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Implementation of school based management at junior high school 14 Satu Atap Bitung City, North Sulawesi: Indonesia

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Abstract
The current implementation of education management still shows some significant weaknesses that need to be improved. Likewise, the implementation of school-based management where schools in Bitung city in practice implementation in the field have not been implemented optimally. This is indicated by the discovery of suboptimal services provided by educators and teaching staff in the implementation of school-based management (SBM) as a form of implementing decentralized education. The aims of this research are as follows: 1. Describes the implementation of school-based management at junior high school Bitung. 2. Describe the obstacles to implementing school-based management at junior high school Bitung. 3. Describe the efforts implemented by the school to overcome the obstacles to implementing school-based management that occurred at junior high school 14 Bitung. This research use desciptive qualitative approach, primary data sources are sources of data obtained directly from research subjects by using measurement tools or data retrieval tools directly on the subject as the information sought. The sources of primary data in this study are as follows: Principals, Committees, Teachers, Parents. Secondary data sources are data obtained through other parties that are not directly obtained by researchers from research subjects. After the data has been collected completely, the next step for the writer is to analyze the data obtained in the implementation of the research and must be obtained in such a way that it will get a conclusion. The results of the study indicate that several important things regarding the implementation of school-based management at the junior high school 14 Bitung are: School-Based Management is seen as a very good central government policy so that schools can be given the authority to determine the direction of school policies independently, so that educational goals can run independently. Effective and efficient, it requires good cooperation between each component of the school to support the implementation of SBM so that the objectives of the implementation of SBM can be implemented properly. The principal as a school leader strives optimally to carry out his leadership duties in accordance with the concepts, characteristics, Objectives of school-based management. The main obstacle is also seen from the facilities and infrastructure of schools supporting learning which are still inadequate, such as the availability of computer laboratories, internet access that does not yet exist and other supporting facilities that should exist in schools.

Keywords: Implementation, school based management

1. Introduction
Schools are very important learning facilities in the world of education. School is a place to give and receive lessons so that students are created who are progressing after experiencing the process through learning. Schools as formal educational institutions were born and developed effectively and efficiently designed by the government for the community from primary, secondary and higher education levels. Thus the school is an institution or organization that is authorized to organize learning activities. As an organization, schools have certain requirements where the education that a person gets at school is regular, systematic, graded and follows clear and strict requirements.
Schools need good and structured organization for smooth operations. Each school is led by a principal assisted by his deputy and the main components are teachers as the spearhead of implementing learning activities, as well as administrative staff as executor of school administration. Educational problems currently cannot be completely resolved, including: the problem of the low quality of graduates, very limited learning facilities, less community-based curriculum and learning, leadership and management that are less focused on quality and are less accountable.

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Symptoms like this are very important to pay attention to. Based on the Law of the government of the republic of Indonesia number 20 of 2003, all people are given the opportunity to implement the nation's education.

The government always tries to think about and formulate policies in order to improve the quality and quality of our education for the better. One of these efforts was the enactment of Law No. 22 of 1999 concerning regional autonomy, including the management and development of the education sector which was previously centralized to decentralized. The implementation of decentralization of education for local government as the owner of the highest authority in the region, has the authority in terms of regulation, management, guidance and supervision. In the implementation of education decentralization, a good education management is needed. For this reason, one of the policies in improving school management is the implementation of school-based management. This approach really requires high participation from the community, both embodied in school committees, education boards and the community in general.

Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning national education guidelines, in Article 49 paragraph 1 states that: the implementation of education in the range of primary and secondary education is applied to school-based management which aims to increase independence, partnership, participation, openness, and accountability/responsibility. The same thing was also stated by Irianto (2011:159), that the implementation of School-Based Management can provide broad opportunities for stakeholders to contribute in determining the direction of school policy.

The current implementation of education management still shows some significant weaknesses that need to be improved. Likewise, the implementation of school-based management where schools in Bitung city in practice implementation in the field have not been implemented optimally. This is indicated by the finding of services that have not been optimal provided by educators and educators in implementing school-based management as a form of implementing decentralization of education.

