

Implementation of School-Based Management in Increasing The Quality of Education

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Abstract

The research aims to explain the implementation of School-Based Management (SBM) in an effort to improve the quality of education in one of the public high schools in South Tangerang City. The research approach used in this study is a qualitative approach with descriptive methods. This study aims to explain the implementation of SBM in improving the quality of education. The data obtained is presented in a descriptive form based on the results of interviews, observations and documentation studies. The research subjects in this study are information sources that can provide information or data related to the implementation of School Based Management (SBM) in an effort to improve the quality of education. In this study, the research subjects or informants were the Human Resources (HR) in schools including the Principal, Deputy Head of School for Curriculum, Head of Administration, Deputy Head of School for Facilities and Infrastructure, Deputy Head of School for Public Relations, and three teachers. School independence in meeting the availability of teaching and educational staff is sufficient, and school independence in meeting the availability of facilities and infrastructure is sufficient and sufficient. School partnerships/cooperation is good, this can be seen from the internal school relations that have been well established through work meetings, briefings and MGMP. Partnerships with external parties, the school has established partnerships with 13 institutions as evidenced by the MoU. Form of Participation, the form of participation is seen through the support of funds, facilities and staff from stakeholders in implementing school programs.

Keywords: school-based management, school, quality of education.

Abstrak

Penelitian ini bertujuan untuk menjelaskan implementasi Manajemen Berbasis Sekolah (MBS) dalam upaya peningkatan mutu pendidikan di salah satu SMA Negeri di Kota Tangerang Selatan. Pendekatan penelitian yang digunakan dalam penelitian ini adalah pendekatan kualitatif dengan metode deskriptif. Penelitian ini bertujuan untuk menjelaskan penerapan MBS dalam peningkatan mutu pendidikan. Data yang diperoleh disajikan dalam bentuk deskriptif berdasarkan hasil wawancara, observasi dan studi dokumentasi. Subyek penelitian dalam penelitian ini adalah sumber informasi yang dapat memberikan informasi atau data terkait penerapan Manajemen Berbasis Sekolah (MBS) dalam upaya peningkatan mutu pendidikan. Hasil dari penelitian menunjukkan bahwa kemandirian sekolah dalam memenuhi ketersediaan tenaga pendidik dan kependidikan cukup, dan kemandirian sekolah dalam memenuhi ketersediaan sarana dan prasarana cukup dan memadai. Kemitraan sekolah sudah baik, hal ini terlihat dari hubungan internal sekolah yang terjalin baik melalui rapat kerja, pembekalan dan MGMP. Kemitraan dengan pihak eksternal, sekolah telah menjalin kerjasama dengan 13 lembaga yang dibuktikan dengan MoU. Bentuk Partisipasi, bentuk partisipasi terlihat melalui dukungan dana, sarana dan tenaga dari para pemangku kepentingan dalam pelaksanaan program sekolah.

Kata Kunci: manajemen berbasis sekolah, sekolah, kualitas pendidikan.

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INTRODUCTION

Education in Indonesia initially implemented a centralized system, namely delegating all educational affairs to the central government. In this system schools are not given broader authority to

make decisions. By adhering to this centralized system, education in Indonesia is considered to be very rigid and centralized. This is an obstacle in efforts to improve the quality of education in Indonesia. As stated by Sri Minarti that: "The factors causing the lack of success in efforts to improve the quality of education are, among others, because the educational development strategy so far has been more input-oriented and the management of education is centralized and macro-oriented, regulated by the ranks of the bureaucracy at the central level" (Aedi, 2016). Therefore the government is trying to change the education system in Indonesia from centralization to decentralization in the education sector. The decentralization system in the education sector has provided opportunities for schools to increase their independence in managing their own resources. The government's goal of imposing regional autonomy in the education sector is to make formal educational institutions independent in solving their problems. In addition, with the existence of regional autonomy in the field of education, the government is trying and determined to empower schools at all levels of education (Bahtiar, 2020).

Therefore, all matters and authorities are handed over to the district or city regional government, and can even be handed over directly to the school itself. In this case, schools must be able to empower their resources by increasing effective and efficient school management activities. However, in reality many schools experience problems in implementing school management. This is an inhibiting factor to improve quality. One of the main problems with the low quality of education is caused by the lack of skills in managing the school, whether it's managing its human resources, curriculum, facilities and infrastructure or managing education funding (Dally, 2020). The responsibility of schools in efforts to improve the quality of education must start from improving the school management system. One way to improve the poor school management system is to implement SBM (School Based Management). Implementation of MBS is expected to be able to find the best solution to overcome problems. The school community which includes school principals, teaching staff, educational staff must move actively to overcome problems that exist in schools. In addition, the participation of parents and the surrounding community must also be actively involved in assisting the implementation of school management. If school management activities run well on an ongoing basis, it will certainly have a positive impact on school members and also improve the quality of education in schools (Duryat, 2016).

Prior to the implementation of SBM, the school had difficulty becoming a superior school in various fields. This is because the implementation of school management is still not optimal. Therefore, to improve the management system, school leaders began implementing SBM. The purpose of implementing SBM is of course to develop schools or improve the quality of education based on school conditions by optimizing them through the strengths or strengths of schools. With SBM, schools want to create an atmosphere and condition for schools that are independent, transparent, accountable, and have strong cooperative relationships both internally and externally. In this case, schools have a high commitment to implementing school-based management (Fattah, 2017).

Even though SBM has been implemented in schools, in reality it has not worked as expected. This is because there are several obstacles in implementing School Based Management. The obstacle is the limited time of stakeholders including school members, committees and the community in disseminating school programs. Then the participation of parents of students and the community (school committee) has not fully played an active role in implementing school programs (Hasbullah, 2018). Another obstacle is the weak understanding of school members (teachers and employees) in applying the principles of SBM which emphasizes aspects of independence, cooperation or partnership, school transparency and accountability, then the lack of consistency of educators and education staff in carrying out their duties and functions, which will result in less than optimal performance. implementation of school program activities (Mulyono, 2015).

