



IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT IN IMPROVING THE QUALITY OF EDUCATION IN JONGGAT 2 SENIOR HIGH SCHOOL IN JONGGAT DISTRICT, CENTRAL LOMBOK REGENCY, INDONESIA

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Abstract

The purpose of this study is to describe School-Based Management Implementation in improving the quality of education in Jonggat 2 Public High School, Jonggat District, Central Lombok Regency, Indonesia. This research uses a qualitative case study perspective approach, where this research views human behavior, what they say, and what they do, is a product of how people interpret their own world. This research will be conducted at SMAN 2 Jonggat, Jonggat sub-district, Central Lombok regency in June 2018. Based on the results of the study, it can be concluded that the School Based Based Management process in Jonggat 2 Senior High School is conducted by a) Developing program development planning. b) Prepare and outline activities to facilitate the implementation of activities. c) Description of activities of the Annual Work Plan to the Triulan Work Plan. d) Preparation of programs according to Tupoksi. e) Considerations by means of joint discussions. f) Prepare annual, intermediate and final activity plans.

Keywords: School-Based Management, Quality of Education, Education Management, Indonesia

INTRODUCTION

School-based management is a basic concept in school management. According to Asmani (2012: 41) the basic concept of School-Based Management includes Autonomy, Independence, and Democracy. This is in line with the passing of UU Nomor 20 Tahun 2003 concerning the National Education System Article 51 of the National Education System Law No. 20/2013 states, "Management of early childhood education, basic education, and secondary education is carried out based on minimum service standards with the principle of school-based management. The implementation of the Law which was socialized in 2003 regarding the implementation of MBS in schools has not yet run optimally.

Departemen Pendidikan Nasional (2003:15) defines MBS as a management model that provides greater autonomy to schools and encourages participatory decision making that directly involves all school members to improve school quality based on national education policies. Therefore the objectives of MBS are expected by the government in general is to civilize schools through participatory decision making.

Nurkholis (2003: 1) explains that School-Based Management consists of three words, namely management, based, and school. Starting from the third meaning of the term, then School-Based Management can be interpreted as everything related to the management of resources based on the school itself.

The application of this democratic education demands each educational institution to be able to improve the quality of education, care for school citizens, have school responsibilities to parents, the community and the government and increase healthy competition between schools. On the other hand, each educational institution is challenged and faced with various problems and demands along with developments in all fields.

For this reason, schools are given greater autonomy in authority and management, by empowering the community as partners in improving the quality of education, based on national education policies. It is hoped that democratic education in schools will lead to empowerment and independence of schools and parents, through planning quality targets, guidelines and monitoring, input and considerations in realizing better quality of education. Better education needs this school-based management development. The success of developing MBS must be balanced with high human resource capabilities, especially for Principals and educators.

Improving the quality of education can be achieved, if teachers have high professionalism and performance, especially in terms of discipline. Quality education is also determined by the leadership of the principal in implementing good school management including managing facilities and infrastructure, teachers, and students. As a central figure who is emulated, teachers need special attention and special treatment, so that teachers can

maximize their role. Likewise, with the management of school and student facilities and infrastructure. The use of facilities and infrastructure as a means of supporting the success of education needs good management. Especially with students as educational objects that have a variety of characters and backgrounds, of course, require good management.

Based on the explanation above, it can be concluded that the success of MBS can be obtained if the principal as the policy holder and leader in the school, must be able to plan, implement, monitor and evaluate all activities and members of the school. Besides that, support from all parties must also be available, both from the school community and the community around the school.

On the other hand, with the enactment of regional autonomy and the enactment of school-based management, it is also likely that there will be problems regarding the quality of education. According to Mulyasa (2003: 23) the ability and willingness of government politics (political will) as the person in charge of education to be consistent and sportive in supporting the implementation of MBS, readiness of HR managers and education practitioners in the region, public awareness of education.

MBS development will experience problems because; "Particularly in rural or remote areas, many parents of students do not want to be involved in the activities of the school committee, because of the culture that only wholeheartedly submits educational affairs to the school, so the implementation of MBS is more a political instrument to build power. With MBS, it seems as if the government has given autonomy to schools, even though in fact schools and communities are not ready to accept all of that.