Junior high school Bitung is one of the educational institutions under the auspices of the Department of Education which always strives to improve the ability of every teaching staff to achieve educational goals in order to produce quality students. The results of preliminary observations indicate that the implementation of school-based management at junior high school Bitung in terms of planning, organizing, implementing and monitoring is still lacking. The involvement of teachers, committees and the community is still very minimal in identifying resources, making commitments and collaborating with school components and elements to develop, describe and explain the vision, mission, goals, objectives, plans and programs for implementing school-based management. Teachers present at schools only carry out their main tasks as self-giving teachers to further advance the school, which is still very minimal, for example for the preparation of the education unit level curriculum.

Likewise, the school committee in terms of contribution to schools has also not been maximized, although the infrastructure in schools is still not adequate, but until now the school committee has not taken the initiative to find solutions so that the infrastructure can be met according to

good standards. Practical examples are some student desk and bench facilities that should no longer be suitable for use but there is no handling or effort from the school committee to deal with this problem or when making a proposal for assistance for the fulfillment of school facilities it is impressed that the school committee administrator only signs it and there is no follow-up so that the submission of aid proposals can be realized in order to meet the needs of school facilities. Even though the function of the school committee is as a component to empower and support the implementation of policies in the form of finance, thoughts and energy in the implementation of the education process, it is felt that so far it is still very lacking.

The role of the community is also not fully reliable, they only send their children to school without wanting to synergize with the school so that the children's education process is truly as expected, namely the creation of quality people. As a practical example when planning and implementing a school program, the community is invited to sit down together to discuss that the program will be implemented properly but sometimes they are very difficult to comply with the invitation that has been given by the school, so the school ends up making its own decisions or policies without any participation. thoughts from the public. Even when subject teachers give their children homework assignments, parents very rarely pay attention to how far their children are progressing.

The objectives to be achieved in this study are 1. To describe the implementation of school-based management in Bitung State Junior High School. 2. To describe or describe the obstacles or obstacles in the implementation of school-based management at SMP Negeri 14 Bitung. 3. Describe the efforts made by the school to overcome the obstacles to implementing school-based management that occurred at SMP Negeri 14 Bitung.

2. Literature Review
2.1 School Based Management
According to Sri Minarti School-Based Management (SBM) can be defined as an effort to utilize resources, both human resources and other school-based resources in teaching and learning activities (Suprihatiningrum, 2014: 322-323) [17]. School-Based Management is a concept of school management in the era of regional autonomy to improve the quality of education (Suhermanto & Anshari, 2018: 57)

Oswald explained that SBM is a strategy to reform the education system through the transfer of decision authority from general education offices to schools. In other words, SBM is defined as decentralizing decision authority and transferring it to schools (Saeed Moradi, Aminbidohkti, Barzegar, Hussin, & Branch, 2013:68). Furthermore, Mulyasa, (2012:122), defines SBM as an alternative form of school management in the context of education decentralization, which is characterized by wider decision-making authority at the school level, relatively high community participation, within the framework of national education policies.

Rohiat (2010:47) [14] also stated that SBM is: As a management model that provides autonomy (greater authority and responsibility to schools), provides flexibility to schools, encourages direct participation from school residents (teachers, students, principals, employees) and the community (parents, community leaders, scientists, entrepreneurs), and improve the quality of schools based on

national education policies and applicable laws and regulations. Based on several understandings of SBM by several experts above, the authors conclude that SBM is a decentralized decision-making strategy according to the needs, abilities, and demands of education by involving parents, students, teachers, officials, and the community or stakeholders to achieve autonomy, flexibility, participation, independence, responsibility, and accountability as well as improving the quality of schools.

