



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 8.4
IJAR 2021; 7(1): 176-181
www.allresearchjournal.com
Received: 14-11-2020
Accepted: 18-12-2020

Elisabet UI
Post Graduate Program,
Manado State University,
Indonesia

Achmad Paturusi
Post Graduate Program,
Manado State University,
Indonesia

Mozes M Wullur
Post Graduate Program,
Manado State University,
Indonesia

Corresponding Author:
Elisabet UI
Post Graduate Program,
Manado State University,
Indonesia

School based management at public senior high school Kawangkoan, Indonesia

Elisabet UI, Achmad Paturusi and Mozes M Wullur

Abstract

This study aims to describe and analyze (1) How school-based management planning in SMA Negeri 1 Kawangkoan, (2) Implementation of school-based management at SMA Negeri 1 Kawangkoan (3) How is school-based management evaluation at SMA Negeri 1 Kawangkoan, (4) Factors that support and hinder school-based management at SMA Negeri 1 Kawangkoan. This research uses a qualitative approach. The data collection techniques used were (1) observation; (2) Interview; (3) Documentation Study. The results showed that: (1) School-based management planning, the planning process begins with a planning meeting and the preparation of school programs according to their needs, the planning process that leads to the School Work Plan Program (2) Implementation of school-based management, the management is implemented openly the same between school principals, deputy principals, and teachers, decisions are taken together and the division of tasks for school teachers, (3) Evaluation of school-based management recognizes the obstacles that arise in the management process and finds the right solution to overcome these obstacles (4) Supporting factors for school-based management at SMA Negeri 1 Kawangkoan are: good cooperation, openness, and support from the community (5) The inhibiting factors for school-based management are limited funds and teaching and learning facilities, especially book equipment. teaching books in dipe library. The suggestions given are: (1) Principals should always implement management functions as a control tool in school management (2) Continue to innovate to provide the best educational services for community students (3) Schools are expected to maintain and further increase teacher involvement in formulating school policies and programs so that the effectiveness of School Based Management for improving school quality can actually be implemented by teachers with a full sense of responsibility.

Keywords: School based management, public senior high school

1. Introduction

Education is part of community life and a community dynamist. One example is the development of science and technology which has brought changes in almost all aspects of human life. Education is a long-term investment in human resources that has strategic value for the continuity of human civilization in the world. Management is the coordination and alignment of resources through a number of management inputs to achieve objectives or to meet customer needs. Based means "based on" or 'focused on'. School is an organization carried out in the ranks of the Ministry of National Education (Depdiknas) which is tasked with providing "basic skills provisions" to students on the basis of provisions that are legalistic and professional.

The essence of education is to develop human resource capabilities concerning aspects. Both spiritual aspects, economic aspects, socio-cultural aspects, as well as aspects of science and technology, in order to improve the quality of life of a society or a nation. The progress of a nation both in the economic and social and cultural fields is largely determined by the quality of education. So the quality of a nation's human resources is determined by the quality of its education. On the other hand, the quality of education will be determined by the quality of education management (Nanang 20178: 1) ^[12]. Law No. 20 of 2003 concerning the National Education system affirms that education is carried out in a democratic and just manner and is not discriminatory by upholding human rights, religious values, cultural values, and national diversity. The objectives of national education are stipulated in the National Education System Law Number 20 of 2003.

The implementation of school-based management (SBM) in Indonesia is not only positioned as an alternative solution but also constructive criticism of the implementation of education that has been centralized with various implications, one of which is that centralistic education does not fully educate the management of educational institutions to learn independently from a financial perspective. as well as its implementation, or in terms of leadership as well as in terms of institutional development, curriculum development, provision of learning resources, allocation of resources, and most importantly the development of community participation in owning schools.

School Based Management (MBS) is essentially giving the authority to schools to carry out management and continuous quality improvement. It can also be said that school-based management is essentially the alignment of resources carried out independently by schools by involving all stakeholder groups related to schools directly in the decision-making process to meet the needs of improving school quality or to achieve national education goals.

