facilities and infrastructure does not discourage his intention to implement school-based management in improving the quality of education. From the problems and advantages that the researchers found, the researchers wanted to examine more deeply the process of implementing school-based management in improving the quality of education at SDN 27 Betung. From the various findings above, researchers are very enthusiastic about raising a title, namely: "Implementation of School-based Management in Improving the Quality of Education at SDN 27 Betung".

II. METHODS

This study used descriptive qualitative method. Qualitative methods are used to analyze data in the form of explanations, such as the results of observations, documentation, using two ways of thinking, namely as follows. 1) deductive thinking, namely a way of thinking that departs from general knowledge and is based on general knowledge that wants to assess a specific activity; and 2) inductive thinking, which is a way of thinking that departs from specific facts, concrete events, then general generalizations are drawn from those concrete facts (Hadi, 2011).

Data collection techniques in this study include: 1) interviews or interviews and 2) documentation. The research instrument referred to in this research is an interview instrument. Qualitative data analysis used in this study as stated by Sugiyono (2015) uses three stages: 1) data reduction; 2) data display or presentation; and 3) conclusion and data verification.

III. RESULTS AND DISCUSSION

In the implementation of school-based management, when viewed in the field, of course there are parts of the implementation of school-based management and the process of implementing school-based management itself, especially the implementation of school-based management at SDN 27 Betung that the researchers found. The process of implementing school-based management is in accordance with what the researchers found in the field that the process consists of input, process and output.

To measure school output, it must be seen from the achievements or achievements produced by the school. Meanwhile, school input includes vision, mission, goals, objectives, organizational structure, management input, and resource input. The decision-making process, institutional management, program management, and teaching and learning are processes that must be carried out by schools (Nurkholis, 2003).

Based on the author's analysis of the supporting theory above, SDN 27 Betung has carried out the school-based management process well. This is proven by what researchers found in the field through interview techniques, observation and document study, that the process of implementing school-based management at SDN 27 Betung is as follows:

At the input stage, the principal conducts deliberations to make plans in all activities, be it activities in learning or extracurricular activities. Planning, namely creating a vision, mission and goals and making annual programs and semester programs through meetings with teachers and staff. In addition, during the meeting or deliberation, the school also involved the guardians of students and the local community.

The facts that the researchers found above are in accordance with the opinion of Rusdiana (2014) which states that the purpose of school-based management is to improve the quality of education. Schools can develop an educational vision that is appropriate to local conditions and carry out this vision independently. With school-based management, schools don't have to wait for orders from above.

To achieve the goals of school-based management, namely improving quality, the vision, mission of education

must be adapted to local conditions, therefore SDN 27 Betung involves the community to create a vision, mission and educational program and process so that the school can adjust the community's needs with the vision of SDN 27 Betung.

At the stage of the process, the school takes decisions in sorting out ideas or criticisms and whose suggestions should be applied. Once implemented, the principal will manage how it is implemented and continue to supervise the running program. At this stage of the implementation process, it cannot be separated from community participation in it, such as helping schools to implement several program activities and participating in working together in cleaning the school environment. This is in line with the explanation by the Ministry of National Education which defines school-based management as a management model that provides greater autonomy to schools and encourages more participatory decision-making involving school members consisting of teachers, students, principals, employees, parents and students. Community directly to improve the quality of schools based on the national education policy (Tim Penulis, 2001).

In the context of implementing school-based management, school functions that were initially carried out by the government were partially decentralized to schools to be run professionally. This means that there are certain functions that cannot be fully delegated to schools, some of which are still part of the authority of the central government, provincial education offices, city / district education offices, and some other portions are delegated to schools. The functions that part of the school work on in the framework of school-based management include: 1) the teaching and learning process; 2) planning and evaluating school programs; 3) curriculum management; 4) workforce management; 5) equipment and equipment management; 6) financial management; 7) student services; 8) school community relations; and 9) school climate management (Sukarti and Wibowo, 2013).

Based on the researcher's analysis, SDN 27 Betung has been able to carry out school-based management seen from the stages of the implementation process because the principal has implemented participatory decision making, namely decision making in a deliberation that involves all interest groups from teachers and staff to the community and student parents. Most votes will be the final decision.

At the output stage, looking at the school-based management implementation process carried out at SDN 27 Betung above, starting from the input, process and output, this school has been able to involve the community in the

planning process and create a vision & mission according to community needs. Then the principal has managed the program with flexible management and supervises the implementation of the program regularly. The result of this process is that this school produce output in the form of proud achievements. So, this school can be said to have succeeded in the process of implementing school-based management.

Next, the researcher will analyze the efforts made by the principal in improving the quality of education at SDN 27 Betung. Through this analysis, the researcher can find out whether the efforts made by the principal are successful or not, and to measure this success, it can be seen through how many achievements the school has achieved and how enthusiastic the community is towards this school service.

According to Mulyasa (2004), the main objective of school-based management is to increase the efficiency, quality and equity of education. Increased efficiency is achieved through the flexibility to manage existing resources, community participation and simplification of the bureaucracy. Quality improvement is obtained through parental participation, flexibility in school management, increased teacher professionalism, rewards and punishments as controls, and other things that can foster a conducive atmosphere. Equitable education can be seen in the growth of community participation, especially those who are capable and caring, while those who are less fortunate will become the responsibility of the government (Mulyasa, 2004).