2.2 Basic Concepts, Characteristics and Goals of School-Based Management

According to Jamal Ma'mur Asmani, the basic concepts of School-Based Management are:

1. Autonomy is defined as the authority of the school in regulating and managing the interests of the school in achieving the school's goals to create good quality education.
2. Independence, interpreted as a step in decision making, does not depend on a centralized bureaucracy in managing existing resources, making policies, choosing strategies and methods in solving existing problems, so that they are able to adapt to environmental conditions and can take advantage of existing opportunities.
3. Democratic, is defined as all school elements involved in determining, compiling, implementing, and evaluating implementation to achieve school goals for the creation of quality education so as to enable the achievement of policy making that has the support of all school elements (Pasaribu, 2017) [2].

The characteristics of SBM cannot be separated from the characteristics of effective schools. If SBM is a container/framework, then effective schools are the contents. (Sagala, 2011:161) [18] describes the characteristics of effective schools as follows:

1. Have the output (learning achievement and school management) expected by the vision and mission.
2. The effectiveness of the teaching and learning process is high.
3. The role of the principal is strong in coordinating, mobilizing and harmonizing all available educational resources.
4. A safe, orderly, and comfortable learning environment and climate.
5. Needs analysis, planning, development, performance evaluation, work relations, and remuneration for education staff and teachers.
6. School accountability for the success of the program.
7. Management and use of appropriate budgets are carried out by schools according to the real needs of learning services.

The objectives of the School-Based Management program are:

1. Develop the ability of principals together with teachers, elements of school committees/madrasah councils in the aspect of school-based management to improve school quality,
2. Develop the ability of school principals together with teachers, elements of school committees/madrasah assemblies in carrying out active and fun learning, both in the school environment and in the local community,

3. Develop a more active community participation in general schooling issues from the school committee element in helping improve school quality.

2.3 Implementation of School-Based Management

Management or management is an integral component and cannot be separated from the overall educational process. Because without management it is impossible for educational goals to be realized optimally, effectively, and efficiently. Within this framework, awareness will grow of the importance of School-Based Management (SBM) which gives the broadest authority to schools to manage various educational resources by involving the participation of the community as a supporting environment. Through the implementation of SBM, it is expected to increase the effectiveness and efficiency of the implementation of school activities. This policy is an alternative solution to a centralized management system which is considered less conducive to involving community participation. In addition, SBM is an effort to democratize and respect local culture.

In general, the implementation of School-Based Management (SBM) can be seen in 4 (four) stages, namely: Planning (planning), Organizing (organizing), Actuating (implementation), and Controlling (supervision). Here is a brief definition:

1) Planning (planning); Planning is the selection or setting of organizational goals and the determination of strategies, policies, programs, procedures, budgets and standards needed to achieve goals.
2) Organizing (organizing); Organizing (organizing) is the act of seeking effective behavioral relationships between people, so that they can work together efficiently, and obtain personal satisfaction in carrying out certain tasks, under certain environmental conditions in order to achieve certain goals or objectives.
3) Actuating (implementation); and Actuating (implementation) is an effort to move group members in such a way that they are willing and trying to achieve the company's goals and objectives of the company's members because the members also want to achieve these goals.
4) Controlling (supervision); Controlling (supervision) is an activity that seeks to control so that implementation can go according to plan and ensure whether organizational goals are achieved. The development of education management in Indonesia in the new order was marked by centralized management, then in the reform era it developed into decentralization or known as Management-Based.

Schools (SBM) which essentially schools are given the authority to regulate all school activities. This is in line with the granting of authority from the central government to local governments (regional autonomy). The basis for implementing School-Based Management (SBM) is Article 51 of the National Education System Law no. 20/2003. Where in the article states that the management of early childhood education units, basic education, and secondary education is carried out based on minimum service standards with school-based management principles. School-Based Management (SBM) is a school management concept aimed at improving the quality of education in the era of decentralized education. The Directorate of PLP, Ministry of National Education (2002) stated that the implementation of

School-Based Management (SBM) can be seen from 2 (two) aspects, namely:
1. Aspects of School-Based Education Service Management, and
2. Aspects of Educators and Education.