School-based management often does not get adequate support from the local authorities or from the community. Weak local governments cannot be expected to support the implementation of modern (democratic, transparent and accountable) management principles. The implementation of MBS in schools, such as in managing BOS and DAK funds, the school principals and school committees still received pressure from various parties. The interference of the regional government in general is not in the form of positive supervision, but rather in the form of negative intervention. On that basis, there are principals who do not carry out this heavy management work. The reason is that the principal is not focused as an instructional leader or pedagogical leader, because they are preoccupied with administrative and managerial technical work that must be completed every day. As a result, the implementation and development of MBS in schools is a dilemma.

On the other hand, based on the results of observations and analysis of the National Education Ministry it is known that in general the quality of implementing School-Based Management in schools is still low even though school-based management has been offered by

the government. Therefore, the low quality of education according to the Ministry of Education (2000: 12) is caused by three factors, namely: First, the policies and organizers of national education use the Education Production Function approach or input-output analysis that is not consistently implemented. Second, the implementation of national education is carried out in a bureaucratic manner, so that placing schools as providers of education is very dependent on bureaucratic decisions. Thirdly, the participation of the community, especially parents of students in education so far is very minimal. These three factors can then be explained by the input-output approach analysis that is not carried out consequently. This approach sees that Jonggat 2 Senior High School functions as a production center and if all the inputs needed in the production activities, such as by conducting teacher training, procuring books and learning tools and improving educational infrastructure facilities are fulfilled, the quality of education will automatically be achieved.

The second factor shows that education is very dependent on bureaucratic decisions that have a very long track and sometimes the policies issued are not in accordance with the conditions of Jonggat 2 High School. Thus the school loses independence, motivation and initiatives to develop and advance its institutions including quality improvement education as one of the national education goals.

Whereas the third factor in community participation, in Jonggat 2 Senior High School has been funded and not in the education process, namely monitoring, decision making, evaluation and accountability. In relation to school accountability, there is no burden to account for the results of the implementation of education to the community, especially people old students as one of the main elements with an interest in education.

Based on these three factors and the experience of the author as a teacher, it is known that in general the quality of the implementation of MBS in Jonggat 2 Public Schools is still not effective. Some phenomena that show among them are still many principals who always ask for guidance from superiors, namely the Education Office in order to formulate policies. Some Schools have also successfully applied the concept of School-Based Management correctly with the courage to make decisions on their own initiative along with teachers and administrative staff School business.

But the results of the temporary hypothesis, researchers see many school heads who have not been able to maximize the role of teachers, management of facilities and infrastructure, as well as managing students well. Being a professional headmaster is not easy, many things must be understood, solved, and strategies that must be mastered. The appointment of principals is based solely on the experience of being a teacher, measured in terms of time (length of time being a teacher). It also needs to start from a professional

appointment, as well as the period of being the principal, not the age of the principal for life. Becoming the Head of School needs to be made boundary in office, and after that a new election is made.

On the other hand, Jonggat 2 Public High School, JonggatSubdistrict, Central Lombok Regency, has quite good achievements, as a champion of poetry reading competition, two solo vocal champions, scout champions, etc. The success is certainly inseparable from school management carried out by the principal and the teacher. The achievement shows that the leadership of the principal in SMA 2 Jonggat District, Central Lombok Regency is running well. However, there are still problems that need to be corrected, among others, long and medium-term planning needs to be made, and described in the vision, mission, and objectives. In addition, based on temporary observations in the field, it shows that the principal's evaluation and monitoring is still not running routinely. .

Observation results also found that there were still problems being overcome by policy holders and school citizens in educational institutions especially Jonggat 2 High School in implementing this school-based management, such as inadequate infrastructure and lack of community participation and the quality of human resources. The aforementioned problems are the background for examining the "Implementation of School-Based Management in Improving the Quality of Education in Jonggat 2 Senior High School in Jonggat District, Central Lombok Regency"

METHODE

This research uses a qualitative case study perspective approach, where this research views human behavior, what they say, and what they do, is a product of how people interpret their own world. This research will be conducted at SMAN 2 Jonggat, Jonggat sub-district, Central Lombok, in June 2018. The population of this study was the principal, deputy principal, and teachers of SMAN 2 Jonggat. The entire population was selected as unit of analysis for data collection.

