

IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT AT SD INPRES KEMA II

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ABSTRACT

This research aims to examine: (1) the implementation of school-based management at SD Inpres Kema II, (2) the role of the principal in implementing school-based management at SD Inpres Kema II, (3) the role of the community as a stakeholders in the implementation of school-based management at SD Inpres Kema II. SD Inpres Kema II, (4) Obstacles encountered in implementing school-based management at SD Inpres Kema II, (5) How to overcome obstacles in implementing school-based management at SD Inpres Kema II. This study used a qualitative approach with case study design. The data collection techniques used were: (1) Observation, (2) In-depth Interviews, and (3) Documentation Study. From the results of data analysis, the following findings were obtained: (1) SD Inpres Kema II is ready to implement School-Based Management by forming a school committee, (2) The Principal has a very important role in implementing School Based Management, (3) Attitude of Stakeholders in the implementation of School-Based Management at SD Inpres Kema II is positive, (4) Obstacles in the form of differences of opinion, not involving themselves in every school work program are still inherent in a small portion of the school community, (5) Two-way communication between leaders and subordinates is needed in Overcoming obstacles that occur can take the form of motivation and training.

Keywords: *school-based management, teacher's role, education*

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INTRODUCTION

One of the educational problems currently facing the Indonesian nation in the current era of globalization is the issue of the quality of education at every level and educational unit. Various efforts have been made to improve the quality of national education, for example, curriculum development, training, increasing teacher competency, procurement of books and learning tools, procurement and improvement of educational facilities and infrastructure, and improving the quality of school management. However, education quality indicators have not shown significant improvement. Some schools, especially in urban areas, show that the quality of education is quite encouraging, but the majority of others are still worrying (Mashar, 2019; Saparwadi, 2022).

In connection with the problems above, various parties are asking what is wrong with the implementation of education in Indonesia. According to Boko & Djaguna (2023), from various observations and analyses, several factors cause the quality of our education to not increase evenly, including First, National education policies and implementation that use the Education Production Function approach or input-output analysis are not implemented consequently. This approach sees that educational institutions function as production centers which, if all the inputs required in these production activities are met, the institution will produce the desired output. This education assumes that educational inputs such as teacher training, procurement of books and learning tools, and other infrastructure improvements are met, then the quality of education (output) will automatically occur. Second, the administration of National Education is carried out in a centralized bureaucratic manner so that the placement of schools as education

providers is very dependent on bureaucratic decisions which have a very long path, and sometimes the policies issued are not by the conditions of local schools. Third, the role of the community, especially parents of students in the implementation of education is very minimal, parent participation has so far been limited to supporting funds, but is not involved in processes and education such as making decisions, monitoring, evaluating accountability, so that schools do not have the burden and responsibility for results. implementation of education to the community/parents as stakeholders with an interest in education. In fact, according to Nurhayati & Imron Rosadi (2022) "active participation from school residents, the community and stakeholders (who are interested) and management openness so that stakeholders participate starting from planning, implementation, control, and evaluation based on established quality standards". In line with Lumingkewas' opinion above, Masrur et al. (2021) stated that "school empowerment by providing greater autonomy, besides showing the government's responsiveness to community demands, can also be used as a means of increasing educational efficiency (Improving School Efficiency). Fourth, the leadership crisis, where school principals tend to be undemocratic, top-down policy systems either from the principal towards teachers or bureaucracy above the principal towards the school."

Based on the facts above, it is of course necessary to make improvements, one of which is reorienting the administration of education, namely from central-based quality management to school-based quality management. School-Based Management is a management model that provides greater autonomy to schools, provides flexibility/flexibility to schools, and encourages direct participation of school residents and the community and must initiate changes in the role of school managers from routine or static to dynamic, functional management. and constructive (Abin, 2017; Hardi Jansa et al., 2021).

To achieve school independence, empowerment efforts are needed for elements of society and its infrastructure in the region so that schools as social institutions can meet the expectations of society as educational customers. In the old pattern of education management, the duties and functions of schools were more about implementing programs than taking the initiative to formulate quality improvement programs created by the school itself. Meanwhile, in the new pattern of School-Based Management, school principals have greater authority in managing their institutions. Decision-making is carried out in a participatory manner, and community participation is increasing in managing the school (Fauzi, 2019; Pratiwi, 2016).

SD Inpres Kema II is one of the elementary schools in the Kema area, namely in the Kema sub-district, North Minahasa Regency, North Sulawesi Province. Based on the description above, it is important to study research on the Implementation of School-Based Management at SD Inpres Kema II in depth. Therefore, the title of this research is "Implementation of School-Based Management at SD Inpres Kema II"

METHOD

Based on the problems studied, this research uses a qualitative approach. This research was conducted in a naturalistic manner, According to Nasution (1996) qualitative research is also called naturalistic research. The data collected is qualitative in nature, where the researcher does not use measuring instruments and the research field situation is natural or natural as it is without being manipulated and without being regulated by experiments or tests, according to

the opinion of Sugiono (2005), stating that qualitative research methods are called naturalistic research methods. And the data collected is in the form of descriptive data (Moleong, 2020).

