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Implementation school based management at Don Bosco Catholic Primary School Koha, North Sulawesi - Indonesia

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Abstract

This study aims to determine the implementation of school-based management at the Don Bosco Koha Catholic Elementary School which is located in the village of south koha, Mandolang sub-district, Minahasa district. What is described in this research is the application of school-based management at don Bosco koha Catholic elementary school. This research is a descriptive field research with reference to the analysis of the qualitative approach. Data collection methods in the study of the Application of School Based Management are: through direct observation, interviews and documentation which are presented in the form of words and pictures. The reason for using this approach is to determine the application of school-based management at Don Bosco Koha Catholic Elementary School. The data analysis technique is in the form of triangulation of various sources, various ways, and time. The results of this thesis research provide an overview of the implementation of school-based management at Don Bosco Koha's Catholic elementary school. This study describes the factors that support the implementation of school-based management and the factors that hinder the implementation of school-based management at Don Bosco Koha Catholic elementary schools. School-based management is very important in improving the quality of schools for that it needs cooperation from various parties in the school so that the implementation of school-based management is carried out properly according to expectations. To improve the quality of education, the school continues to work together to help each other, even always carrying out duties and responsibilities according to their respective positions.

Keywords: School based management, implementation, primary school

Introduction

Education is a long-term investment in human resources that has strategic value for the continuity of human civilization in the world. All countries in the world place the education variable as something important and foremost in the context of nation and state development. Likewise, the Indonesian nation places education as something important and foremost. This can be seen from the contents of the Preamble to the 1945 Constitution paragraph IV which emphasizes that one of the national goals of the Indonesian nation is to educate the nation's life (Kunandar, 2009: 10).

However, in the history of its journey, the Indonesian nation from the past until now is still faced with various kinds of problems regarding the low quality of education and human resources, so that from year to year the government continues to make breakthroughs and find various kinds of solutions and systems to advance and improve the quality of education. Education is a very important and strategic aspect in the development and enhancement of development in all fields including in the regions, so that decentralization of education in the context of regional autonomy cannot be negotiated in the context of improving the quality of education and human resources. One model of education decentralization is School Based Management (SBM) or which aims to improve the quality of education in Indonesia.

One of the most important characteristics of implementing SBM is how the school is able to provide satisfactory educational services to parents of students and the community, and vice versa to the extent of the readiness and role of the community and parents of students in contributing to developing and improving schools in accordance with community needs.

The implementation of SBM in schools requires the readiness of various components and devices of education stakeholders both internally and externally that can support the

implementation of SBM implementation itself, including: school buildings equipped with learning facilities and infrastructure, school principals, educators and education staff, students, the school environment the participation of parents of students, community support and other businesses.

As explained in the 1945 Constitution article 31 paragraph (1-5) as follows:

- (1) Every citizen has the right to education;
- (2) Every citizen is obliged to attend basic education and the government is obliged to finance it;
- (3) The government shall endeavor and implement a national education system that enhances faith and piety as well as noble morals in the framework of the intellectual life of the nation as regulated by law;
- (4) The state prioritizes the education budget for at least 20% of the state revenue and expenditure budget as well as from the regional income and expenditure budget to meet the needs for delivering national education;
- (5) The government shall advance science and technology by upholding religious values and national unity to advance civilization and human welfare.

The application of school-based management is a very important strategy in educating the nation's life. Therefore, classroom management can develop various abilities and skills both as a provision for living in the effectiveness of community learning and as a provision for education. Furthermore, through classroom management services, it is hoped that the effectiveness of learning for all citizens will obtain the right and opportunity to learn and it is also hoped that the quality of management can be developed in accordance with their respective potential without differences in social status, economy, geography, ethnicity, and religion.

Management based on school management directs and influences subordinates, how others perform tasks essential and creates a pleasant atmosphere to work together. In carrying out classroom management, a manager needs to understand the style or type of management, classroom management techniques, management functions and organizational climate. The success of a manager is very dependent on the effectiveness of learning at school, so that in class management, skilled personnel who can have good management are needed.