The type of data in this study consists of two types, namely primary data and secondary data. Primary data is obtained directly from the object of research through interviews. In-depth interviews were used to see reality from the point of view of the principal, supervisor, teacher, school committee and parents of students as informants. Secondary data is not obtained directly from the object of research. The researcher obtained the data by means of literature studies or documentation studies. Sources of data in research are subjects from which data can be obtained. Sources can be objects, place (activity), human (person), and so on. The data source shows information transformation. To collect data in this study, researchers used

observational techniques, interviews, documentation. Data analysis is done through three stages, which include: data reduction, data presentation and verification. The validity check of the data in this study includes four techniques, namely credibility, transferability, dependability, and confirmability.

RESULTS AND DISCUSSION

Planning is the first and foremost function that the school must do before working on the others. Because if there is no planning or program, the school trip will not be directed, it is unclear what will be addressed, and it is not clear what will be done. Therefore the MBS planning process at SMAN 2 Jonggat, the following is the explanation:

a. Time Planning

Senior High School 2 Jonggat makes a time plan to arrange, implement and evaluate the implementation of the program at the beginning of the new school year. Time planning is done to get input for the improvement and development of the program.

"Holding a teacher council meeting is accompanied by a committee. Arranging a plan/curriculum that involves related elements. Arrangements are implemented in annual, semester and daily programs. Evaluation of school programs can be carried out every day by the teacher, per week, then evaluation per quarter and evaluation per 6 months and per semester "(Date Interview, 05-10-2018).

Interview with Jonggat Senior High School 2 teacher that time planning is done for:

"At the end of each school year, a meeting will be held with all teachers to obtain input on the previous program and in developing an already good program" (Interview Date, 10-10 -2018).

Similar to what was conveyed by the principal and teacher of SMAN 2 Jonggat. The interview with the school supervisor is that time planning is done to:

"The duty of supervisors is to provide guidance, monitoring, training, assessment at certain times in each school year. Managerial coaching at the time of visit every 1 month 2 visits "(Date Interview, 21-11 -2018).

b. Prepare the Program Planning Outline.

The school prepares an overall program planning outline, which is not just about the aspects of curriculum implementation, but includes assessment, curriculum development, development of facilities, generating funding sources and evaluating program implementation. This is believed to be based on interviews with researchers with Jonggat's Senior High School Head 2:

"Almost all schools have a plan to prepare an overall program planning outline and SMAN 2 Jonggat has a plan related to this, but its usefulness is sometimes not optimal" (Date Interview, 11-10-2018).

In line with what was conveyed by the principal of SMAN 2 Jonggat. The interview with the school supervisors was to prepare the program planning outline:

"Schools make RKJM with a duration of 4 years and continue with RKT, then RKAS. MBS has been implemented at Jonggat 2 Public High School, so the outline makes it easier for school residents to understand the program to be implemented "(Date Interview, 21-11 -2018).

It is the same with SMG 2 Teacher Jonggat that the school prepares an outline for program planning to:

"Every series of program activities, our school outlines activities to facilitate the implementation of activities and needs of teachers or school residents in understanding the school's implementation program" (Interview Date, 10-10-2018).

c. Make a detailed description of each activity

Senior High School 2 Jonggat makes a detailed description of each activity that has been included in the activity outline so that it can be understood by all the core elements in the school organization.

This is as the result of interviewing researchers with Jonggat 2 Senior High School Head:

"The bookkeeping is not maximal, only for school documentation, but the planning still exists, as well as reinforced by clear rules" (Interview Date, 21-11 -2018).

Likewise, the interview with Jonggat Senior High School 2 teacher that:

"A joint meeting between the committee and the teacher was held for program planning. So that it is not made too detailed, because with a relatively small number of school citizens it will be easier to coordinate through meetings "(Interview Date, 10-10 -2018).