Conceptually there are several terms related to School-Based Management (SBM), including School Based Management or School Based Decision Making and Management. The basic concept of SBM is to shift decision making from the center, regional offices, kandep, offices to the school level (Samani, 1999: 6). Mulyasa (2004: 11) citing the opinion of the World Bank (1999) gives the understanding that SBM is an alternative form of school in the decentralization program in education, which is characterized by broad autonomy at the school level, community participation, and within the framework of national education policies. A broader definition of SBM was put forward by.
Wohlstetter and Mohrman (1996) [12], which is a political approach to redesigning school organizations by giving authority and power to school participants at the local level in order to advance their schools. Local participants are none other than school principals, teachers, counselors, curriculum developers, administrators, parents, local communities, and students. In general, SBM aims to make schools more independent or empower schools through the granting of authority (autonomy); greater flexibility to schools in managing resources; and encourage school community participation in managing resources; and encourage the participation of school residents and the community to improve the quality of education. (Hadiyanto, 2004: 70). Furthermore, the characteristics of SBM can be seen from the point of view of the extent to which the school can optimize the performance of school organizations, human resource management (HR), teaching and learning processes and resources. The school based managemen will be developed is an alternative form of school management in the decentralization program in the education sector, which is characterized by wide autonomy at the school level, high community participation but still within the framework of national education policies. MBS must lead to an increase in the teaching and learning process so that learning outcomes also increase.

3. Research Method
This research use desciptive qualitative approach descriptive research is research on problems in the form of current facts from a population which includes research activities on attitudes or opinions towards individuals, organizations, circumstances, or procedures. While according to Cooper HM descriptive research is research conducted to determine the value of a variable or more (independent) without making comparisons, or connecting with other variables, the purpose of descriptive research is to systematically describe facts, objects, or subjects as they are with the aim of systematically describing facts. The object, which is examined appropriately.
The descriptive method used in this research is descriptive qualitative which is intended to examine various problems that exist in the field and obtain a meaning that is more appropriate to the environmental conditions in which the research is carried out. According to Sukmadinata's (2010:72) explanation that descriptive research is the most basic form of research aimed at describing or describe

existing phenomena, both natural phenomena or human engineering. According to Nazir (2011: 54) [11] descriptive research is a method in the status of a human group, an object, a set of conditions, a system of thought, or a class of events in the present, the purpose of this descriptive research is to make a description, picture or painting. in a systematic, factual and measure of the facts, properties and relationships between the phenomena investigated. The place of this research is junior high school 14 Bitung with the street address C II, Aertembaga District, Bitung City, North Sulawesi.
Primary data sources are sources of data obtained directly from research subjects by using measurement tools or data retrieval tools directly on the subject as the information sought. The sources of primary data in this study are as follows: Principals, Committees, Teachers, Parents. Secondary data sources are data obtained through other parties that are not directly obtained by researchers from research subjects. Sources of secondary data obtained by researchers are data obtained directly from parties related to junior high school data that are the object of research, librarian materials as support for the first data. To collect valid and objective data in this study, the author uses data collection techniques with interviews (interviews), observation and documentation. In this study, the authors used guided free interviews so that the implementation time was not too rigid and did not deviate from the problems to be studied.
After the data has been collected completely, the next step for the writer is to analyze the data obtained in the implementation of the research and must be obtained in such a way that it will get a conclusion. Miles and Hubermen, argued that the activities in qualitative data analysis were carried out interactively and took place continuously until they were completed. Activities in data analysis, namely data reduction, data display, and conclusion drawing or verification.

4. Result and Discussion
Junior high school Bitung is one of the public junior high schools in Bitung under the guidance of the Bitung City Education Office. One of the priorities to achieve this goal is the implementation of school-based management in accordance with the rules and policies that are set and apply in the implementation of school-based management. The 14 Bitung junior high school in implementing the concept of school-based management (SBM) can be seen from several components of the school administration, including in terms of school operational leaders, namely the principal who can carry out management functions well as an example of the completeness of the administrative structure of the school implementation that is well structured in accordance with the rules laid down. This applies to school administration as well as to assisting the duties and functions as principals where for the function of having administrators who are selected based on the competence of educators and education staff at Bitung 14 junior high school, these functions are deputy principals, subject teachers, guardians class, school administration, and completeness of the school committee. So that the observations carried out by the researchers found that the synergy between leaders and educators and educators, both teachers and administration at 14 Bitung Junior High School, was created well so that the school improvement was directed and went well.