School-based management is a management model that provides schools with broad authority for school management in accordance with the potential, demands and needs of the school. This study aims to determine the implementation of school-based management in SMA Negeri 1 Kawangkoan and also necessary performance in managing the effectiveness of learning that can improve the quality of education is expected to run in accordance with educational goals. Based on the results of school accreditation at the research location that education and educational standards have been maximally met, the competence of educators and education personnel meets national education standards.

The application of SBM in SMA Negeri 1 Kawangkoan meets the competency standards of graduates, infrastructure standards, teaching staff and education standards. Therefore, efforts to improve quality must be continuously maintained. Through education, it is hoped that empowerment, maturity and independence as well as the overall quality of the nation can be realized, because education is one of the aspects of life that is functional for every human being and has a strategic position to educate the nation's life, this needs to be improved effectively and efficiently in order to optimize empowerment. at SMA Negeri 1 Kawangkoan as expected by all elements of society and government. Based on the description above, the authors conducted a more in-depth study of the implementation of school-based management with the theme: "School Based Management at SMA Negeri 1 Kawangkoan.

The objectives of this study are described as follows.

1. Knowing the planning of School Based Management at SMA Negeri 1 Kawangkoan;
2. Knowing the implementation of School Based Management at SMA Negeri 1 Kawangkoan;
3. Knowing the evaluation of the implementation of school-based management at SMA Negeri 1 Kawangkoan;
4. Knowing what factors support and hinder School Based Management in SMA Negeri 1 Kawangkoan;
5. Knowing what factors support and hinder School Based Management in SMA Negeri 1 Kawangkoan;
6. Knowing what factors support and hinder School Based Management in SMA Negeri 1 Kawangkoan.

2. Literature Review

The concept of school-based management (MBS) is an effective strategy for achieving effective and efficient

school management. The concept of MBS first appeared in the United States, the background was that at that time the community questioned what schools could provide to the community and also what was the relevance and correlation of education with the demands and needs of the community (Syaiful, 2009: 78) ^[21, 22].

Educational management is the process of developing collaborative activities of a group of people to achieve predetermined educational goals. The process of controlling the group's activities includes planning, organizing, actuating, and controlling as a process to turn vision into action (Mulyasa 2010: 170) ^[8]. Educational management can be defined as everything that is pleased with the management of the educator process to achieve predetermined goals, both short, medium and long term goals. Without management, it is impossible for educational goals to be realized optimally, effectively, and efficiently. Educational management is the art and science of managing educational resources to realize the process and learning outcomes of students in an active, creative, innovative, and fun way to develop their potential.

2.1 School Based Management

In terms of language, School-Based Management (MBS) comes from three words, namely management, based, and school. Management is the process of using resources effectively to achieve goals. (Syaiful, 2010: p.150) ^[20] argues that in principle, by using this school-based management model, schools are more independent and able to determine the direction of development according to the conditions and guidance of their communities. This illustrates that, decentralization or autonomy of school management has transferred the authority for school management decision making by local governments to schools that are regulated through enabling regulations. Thus schools are more independent, more professional, can formulate and determine school management strategies, and are able to determine the direction of education development in schools in accordance with the demands of the community for the quality of learning services in schools. SBM is an innovation in school management which is currently the attention of education experts, the education bureaucracy from the provincial and district / city central levels and school administrators. In fact, recently it has become a concern of non-governmental organizations (NGOs) that care about the quality of education.

According to Suhardan, 2010 ^[16]: 137 "School Based Management (MBS) is a management model that provides autonomy or independence to schools for participatory decision making that directly involves all school members according to the service standards of the central, provincial and district governments". Along with this the concept of SBM supports schools in implementing it because schools are increasingly developing according to their independence, in accordance with the freedom of movement in managing schools. (Suhardan, 2010: 139) ^[16] suggests that the success indicators of MBS include:

1. Effectiveness of the learning process.
2. Strong school leadership.
3. Effective manpower management.
4. Having a school quality culture.
5. The school has a compact, intelligent and dynamic team work.
6. The school has independence.

7. Participation of school and community members.
8. School transparency.
9. School has the ability to change psychologically and physically.
10. Responsive and anticipatory to needs.