Based on the description as mentioned above, there are several things that underlie why this study took a workshop at Don Bosco Koha Catholic Elementary School, namely the large number of students at the school indicates that the interest, participation and appreciation of the community for this school is very large, this is proven by achievement over the last 5 years even though in this village area there are 3 elementary schools namely Don Bosco Koha Catholic Elementary School, SD GMIM Koha, and SD Inpres Koha. 1 sub-district level and several achievements obtained during the period of five years. By looking at the situation and condition of don Bosco Koha Catholic Elementary School even though it is located in a village location far from the city crowd but being able to organize the learning process with the concept of school autonomy (school independence) can ensure that students get quality learning can develop school leadership performance, teachers who are competent in teaching, supporting school facilities, and

school programs in accordance with the curriculum. There is the authority to develop curriculum programs in accordance with the needs of the school. In addition, it is possible to develop effective subjects, and to improve the supporting facilities and learning tools needed.

The objectives of this study are:

1. To know the implementation of school-based management in Don Bosco Koha Catholic Elementary School, Minahasa Regency
2. To find out what factors support the implementation of school-based management in Don Bosco Koha Catholic Elementary School, Minahasa Regency
3. To determine the inhibiting factors for the implementation of management based on the Don Bosco Koha Catholic Elementary School, Minahasa Regency.
4. To find out the efforts made in overcoming the obstacles in implementing school-based management

Literature Review

School Based Management Concept

Management is important and strategic in an organization. The implications of the era of regional autonomy have led to reforms in the education sector and which have led to changes in management in schools; the organizational structure, duties and functions of the school have changed to be more independent. Schools are now trying to organize themselves, because schools have independence with broader authority. For the smooth running of school learning can make decisions that are relevant to the problems it has to solve, not always depending on and waiting for the blessing of superiors like the era of centralization (Wahyudi, 2010: 74). Syamsudin explained that SBM is an alternative school management within the framework of decentralization in the education sector which allows for broad autonomy at the school level, high community participation so that schools are more flexible in managing resources and allocating them according to local priorities, needs and potential.

Mulyasa, E. (2001: 49) in his book entitled School Based Management states that SBM is a new paradigm of education that provides broad autonomy at the school level within the framework of national education policies. Autonomy is given so that schools can freely manage resources and financial resources by allocating them according to priority needs, and are more responsive to local needs. Community involvement is intended so that they better understand, assist and control the management of education. SBM is a form of education reform, which offers schools to provide better and adequate education for their students. Autonomy in management has the potential for schools to improve staff performance, offer direct participation in related groups, and increase public understanding of education.

Ibtisam Abu-Duhou (2002: 201) ^[2] in his book "School Based Management" (School Based Management) explains that several definitions of SBM emphasize that the concept refers to resource management at the school level and not a system or a centralized level. Several resources in a broader sense have been defined including knowledge, technology, power, material, human, time and finance. Through SBM, schools are given greater control over the direction the school organization is going to take. Both goals and strategies for achieving these are primarily determined at the

school level. Supervision of the budget is considered to be at the core of MBS. Closely related to budget policy is oversight of role assignment, remuneration and staff development. At the other extreme, some schools are given supervision of the curriculum as part of SBM. Here, a school-based curriculum means that each school decides what teaching materials to use, as well as a specific implementation model. The staff determine some of their own professional development needs, as well as some of the structures within which the educational process will be developed.

School Based Management Management Procedure

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" (Sagala, 2009: 82) ^[20]. Those who will carry out all of the above activities are the Principal as a leader / manager in an organization along with the components involved in the learning process at school, such as educators, students, parents of students, the community/school committee. Principal leadership can be defined as:

The ability of a person to move, direct, and influence the mindset and work methods of each member to be independent in working, especially in making decisions for the sake of accelerating the achievement of predetermined goals. To implement school-based management effectively and efficiently, there are several steps that a leader / manager must pay attention to and implement in relation to school-based management, namely:

1. Management functions
2. Characteristics of school-based management
3. The objectives of school based management

Characteristics of School Based Management

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:

- 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.