Based on the theory above, the researcher collected data using interview, observation and document study techniques. That the principal's efforts to improve the quality of education at SDN 27 Betung include: 1) receiving input from teachers, staff, the community and student guardians; 2) supervise the implementation of program activities; 3) continuous improvement; 4) make policies.

Based on the facts in the field, that the principal is trying to improve the quality of this school by implementing a school-based management system in the school he manages, this is proven by the finding that he always improves the school's relationship with the community and is willing to accept criticism and suggestions from the community. The essence of school-based management is to improve the quality of education; therefore he seeks to improve the quality of education by implementing school-based management. As explained by Nurkholis (2003), "school-based management has the potential to improve student achievement due to increased efficiency in the use of resources and personnel, increased teacher professionalism, implementation of

curriculum reform and increased community involvement in education).

Based on the researcher's analysis of the theory above and seeing the efforts made by the principal above, it can be said that the principal has made serious efforts to improve the quality of education, so as to produce learning outcomes and achievements in students of this school, he has carried out his role as head school. Among other things, he strives to make school curriculum policies, involve the community and improve teacher professionalism through regular supervision and continuous improvement or evaluation.

In every school that implements school-based management, of course it cannot be separated from the supporting and inhibiting factors in its implementation. The supporting factor occurs because of the voluntary attitude of school resources that can support the improvement of school quality. While the inhibiting factor occurs because there are many challenges that must be faced by the principal in implementing a school-based management system, implementing school-based management is not an easy matter because the school must be able to maintain community trust in schools so that school relations with the community continue to run harmoniously. However, school principals usually have policies that can minimize these inhibiting factors so that the existing barrier problems can be minimized and do not become a barrier for school principals to improve school quality.

In the implementation of school-based management, broadly and fundamentally what is really needed is political support, whether it's just political will or in the form of formal regulations and legislation. Financial support, support of human resources and their thoughts, other facilities and infrastructure are also important supporting factors (Nurkholis, 2003).

That in the implementation of school-based management, there must be political support from various parties, financial support, human resource support, both personnel support, thoughts and financial support, as well as the support of facilities and infrastructure which are supporting factors for improving the quality of schools. As the researchers found in the field, using interview, observation and document study techniques, the researcher looked for data on supporting and inhibiting factors in the implementation of school-based management at SDN 27 Betung, including: 1) supporting factors: community support; 2) inhibiting factors: lack of support and lack of funds; 3) How to minimize inhibiting factors.

In the implementation of school-based management, the allocation of funds to schools is greater and these resources can be utilized according to school needs. Schools are more responsible for the maintenance, cleanliness and use of school facilities, including the procurement of books and learning materials. This in turn will improve the quality of teaching and learning activities that take place in class. Schools make plans and take their own initiatives to improve the quality of education by involving the surrounding community in the process (Rusdiana, 2014).

In the theory above, it is explained that to improve the quality of education, there must be community participation and schools must be able to be independent and be able to be responsible for school facilities. The allocation of funds must also be used properly by the principal, therefore the principal must have the initiative in placing the available funds according to what the school needs.

This is in line with the opinion of Rivai & Murni (2010) which states that “almost all school-based management models, each school receives a certain amount of education budget which can be used according to their needs. Local governments determine a reasonable amount, the total budget required for the implementation of educational supervision in their regions, such as administrative costs and official transportation, and allocate the remainder to each school. The allocation to each school is determined based on a formula that takes into account the number and types of students in each school. Each school determines its own budget expenditures allocated to them for payment of employee salaries, equipment, supplies, and maintenance (Rivai and Murni, 2010).

From the explanation above it is said that the funds provided by the government to schools have the right to determine their own budget expenditures allocated to them for things that are needed by the school, in this case it can be said that SDN 27 Betung has been able to minimize the inhibiting factors independently by how to allocate funds as needed without having to follow government regulations, because the head of SDN 27 Betung has his own financial rules.

This research is supported by relevant research by Kristiawan and Asvio (2018) which reveals that in the administration of financing the State MTs Padang Panjang receives assistance from the community in the form of physical assistance, the community provides donors for the development of madrasas in remote locales. Remote local development already has 6 rooms consisting of two units whose budget is from community participation at a cost of

Rp. 900,000,000, -. Furthermore, this research is in line with the relevant research revealed by Irmayani et al (2018) which state that the principal tends to use the concept of total quality management in the management process. Starting from the process of admission until the new graduation involving all parties. In addition, schools are always oriented to the satisfaction of school residents both internally and externally and the school together continuously in the form of improving the quality of education through various activities involving the school community. Besides being supported by parents and the community, the school also has good facilities from Pusri's Educational Social Foundation. This research has similarities with this research where the object under study is the same for each study. However, there are also differences from these studies which lie in the focus of the research.

IV. CONCLUSION

It can be said that the implementation of school-based management at SDN 27 Betung has gone well. Seeing the implementation of school-based management at SDN 27 Betung, it is different from other schools in general. In addition, this school has excellent Public Relations Management with the local community, very high community participation, between the school and the community are very close like families helping each other, the local community is even willing to help work together to clean the school environment.

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