School-based management is a concept of school empowerment in the context of improving the quality and independence of schools. With SBM, it is hoped that school principals, educators, and other personnel at school as well as the local community can carry out education according to needs, current developments, environmental characteristics and global demands. (Mulyasa, 2009: 67) ^[3].

School-Based Management has characters that need to be understood by schools that will implement it, these characteristics are characteristics that are owned so that it distinguishes from something else. School Based Management has the following characteristics (Sudarwan, 2010: 176) ^[13]:

- a) There is broad autonomy to schools;
- b) There is high community participation and parents of students;
- c) Democratic and professional school leadership;
- d) There is a high, dynamic and professional team work;
- e) The relationship between the world of business and education;
- f) Open access to schools;
- g) School marketing on a competitive basis.

According to (Sutomo, 2012: 64) defines school-community relationship management as the entire process of activities that are planned and pursued deliberately and seriously as well as continuous guidance to get sympathy from the community in general and from the public, in particular, so that operational activities school / education is increasingly effective and efficient, in order to help achieve the educational goals that have been set. (Suhardan, 2013: 278) ^[16] states that school and community relations are a communication process between the two parties that aims to increase understanding and awareness of community members about educational needs and practices and strive to improve and empower schools. This communication process aims to create a harmonious relationship between the school and the community.

To realize the policy, schools need to carry out quality improvement management. School quality improvement management is a quality improvement method that rests on the school itself, applies a set of techniques, is based on the availability of quantitative and qualitative data, and empowers all school components to continuously increase the capacity and capacity of school organizations to meet the needs of students and the community. (Umirso, 2010: 1460) ^[24].

Based on the above understanding, it can be understood that quality improvement management has the following principles:

- a) Quality improvement must be carried out in schools;
- b) Quality improvement can only be carried out with good leadership;
- c) Quality improvement must be based on data and facts, both qualitative and quantitative in nature;
- d) Quality improvement must empower and involve all elements in schools; and.

- e) Quality improvement has the aim that schools can provide satisfaction to students, parents, and society.

2.2 Relevant Prior Research

Azis, 2012 ^[1]. Thesis Title: Implementation of School / Madrasah Based Management in Improving the Quality of Education at MTs Alkhairaat Sandana, Tolitoli Regency. The results of this thesis research provide an overview of how the implementation of school / madrasah-based management in improving the quality of education at MTs Alkhairaat Sandana. As well as outlining the factors that can support and hinder the implementation of school / madrasah-based management in improving the quality of education at MTs Alkhairaat Sandana. And revealed the efforts made in overcoming the obstacles in the management of school / madrasah-based management in improving the quality of education at MTs Alkhairaat Sandana.

Susanto (2017) Implementation of School-Based Management for Improving the Quality of Education in the 4Slerok Public Elementary Schools of Tegal City. Thesis, Department of Elementary School Teacher Education, Faculty of Education. The results showed; (1) The application of SBM in SD Negeri 4 Slerok, Tegal City has been going well. The implementation of SBM in SD Negeri 4 Slerok, Tegal City refers to the principles of SBM, namely school independence, school partnership with the community, openness, schools, stakeholder participation, and school accountability which are implemented in stages, (2) Through the implementation of SBM the quality of education in elementary schools Negeri 4 Slerok, Tegal City has increased, which is indicated by optimal educational input, process, and output.

3. Sunanto (2015), a student of the Syiah Kuala University Postgraduate Program entitled Implementation of School-Based Management in Improving the Quality of Education at the Pilot Public Middle School 19 Banda Aceh. The results obtained, the implementation of school-based management at SMP Negeri 19 Percontohan Banda Aceh went well. Planning programs to improve the quality of education at the Pilot State Junior High School in Banda Aceh, based on the vision, mission and goals of the school and making a SWOT analysis.

3. Research Method

This study used a descriptive method with a qualitative approach, namely describing and analyzing the application of school-based management at SMA Negeri 1 Kawangkoan. According to (Sukmadinata, 2009: 99) ^[18] Qualitative research, researchers conduct research on a small scale, groups that have distinctiveness, excellence, innovation, or can be problematic. The group under study is a socio-cultural unit that is natural and interacts individually or in groups. Research sites The location of this research is located at SMA Negeri 1 Kawangkoan, North Talikuran Village, North Kawangkoan District. This research was conducted from January 2020-March 2020.