Stages of Implementation of School Based Management

Teacher (educator) is an important factor in the learning process. However ideally a curriculum without the support of the teacher's ability to implement it, the curriculum will not be meaningful as an educational tool. Educators are adults who are responsible for guiding students to achieve the goal, namely maturity. The task of educators is to teach by teaching, giving examples, getting used to, and so on. Educators are people who are involved in the implementation and implementation of transformation in the national education system of learners.

Students who are familiar with teacher-centered teaching that give students receptive and passive roles, will prefer this teaching method and have difficulty switching to other ways that they have never experienced. However, after experiencing it for yourself, many may feel attracted to methods that provide them with participation and activities. Parents of students play a very important role in fostering children in a family environment to control, supervise and provide motivation so that they always learn both at home and at school.

Relevant Prior Research

Prior research studies (prior research on topics) and results related and relevant to the research problem that is being carried out, the results of previous research on theses, theses, dissertations, journals, etc. To support this research, it requires a state of the art or relevant previous research on literacy studies relevant to the title School-based Management at Don Bosco Koha Catholic Elementary School, which are:

Mardi Utomo in his thesis entitled "The Role of the Principal in Improving the Quality of Education at SMK Kartini Purworejo, 2013 with the following conclusions: a. The principal of SMK Kartini Purworejo has carried out the roles of manager, administrator, and motivator well. A prominent role is as a leader, b. for the role as supervisor has been implemented quite well, c. as a leader, the principal has been able to encourage and guide teachers and employees in carrying out their duties properly according to school goals. the efforts made by the principal at SMK Kartini in improving the quality of education in the school that he dreams of, namely by improving the performance of the principal among others, conducting comparative studies, attending seminars, workshops on leadership, improving the quality of teachers and education personnel to relevant institutions, periodic coaching and fostering maple teachers at UNkan, improving the quality of students with hours and improving the quality of facilities and infrastructure.

Zulkiffli Syah in his thesis entitled: "Principal Management in Enhancing Professionalism of GPAI in SMA Negeri 1 Depok Sleman, Yogyakarta". In this study, it was found that the principal in implementing the management process used various stages, namely planning, organizing, mobilizing and supervising the fields of curriculum, student affairs, facilities and infrastructure, and community relations. Teacher professionalism means the professional abilities that must be possessed by a teacher when he / she carries out his/her duties, in order to support the realization of a quality teaching and learning activity atmosphere.

Imam Subkhi in his thesis entitled: "Implementation of Resource Management for Professional Improvement of Teachers in SMA Negeri 1 Pangkah Tegal". In this study, it was found that the implementation of human resources for the present and future, the recruitment and selection of teachers by determining the quality of teachers needed and organizing the teachers were done by dividing the tasks according to the abilities of the teachers.

Benyamin research on: "Management of Primary School Teacher Improvement by the Education and Culture Office of Bantul Yogyakarta Regency". This study found that the Bantul Regency Education and Culture Office had implemented an increase in the quality of primary school teachers which was actualized in several teacher quality

improvement programs, namely: the formation of Elementary School groups, education supervision, teacher certification, further study and professional development programs.

Research Method

This thesis is the result of field research (Field Research), with a descriptive type of research, namely a writing done to clarify a number of variables relating to the problem under study. Which produces descriptive data in the form of written or spoken words from people and observable behavior (Sugiyono, 2008: 45) ^[22]. Describing the relationship between the factors that support and hinder the application of school-based management in improving the quality of education at Don Bosco Koha Catholic Elementary School, the analysis of this study uses a number of theories and legal bases to solve practical problems that occur in the field so that this type of research is called descriptive qualitative research. The author uses several approaches to obtain accurate data in accordance with the realities in the field, including a pedagogical approach, intended because this writing is oriented towards the educational aspect, namely activities related to school-based management. Managerial approach, an approach using management theories used by the principal as a manager in an educational institution by implementing management functions. Sociological aspects, because this thesis also discusses the involvement of various components as a whole of various sources in school management that are interrelated with one another, including educators, students, parents of students and the community. In this thesis, we will describe the school-based management at Don Bosco Koha Catholic Elementary School.