4.1 Implementation of school-based management at junior high school 14 Bitung

Based on the results of observations, interviews and documentation studies, the researchers will analyze and describe the data with relevant theoretical studies in order to obtain a model for implementing school-based management at the State Junior High School 14 Bitung. Gordon (Mulyadi, 2015:24) [12] states, "implementation relates to various activities directed at program realization." Implementation of school-based management in junior high schools 14 Bitung has been carried out in accordance with the concept of implementing SBM for junior high schools to achieve the goals designed for school-based management goals, both short-term goals and long-term goals. This is in accordance with the opinion of Syaukani *et al* (Pratama, 2015:229), which states that implementation is one of the stages in the public policy process in a country. Usually implementation is carried out after a policy is formulated with clear objectives, including short, medium and long term goals.

One of the characteristics of school-based management according to Sagala (2016: 161) which states that the role of the principal as a coordinator is to mobilize and harmonize all available educational resources. The role of human resources as executor of school-based management activities at Bitung junior high school can be seen from the ability of the management such as the principal as an activity manager who is able to optimize the resources of educators and education personnel, namely teachers and employees to implement the concept of school-based management. This is in line with the opinion of Suprihatiningrum, 2014 [17] which states that school-based management (SBM) is the use of school-based resources in the teaching or learning process (Suprihatiningrum, 2014: 322-323) [17].

In order to achieve the goal of school-based management, school leaders carry out the division of tasks to teachers and employees in accordance with the abilities and competencies inherent in teachers at the State Junior High School 14 Bitung. The division of tasks is a school agenda that must be carried out at the beginning of each semester to give responsibility to each education practitioner for one semester. The division of tasks is carried out through meetings with the teacher and employee councils and the results are stated in a decree (SK) on the division of tasks and employees. This is in accordance with one of the democratic concepts as one of the concepts of implementing school-based management reflecting the principle of openness that involves all elements of the school in planning, determining and making important decisions for schools in accordance with Pasaribu's opinion (2017: 174) [2].

The division of tasks between teachers and employees is also a planning stage carried out by schools so that the programs to be implemented in the future are well-directed according to standard procedures needed to achieve goals. The concept of the division of tasks, one of which is to determine the executor of tasks that can help the principal to carry out effective leadership tasks so that cooperation is established efficiently and in an organized manner. At this stage it is included in the organizational stage where this can be seen from the school organizational structure as described previously. In the two stages above, it was realized in the implementation of teaching and learning activities by teachers and administrative service services by administrative staff at 14 Bitung junior high school. The implementation of these activities also requires supervision so that their implementation can run according to the plan as the implementation of supervision activities carried out at junior high school Bitung, namely the principal as the head of carrying out learning supervision for teachers and controlling personnel administration service activities. In addition to the principal, supervision is also carried out by internal parties involving supervisors from the Bitung City Education Office Examining the activities carried out by the Bitung 14 Junior High School, it can be concluded that the implementation of School-Based Management has been carried out well. Pasaribu (2017:264) [2] states that in general the implementation of School-Based Management is as follows: planning, organizing, implementing, supervising.

4.2 Obstacles to implementing school-based management in junior high schools 14 Bitung

The basis for implementing School-Based Management (SBM) is Article 51 of the National Education System Law no. 20/2003. Where in the article states that the management of early childhood education units, basic education, and secondary education is carried out based on minimum service standards with school-based management principles. There are 2 important aspects in the implementation of school-based management, namely the aspect of school-based education service management and the aspect of educators and education personnel.