The data collection technique is a method used by researchers to collect research data from data sources (research subjects and samples). The data collection technique is an obligation, because this data collection technique will later be used as a basis for developing research instruments. The research instrument is a set of equipment that will be used by researchers to collect research data (Kristanto, 2018) ^[6]. Data collection is a very

important stage in a study. The correct data collection technique will produce data that has high credibility, and vice versa. This stage must not be mistaken and must be carried out carefully according to the procedures and characteristics of qualitative research. Because errors or imperfections in the data collection method will have fatal consequences, namely in the form of data that is not credible, so the results of the research cannot be justified.

- a) Observation. Observation is the collection of data by direct observation of all events that are directly related to SMA Negeri 1 Kawangkoan. The results of these observations were written directly in the form of field notes.
- b) Interview. Unstructured interviews emphasize exceptions, deviations, irregular interpretations, reinterpretations, new approaches, expert views, or single perspectives. The difference between this interview and a structured interview is in the time to ask questions and to give a freer response. In unstructured interviews, the questions are not arranged in advance, because they are adjusted to the circumstances and the unique characteristics of the source or informant. In unstructured interviews, researchers need to plan everything related to the interview

4. Result and discussion

4.1 School-based management planning at SMA Negeri 1 Kawangkoan

The results of observations and documentation, the researcher found that the principal gave confidence to the vice principal with their respective affairs to the teachers and other staff in carrying out their respective duties, the principal also approached the school community and also prepared facilities and infrastructure which is relatively sufficient.

- a) Have complete and clear management input, which is indicated by completeness and clarity in tasks (what to do, which is accompanied by functions, authorities, responsibilities, obligations and rights), plans (descriptions of products to be produced), programs (allocation of resources power to realize plans), provisions (laws and regulations, qualifications, specifications, work methods, work procedures etc.) controls (intervening actions), and gives a good impression to teachers.
- b) The principal understands, lives, and carries out his role as manager (coordinating and harmonizing resources to achieve goals), leader (mobilizing and empowering human resources), educator (inviting change, making things happen), provision (directing, guiding and to give an example), administrators (administering), regulators (making school rules), and generating motivation (encouraging).
- c) He is able to strive for a compact and intelligent team work, as well as interrelating and bonding between functions and among his citizens, fostering solidarity / cooperation / collaboration and not competition so as to form a climate of collectivity that can guarantee the certainty of school results.
- d) There is autonomy that is owned by the school, There is active community participation, There is leadership of the school principal, There is a democratic decision-making process, All parties must understand their roles and responsibilities, There are instructions from related

departments, There is transparency and accountability, school-based management must be directed to improve school performance, socialization.

The preparation of a school-based management planning program accompanied by steps to solve problems that may occur. The functions involved and their elements make program plans for the short, medium and long term and jointly realize the program plan. Operationally, school-based management at SMA Negeri 1 Kawangkoan handles managerial activities in the teaching sector, educational staff, facilities and infrastructure, student development, finance, and community relations. The determination of the formulation of school-based management planning at SMA Negeri 1 Kawangkoan is through the implementation of a planning formulation which characterizes a consultative mix of personal and group, as well as participatory and has referred to the Law on the National Education System Number 20 of 2003.

4.2 Implementation of School Based Management at SMA Negeri 1 Kawangkoan

The role of the principal in making decisions for every policy to be implemented is one of the roles of leadership. The implementation of school-based management found various main aspects that became the focus of SBM, namely:

1. School personnel consisting of the principal, deputy principal, teachers, staff, administrators and students;
2. 2013 School Curriculum;
3. Facilities and Infrastructure;
4. Reformulating school rules, roles and school elements as well as habits and relationships between school elements;
5. Applying the principles of good school-based management;
6. Clarifying the functions and aspects of school-based management;
7. Increase school capacity;
8. Distribute authority and responsibility;
9. Develop a school work plan program to implement, monitor, and evaluate it