After the writer considered carefully and based on the field assessment, the writer found a match between the problem under study and the reality of the location, so that the writer set the location of this research as the object of research. The object of this research is located in Don Bosco Koha Catholic Elementary School, a private Catholic school located in Koha Selatan Village, Mandolang District, Minahasa Regency. The research implementation time was more than six months with the following activities: January to April 2020 data collection, May 2020 data analysis, June and July 2020 Thesis preparation.

The data collection method is the most important step in research, because the main purpose of research is to get data. Data collection can be done in various settings, various sources, and various ways. When viewed from the setting, data can be collected in a natural setting. When viewed from the data source, the collection can use primary and secondary sources and the last is in terms of data collection methods or techniques (Sugiyono, 2010: 78). The primary data sources are the results of observations and interviews with research informants (school principals, deputy head of school, treasurer of school, teacher, and administration). Secondary data is the source of literature, references both articles, journals, and documentation relevant to the topic under study also fully supports this research.

Although various techniques for obtaining data were carried out by other writers, in this thesis the writer only used several techniques, including observation, interview (interview), and documentation. In various views, methodology experts state that, in processing and analyzing qualitative data, there is no clear pattern and system.

According to Miles and Huberman, quoted in the book Educational Research Methods, Quantitative Approaches, Qualitative and R & D by Sugiono, that the most serious and difficult in qualitative data analysis is because the analytical method has not been well formulated (Moleoeng, 2002: 96). Data analysis is an attempt to find and systematically compile records of observations, interviews and documentation to increase the researchers' understanding of the cases being studied and present them as findings.

Result and discussion

The Don Bosco Koha Catholic Primary School is a private school belonging to the Manado Diocese Catholic Education Foundation. The only Catholic primary school in the parish area of St. Francis Xavier Mokupa. The Koha Station is one of the stations in this parish. This Catholic school was founded in 1945 which was initiated by several religious leaders, community leaders, and educators who were supported by the local government.

The vision and mission of the school according to the data sources displayed in the headroom of the Catholic school are as follows:

- a) Vision: Towards a Favorite Catholic School with excellence, achievement and quality based on faith and piety.
- b) Mission:
 1. Carry out active learning and guidance
 2. Fostering appreciation of religious teachings in order to always create morality and noble character as activity in acting
 3. Fostering a healthy spirit of competition among all members of the Catholic School
 4. Encourage and help each student to recognize his / her potential so that it can be developed optimally
 5. Carry out training effectively, scheduled both in sports, scouting, and in the arts.

Based on the results of the author's observations and interviews with informants in the research field, it shows that school-based management in improving the quality of education at Don Bosco Koha Catholic Elementary School, has been implemented/implemented by the principal as the leader in charge of educational institutions at Don Bosco Koha Catholic Elementary School in collaboration with all components that have an interest in this Catholic School by communicating various resources such as facilities and infrastructure, educators, educational staff, students, and the local community. The orientation of the collaboration is to carry out learning programs in Catholic schools so that the goals can be achieved as expected.

In essence, the implementation of school-based management in improving the quality of education at Don Bosco Koha Catholic Elementary School, Minahasa Regency has not been fully implemented due to several factors, including incomplete facilities and infrastructure, teaching staff who have not carried out their duties professionally, students who do not implement discipline and school discipline obediently, as well as the role of the community in helping the school program has not been maximal.

The principal as a leader in an organization requires expertise and skills in managing management functions in order to achieve organizational goals, as well as in leading the school organization. The openness of a manager is important and foremost, and suggestions from subordinates

are highly expected so that a harmonious atmosphere is created among all existing personnel. The main task of the principal is to optimize the development of teaching programs, improvement of human resources, school residents, student development, funds, facilities and facilities, as well as school cooperation with the community. To overcome all the obstacles faced, the principal seeks to solve it through deliberation with related elements / involved in the learning process activities, either directly or indirectly, so that the implementation of school-based management can run well and the benefits can be felt by all parties, especially students.