The approach taken to a reality that exists at the research location and occurs naturally, the data collected is descriptive data in the form of written or spoken words from observed behavior and sources starting from observation, interviews, and direct observation through official documents.

This research was carried out at SD Inpres Kema II, North Minahasa Regency, North Sulawesi Province in the month. The main research instrument is the researcher himself. Apart from that, there are other instruments in this research in the form of notebooks and cell phones. By the opinion of Nasution (1996); and Sugiyono (2015) the research instrument is in the form of a notebook.

RESULTS AND DISCUSSION

Implementation of School-Based Management at SD Inpres Kema II

Based on the data found in this research, shows that SD Inpres Kema II is ready to implement school-based management. This can be seen in the decision-making process carried out through meetings with school residents. Program planning and implementation are carried out through meetings and are carried out in a transparent, democratic, and accountable manner. Transparent because it is known to all school members, parents, and community leaders who attend the meeting. Democratic because it is carried out by deliberation and consensus. Accountable because it is accountable to all meeting participants (Mardianti, 2020).

The roles and attitudes of stakeholders encourage the growth of public attention and commitment to providing quality education. To make this happen, schools must carry out their duties and functions optimally. This turns out to increase motivation on the part of the student's parents because they always see evidence of building school facilities and improving school performance.

The Role of the Principal in Implementing School-Based Management at SD Inpres Kema II

Based on findings in the field, school principals play a very important role in increasing community participation. The leadership role carried out by the school principal who shows a disciplined, democratic attitude in decision making, always pays attention to the aspirations and opinions of stakeholders, transparent management, always relies on service, and provides opportunities for stakeholders to participate in educational progress turns out to have an impact on increasing community participation in particular within the school committee (HM, 2018).

The findings of this research are in line with what Aziz (2015) formulated regarding the pillars of a new educational management paradigm in the implementation of School-Based Management to improve the quality of education. The results of this research indicate that the school principal's leadership in increasing community participation can be implemented based on the five pillars, namely Democratization, Bottom-Up Approach, Open Management, De-bureaucratization, and educational development.

The Role of Stakeholders in Implementing School-Based Management at SD Inpres Kema II

The data found in this research shows that the majority of school residents and the community provide positive support for the implementation of school-based management. For most school members, implementing school-based management can help the school in its efforts to improve the school. Implementing school-based management can help schools realize school programs that will have an impact on improving school quality (Aziz, 2015).

Some parents see the existence of school stakeholders as a forum for channeling aspirations and opinions for school progress. Involving parents in the decision-making process has a positive impact on increasing parental participation. By involving parents in the decision-making process, the sense of ownership and responsibility for each school program will increase.

The perception of stakeholders who think that education is only an obligation of the school must be changed. One way is to increase socialization regarding the implementation of school-based management as a form of responsibility and involvement of stakeholders in the progress of education in schools.

Obstacles encountered in implementing school-based management at SD Inpres Kema II

Based on findings in the field, the diverse characters of school residents who come from various cultures influence the nature and emotions of each individual, of course influencing the decision-making process (Anwar, 2021).

Some school members are reluctant to involve themselves in any school program activities, do not want additional work that will increase their workload, and their nature of not wanting to know about school affairs is the main obstacle in advancing quality education for schools. This occurs due to a lack of understanding of the true nature of MBS.

How to Overcome Barriers in Implementing School-Based Management at SD Inpres Kema II

According to the data found, the principal's role as a leader and decision-maker always carries out two-way communication between leaders and subordinates. Provide direction and input to unite all elements of the school community and provide guidance for the school community to be able to put aside existing differences. Uniting all elements of the school community in one forum of kinship and teamwork for the advancement of education at school (Hadiyanto, 2004; Majir, 2020).

Motivation and training on school-based management are disseminated continuously to raise the work spirit of all school staff. Views regarding the implementation of responsible school-based management will bring changes to schools in a better and higher quality direction.

CONCLUSION

SD Inpres Kema II has implemented School-Based Management and has autonomy in managing all school resources according to school needs, but still refers to national education policies. School principals play an important role in increasing community participation. Democratic leadership, discipline, having bright ideas, open and responsible management, implementing a bottom-up approach, and allowing school committees to participate in

decision-making are among the incentives to increase school committee participation in efforts to improve the quality of education.

The role of stakeholders is very supportive in implementing school-based management. This can be seen from their involvement in the school committee. With the existence of a school committee as a forum for the community to channel aspirations which give birth to work programs in schools and can increase the sense of ownership and responsibility in the implementation of education in schools.

SD Inpres Kema II is a large organization whose members have differences in culture, character, opinions, and discourse which influence the nature and emotions of each individual and have an impact on the decision-making process. The nature of not wanting to involve oneself in any school work programs and not wanting to know about school affairs are some of the obstacles encountered at SD Inpres Kema II. The school principal carries out two-way communication to unite all school members in one forum of kinship and teamwork. Motivation and training provided to school members and views on the implementation of responsible school-based management will bring changes to the school towards higher quality.

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