School-based management carries out the steps for management activities at SMA Negeri 1 Kawangkoan carrying out management activities in student activities. The results showed that the implementation of management in student activities was carried out through planning, implementation, coordination, evaluation. For example planning extracurricular activities is carried out through meetings in which there are school principals, school principal representatives, teachers, committees, school members, and parents of students. The even distribution of tasks given to teachers is one form of organization. Nanang Fattah in Dally (2010: 3) ^[12] management is a process of planning, organizing, leading, and controlling organizational efforts in all its aspects so that organizational goals are achieved effectively and efficiently. Management as one of the pillars of SBM must be implemented in schools because of course it becomes the main or substance of the implementation of School Based Management.

4.3 Evaluation of School Based Management at SMA Negeri 1 Kawangkoan

The principal always reminds the vice principal of the teacher that evaluation has a dual purpose, namely to find

out the achievement of teaching goals and to find out the difficulties of students in learning, and I do this repeatedly so that it is embedded in the souls of the teachers.

- a) evaluate management activity planning, whether it is in accordance with the goals of an efficient school;
- b) evaluating how the implementation of school-based management is in accordance with school planning;
- c) report deviations for corrective action and formulate corrective action, establish school-based management standards and targets;
- d) assessing work in taking corrective actions against institutional deviations in the education unit and the learning process at school; The procedure of implementing character education at SMP Negeri 14 Manado with the stages of is carried out to sharpen the focus of each character through the identification of existing character education problems, determined goals to be achieved and targets and the target time to be achieved while designing appropriate character education.

The evaluation takes place at the time the program is implemented. To what extent have the plans been implemented? What should be revised? Once these questions are answered the procedure can be monitored, controlled and corrected. The aim of School Based Management (MBS) is to improve the quality of education, namely by making schools independent to manage institutions with related parties (teachers, students, communities, student guardians, and other agencies) so that schools and communities no longer need to wait for instructions from above. in taking steps to advance education.

In turn, the results of the evaluation can be used as a basis for consideration of the issuance of policies on program follow-up, the principle of evaluation indicates that evaluation should be carried out on every school work plan and student development program, both with regard to aspects of planning, implementation, and results. Every aspect of the program needs to be evaluated using reliable instruments and competent evaluation officers; so that the evaluation results can be accounted for and useful for decision making.

4.4 Inhibiting Factors for School-Based Management at SMA Negeri 1 Kawangkoan

1. Limited school funds to finance education, this makes the school and school committee not optimal in developing programs.
2. Inadequate infrastructure, such as textbooks in the library, for the success needs of children still need to be equipped.
3. students who are late due to quite a variety of reasons, for example because they wake up late, the distance from the house is too far from the school, etc. whose reasons are realistically stated.

Another inhibiting factor is the low discipline culture and school discipline, such as the existence of some teachers who still use feelings in enforcing discipline, so that many students violate the rules when dealing with certain teachers who often ignore the violations they have committed. Another inhibiting factor comes from students. The attitudes of students are still unstable, so they think that committing

an offense is something to be proud of if they are not caught. Almost every day there are still some students who are late due to quite a variety of reasons, for example because they wake up late, the distance from the house is too far from the school, and so on, realistically the reasons given are still acceptable. The solution is done by increasing the awareness of the school community and implementing school rules fairly without discrimination. In addition, it is necessary to collaborate with parents / guardians of students to monitor their child's progress at home and at school.

5. Conclusion

Based on the results of research and discussion the researchers concluded as follows:

1. School Based Management Planning at SMA Negeri 1 Kawangkoan, planning and preparation of school programs according to their needs, the planning process that leads to the School Work Plan Program, be it in terms of administration, schedules, teaching and learning activities, extracurricular activities.
2. Implementation of School Based Management at SMA Negeri 1 Kawangkoan, based on planning, namely the implementation of extracurricular activities, the teachers carry out classroom learning in accordance with the RPP.
3. Evaluation of School Based Management at SMA Negeri 1 Kawangkoan, knowing the results of the implementation of the curriculum for one year, the effectiveness of the curriculum used, knowing the obstacles that arise in the management process and finding the right solution to overcome these obstacles.
4. The factors that can support the school management at SMA Negeri 1 Kawangkoan are adequate human resources facilities and infrastructure.
5. Inhibiting factors for school-based management at SMA Negeri 1 Kawangkoan are limited funds and learning facilities, especially equipment such as learning books in the library, for children's success needs still need to be equipped.