14 Bitung junior high school currently has some educators or teachers whose tenure and service are still short, so it can be categorized as having minimal experience and even some teachers still rarely participate in training and education to increase competence. Meanwhile, the demand for good educational services for the implementation of effective and efficient school-based management is strongly supported by professional and competent education personnel.

Personnel administration services are a very important part in implementing school-based management but until now 14 Bitung junior high school only has 2 school administrative staff so that the implementation of staffing services has not been effective due to a shortage of administrative personnel who will not be able to handle all activities that should be carried out by the government. school administration or staffing.

Mulyasa (2004: 11) citing the opinion of the World Bank (1999) gives the understanding that SBM is an alternative form of school in decentralization program in education, which is characterized by broad autonomy at the school level, community participation, and within the framework of national education policies. SMP Negeri 14 Bitung in principle has tried to involve the community around the school to participate and contribute to the progress of the school, this can be seen from the presence of community representatives and parents / guardians of students in the school organizational structure, the only obstacle is until now Currently, there are no programs and roles from school committees or local residents that are right on target in optimizing the implementation of school-based management.

4.3 Efforts carried out by the school to overcome obstacles to implementing school-based management that occurred in junior high school 14 Bitung

One of the characteristics of school-based management described by Sagala (2016:161) is the strong role of school principals in mobilizing available educational resources. The application of these characteristics can be seen from the

ability of the principal to increase resources. The principal of SMP Negeri 14 Bitung in empowering and improving the competence of human resources is by holding in-house training for teachers in the hope that after the IHT activities the learning tools and learning methods used by teachers are better in accordance with the revised 2013 curriculum guidelines used by this school. Not only that, on other occasions the principal also always urges teachers and employees to take part in training and education to increase competence. The budget items used in the implementation of IHT are sourced from school operational assistance funds, this is also in line with one of the characteristic points of school-based management, namely budget management that should be carried out by schools in accordance with the real needs of learning services (Sagala, 2016: 116).

Infrastructure is one of the obstacles in implementing school-based management at junior high school Bitung. For example, this school does not yet have an adequate computer laboratory even though these supporting facilities are needed for learning for students so that students are able to adapt to advances in information and communication technology. The effort taken by the school is to make an independent decision to allocate a school aid fund budget for the purchase of these facilities, even though it can only be used for one unit of supporting equipment in each fiscal year. This is in accordance with the concept of independence which is one of the school-based management concepts presented by Pasaribu (2017:164) [2].

5. Conclussion
Based on the research findings and discussion, the following conclusions can be drawn:
- Some important things regarding the implementation of school-based management in Bitung junior high schools are: School-Based Management is seen as a very good central government policy so that schools can be given the authority to determine the direction of school policies independently so that educational goals can run effectively and efficiently, it is necessary good cooperation between each component of the school to support the implementation of school-based management so that the objectives of implementing school-based management can be implemented properly, the duties and responsibilities of each component of implementing education in schools must be carried out properly in accordance with the duties and functions of the citizens Schools, community empowerment and school committees are important because they will also contribute to the achievement of school goals and the implementation of effective and efficient school-based management.
- The principal as a school leader strives optimally to carry out his leadership duties in accordance with the concepts, characteristics and objectives of school-based management, this is evidenced by his role in planning, organizing, implementing and supervising the implementation of teaching and learning activities and administrative services running effectively and efficiently.
- Junior high school 14 Bitung also currently only has 2 educational staff where 1 of them is a freelance or honorary worker which of course in the administration of the main tasks of administration will not be optimal, this is reflected in several administrative tasks that have not

been completed and services to the community. also those that have not been maximized such as managing the completeness of student data administration and so on. The main obstacle is also seen from the facilities and infrastructure of schools supporting learning which are still inadequate such as the availability of computer laboratories, internet access that does not yet exist and other supporting facilities that should exist in schools such as other junior high schools in Bitung city to support learning The role of the committee schools also do not appear to be in accordance with the tasks and functions that have been given to them, this can be seen from the lack of initiative from the committee to provide solutions in terms of completing the lack of supporting facilities in learning at junior high school 14 Bitung

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