Principal of Don Bosco Koha Catholic Elementary School in implementing School-based management at the Catholic School. The leadership efforts of the principal of Don Bosco Koha Catholic Elementary School in order to utilize the available resources to realize and implement Catholic School-based management, is quite supportive in improving the quality of education at Don Bosco Koha Catholic Elementary School. Thus the implementation of school-based management in improving the quality of education at Don Bosco Koha Catholic Elementary School has been running and its benefits can be felt. Because in general what has been done by the principal of the Catholic school as the person in charge of education in the unit he leads has met a standard process expected by all parties. School-based management shows a satisfactory result, because the school is given the flexibility to manage, determine, and manage its own resources and sources of funds as needed. So that school-based management can improve the quality of education.

Implementation of School-Based Management at Don Bosco Koha Catholic Elementary School, involving many elements, such as the principal of the Catholic School, the deputy principal of the Catholic School, students, educators, Catholic school facilities and infrastructure as well as the involvement of students' parents, the community, school committee, and the environment. Catholic schools (educational stakeholders). The elements involved, in addition to being a supporting factor, can also be an inhibiting factor. Supporting factors are factors that provide support for the implementation of school-based management.

The main function of the principal as an education leader is to create a learning situation so that educators can teach and students can learn well. In carrying out this function, the principal has dual responsibility, namely carrying out school administration so as to create a good learning situation, and carrying out supervision so that the ability of educators increases in guiding the growth of their students. Educators and education in the educational process play a strategic role, especially in an effort to shape the character of the nation through the development of the desired personality and values.

School-based management that is offered as an operational form of decentralized education will provide new insights into the system that is currently running. It is hoped that this will have a positive impact on improving the efficiency and effectiveness of the performance of educators and education staff at Don Bosco Koha Catholic Elementary School, by providing comprehensive education services that are responsive to the needs of the local school community. To overcome the obstacles and obstacles faced in the application of school-based management in improving the

quality of education at Don Bosco Koha Catholic Elementary School, the principal of the Catholic School as a leader in an organization requires expertise and skills in managing management functions in order to achieve organizational goals, as well as in leading school organization. The openness of a manager in leading an organization is important and main. The principal duties of the school principal are in the context of fostering teaching programs, human resources, students, funds, facilities and facilities, as well as school cooperation with the community

Conclusion and recommendation

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

- c) The implementation of school-based management at Don Bosco Koha Catholic Elementary School, which provides flexibility to schools and the community to utilize educational resources in the learning process at schools, is carried out based on established programs, involving all components that have an interest, school principals, educators, students, staff, administrative staff, and the community, through good coordination and cooperation in carrying out professional performance. However, it still needs higher support from various other parties so that it can be implemented in accordance with the context of school-based management at Don Bosco Koha Catholic Elementary School. The implementation of school-based management at Don Bosco Koha Catholic Elementary School has been implemented until recently.
- d) Factors that can support and hinder the implementation process. The factors in question are internal factors consisting of the principal as the person in charge of the education unit, educators and education personnel, students, educational facilities and infrastructure and external factors consisting of the school environment, parents of students, school committee, community, business and government. These two factors can support the implementation of School-Based Management at Don Bosco Koha Catholic Elementary School if coordinated properly.
- e) Efforts made in overcoming the obstacles in implementing school-based management at Catholic Elementary School Don Bosco Koha, the principal as manager tries to coordinate with various parties by way of deliberation in finding a way out of the problems faced by making breakthroughs through meetings and meetings with related parties between the principal, educators and education staff, committee members, parents of students, and the community.

As an educational institution with a private status, of course it experiences many constraints and obstacles that are financial in nature, especially the problem of facilities, facilities and infrastructure, because most of the school development funds they get from the government, school-based management is needed, to manage finances professionally, then the role of the principal is very decisive in managing the existing funds so that they are sufficient to finance school programs that have been programmed.

Likewise, the problem of learning in schools will experience obstacles or the main problem is the problem of paying educators, foundations do not have financial resources, so it is necessary to have educators who work sincerely and they

are big-spirited to teach with the expectation of only modest rewards.

It is recommended that the foundation make a breakthrough in obtaining funds by submitting proposals both within the local government and outside, and even submitting a budget plan to the community to ask for donations voluntarily.

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