On the other hand, there is a positive impact from the implementation of SBM that has been carried out by schools, namely the many achievements that schools have achieved both from academic and non-academic achievements. In addition, there are also many graduates (output) who are accepted and able to compete in universities. By implementing School-Based Management (SBM) it is hoped that it will be able to improve the quality of education through independence and school initiatives in managing and empowering available resources, increasing the participation of school members and the community (school committees), strong partnerships between stakeholders and also creating schools that are transparent and accountable in the implementation of school programs. The research aims to explain the implementation of School-Based Management (SBM) in an effort to improve the quality of education in one of the public high schools in South Tangerang City.

METHOD

The research approach used in this study is a qualitative approach with descriptive methods. This study aims to explain the implementation of SBM in improving the quality of education. The data obtained is presented in a descriptive form based on the results of interviews, observations and documentation studies. The research subjects in this study are information sources that can provide information or data related to the implementation of School Based Management (SBM) in an effort to improve the quality of education. In this study, the research subjects or informants were the Human Resources (HR) in schools including the Principal, Deputy Head of School for Curriculum, Head of Administration, Deputy Head of School for Facilities and Infrastructure, Deputy Head of School for Public Relations, and three teachers. The reason for choosing this informant was because it was directly related to the object of research, so the researchers considered that the informant was able to provide information regarding the implementation of SBM in an effort to improve the quality of education in schools.

Interviews in this study were conducted with parties involved in this research problem such as the Principal, Deputy Head of School for Curriculum, Head of Administration, Deputy Head of School for Facilities and Infrastructure, Deputy Head of School for Public Relations, and three

teachers. The interview that will be used in this study is an unstructured interview. In unstructured interviews, the interview guide used is only an outline of the problems to be asked. Researchers do not know exactly what data will be obtained so that researchers listen more to what is told by respondents. Based on the analysis of each answer from the respondent, the researcher can ask various subsequent questions that are more focused on a goal. The purpose of this interview is to obtain information or data regarding the implementation of SBM in improving the quality of education.

In this study, researchers used the observation method to make direct observations and records related data or information related to the condition of the school environment, school facilities and infrastructure, meeting activities with school committees and other data related to the implementation of SBM in an effort to improve the quality of education. After the researcher obtained all the data from various sources, namely from the results of interviews, observations and documentation studies, then the researcher carried out the initial stages in analyzing the data, namely reducing data. Data reduction is carried out to select and focus data that is appropriate to the problem to be studied. After doing data reduction, the next step is to present the data. Presentation of data is done in the form of narrative text whose function is to explain, describe, summarize and simplify complex data.

RESULT AND DISCUSSION

Based on the results of the description and analysis of the data that has been presented, there are several research findings related to the implementation of SBM in efforts to improve the quality of education. In the findings of the research results, there are several impacts of implementing SBM in improving the quality of education, namely that schools have independence in developing human resources. Schools have been good at developing their human resources, namely by providing training to teachers and employees through internal training from schools, and external training held by the education office, private institutions, and so on. Growing a sense of responsibility for teaching and educational staff in carrying out their duties and functions. The implementation of SBM in schools has an impact on school accountability both in terms of accountability in learning and accountability in school finances. this can be seen from accountability in learning, teachers always carry out work according to their main duties and monitor students.

Then financial accountability is carried out by making a written report through the school accountability report. The development of school creativity in implementing the program. The school has an English Club Program to excel in international languages, especially English. One of the efforts to make the program run effectively, the school invites foreign teachers assisted by English teachers to provide knowledge related to English to students and teachers at school. Then the school formed a partnership with private institutions that are engaged in the field of foreign languages, one of which is @America. The impact of implementing effective SBM is that it can improve school performance. This was proven in 2020 the school won 10 championship titles, while in 2021 it won

12 championship titles. When compared between the achievements achieved in 2020 and 2021, of course there has been an increase in achievements achieved by schools. This achievement was achieved through various competitions in both the academic and non-academic fields. Schools have accountability in increasing graduates who are absorbed in PTN and PTS. SBM implementation has an impact on school accountability in improving the quality of its output. The quality of graduates can be seen from the large number of graduates absorbed in superior PTNs and PTS. Schools for the last two years have experienced an increase in channeling graduates to several tertiary institutions.

CONCLUSION

School independence in meeting the availability of teaching and educational staff is sufficient, and school independence in meeting the availability of facilities and infrastructure is sufficient and sufficient. School partnerships/cooperation is good, this can be seen from the internal school relations that have been well established through work meetings, briefings and MGMP. Partnerships with external parties, the school has established partnerships with 13 institutions as evidenced by the MoU. Form of Participation, the form of participation is seen through the support of funds, facilities and staff from stakeholders in implementing school programs. School transparency is good, this can be seen from the school's openness in conveying information through meeting activities, school notice boards and the school website. School accountability is seen from financial accountability which is carried out by making school accountability reports. The results of the report are reported to the central education office, the provincial education office, the school committee, and the BPK (Financial Audit Board). The impacts resulting from the implementation of school-based management include: 1) Schools have independence in developing human resources; 2) Fostering a sense of responsibility among school members in carrying out their duties and functions; 3) The development of school creativity in implementing programs; 4) Achievements achieved by schools, based on the results of this research it can be explained that from 2021 to 2022 there has been an increase in achievement both academic and non-academic; 5) Schools have accountability in increasing graduates absorbed in State Universities and Private Universities.

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