6. References

1. Azis. Penerapan Manajemen Berbasis Sekolah/ Madrasah dalam Meningkatkan Mutu Pendidikan. (TESIS). Makassar: Universitas Islam Negeri Alauddin 2012.
2. Dimiyati J. Metodologi Penelitian Pendidikan & Aplikasinya pada Pendidikan Anak Usia Dini (PAUD). Jakarta: Kencana Prenada Media Group 2013.
3. Mulyasa E. Manajemen Berbasis Sekolah. Bandung: PT. Remaja Rosdakarya 2009.
4. Engkoswara dan Aan Komariah. Administrasi Pendidikan (Bandung: CV. Alfabeta.h. 88 2010.
5. Hadiyanto. Mencari Sosok Desentralisasi Manajemen Pendidikan diIndonesia. Jakarta: Rineka Cipta 2004, h. 67
6. Kristanto VH. Metodologi Penelitian Pedoman Penulisan Karya Tulis Ilmiah (KTI). Yogyakarta: CV Budi Utama 2018.
7. Kewo CL. The Effect of Participative Budgeting, Budget Goal Clarity and Internal Control Implementation on Managerial Performance. Research Journal of Finance and Accounting 2014;5(12):81-87.
8. Mulyasa E. Manajemen Berbasis Sekolah. Bandung: Remaja Rosdakarya 2014.

9. Moleong Lexi J. Metode Penelitian Kualitatif. Bandung: Remaja Rosdakarya 2007.
10. Nurdin M, Matry. Implementasi Dasar-Dasar Manajemen Sekolah Dalam Era Otonom Daerah (Makasar: Aksara Madani. hal 38) 2008.
11. Nugrahani F. Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa. Solo: Cakra Books 2014.
12. Prof. Dr. Nanang Fattah, M.Pd. Landasan Manajemen Pendidikan. Bandung: Hal 2017, 1.
13. Sudarwan Danim. Inovasi Pendidikan dalam Upaya Peningkatan Profesionalisme Tenaga Kependidikan. Bandung: CV. Pustaka Setia.h 2010, 176.
14. Sugiyono. Metode Penelitian Kuantitatif Kualitatif. dan R & D. Bandung: Elfabeta 2007.
15. Sugiyono. Metode Penelitian Pendidikan Pendekatan kuantitatif Kualitatif dan R & D. Bandung: Alfabeta 2010.
16. Suhardan, Dadang DKK. Manajemen Pendidikan. Bandung: Alfabeta 2013.
17. Suharsimi Arikunto. Prosedur Penelitian Suatu Pendekatan Praktik. (Jakarta: Rineka Cipta. hal. 229) 2006.
18. Sukmadinata, Nana Syaodih. Metode Penelitian. Bandung: Remaja Rosdakarya 2009.
19. Suparlan. Manajemen Bebrasis Sekolah dari Teori sampai Praktik. Jakarta:Bumi Aksara 2013.
20. Syaiful Sagala. Manajemen Strategik dalam Peningkatan Mutu Pendidikan.(Bandung: CV. Alfabeta.hal. 154). 2010.
21. Syaiful Sagala. Kemampuan Profesional Guru dan Tenaga Kependidikan. (Bandung:CV. Alfabeta.hal. 50) 2009.
22. Syaiful Sagala. Administrasi Pendidikan Kontemporer. Bandung: CV. Alfabeta. Hal 78 2009.
23. Rohiat. Manajemen Sekolah Teori Dasar dan Praktik. Bandung: Rafika Aditama 2009.
24. Umirso dan Imam Gojali. Manajemen Mutu Sekolah di Era Otonomi Pendidikan. Cetak Pertama, September, Jogjakarta.hal 2010, 1460.