Similar to what was conveyed by the principal and teacher of SMAN 2 Jonggat. The interview with the school supervisor is that detailed planning of each activity:

"Yes, it has made a detailed description of the Annual Work Plan into the Triulan Work Plan. But the indicator of transparency that has not been due to the lack of media and HR sometimes increases and sometimes decreases and needs to be refreshed. MBS was introduced in 2004 through CLCC activities funded by Unisep "(Date Interview, 21-11 -2018).

d. Presentation of Drafts on All Members of the Organization.

Presentation of drafts for all members of the organization, with all teachers, and staff to obtain various inputs for strengthening the objectives to be achieved. This is believed to be based on researcher interviews with the Principal:

"The results of the program will be compiled, displayed on the notice board of the types of activities so that they can be seen by the relevant elements" (Date Interview, 12-11 -2018).

In line with what was conveyed by the principal of SMAN 2 Jonggat. The interview with the school supervisor was that the presentation of the school principal's draft assignment with the teacher at the school:

"The teacher council meeting when compiling a program with a budget for the quarter and coordinating with stakeholders for the smooth running of the school program by presenting the draft members and their duties" (Interview Date, 21-11 -2018).

Likewise, the interview with Jonggat Senior High School 2 teacher that:

"Drafted and displayed on the board made it easier to see and illustrate school activities in 1 year, and received support from all school members" (Date Interview, 10-11 -2018).

Other confirmation data through observations of researchers at SMAN 2 Jonggat, namely:

"The activity planning meeting was very tough and open, the teachers compiled the program, the results were displayed on the announcement panel with the types of activities and others" (Date Interview, 05-12-2018).

e. Deep Considerations on Various Inputs.

Head of Senior High School 2 Jonggat carries out in-depth consideration of various inputs from all members of the school organization, adding rational proposals. This is as the result of interviewing researchers with the school principal:

"The input is directly implemented and there are inputs that we must postpone, if the nature is direct, a meeting is held, but if the input cannot be considered, it will be accommodated first and given an explanation and will be held in the coming day" (Interview Date, 05- 12-2018).

Likewise, the interview with Jonggat Senior High School 2 teacher that time planning was done for:

"Receiving and accommodating, how to consider it by way of discussion with the teacher to find the right solution for the input that has been given by the community as well as outside parties related to education" (Interview Date, 11-10-2018).

Similar to what was conveyed by the principal and teacher of SMAN 2 Jonggat. The interview with the school supervisor is that decision making in the planning of the school program:

"By way of a joint meeting and for the supervisor there is a time to be involved in the meeting and there are times when they are not involved in the meeting, so I understand how to plan a school program" (Date Interview, 11-21-2018).

Based on documentation data, it can be seen that there is an organizational culture at Jonggat 2:

"Implement participatory management by involving all school members and school-related interest groups" (Date Interview, 05-12-2018).

f. Arrange an Action Plan That Has More Details

Senior High School 2 Jonggat prepares an action plan that is more detailed for each activity, who is the guarantor, how long it must be completed, when to start and when to finish, it needs the committee team or not, there should even be guidelines for implementation and evaluation references. Interview with Jonggat 2 Senior High School Head:

"I as the headmaster as the person in charge, the time to complete it either sooner or later is completed depending on the size of the type of activity, the need for the committee team for each activity" (Date Interview, 05-12-2018).

Likewise, the interview with the school supervisor revealed that the action plan was more detailed for each activity:

"It takes the person in charge of operational activities to develop an action plan" (Date Interview, 13-12-2018).

In line with the results of the interview with the teacher, namely:

"As for us, we have developed a more detailed plan of action." 1) Annual, intermediate and final plan of activities, 2) Responsible for the principal and committee, 3) Every plan will be completed depending on the problems it faces, and 4) Every plan is planned directly followed up, and 5) Need a team to build the committee "(Date Interview, 10-11 -2018).

Other confirmation data through observations of researchers at SMAN 2 Jonggat, namely:

"That it is true that the principal as the person in charge and the duration of completion depends on the size of the activity, besides the need for the committee team every time there is an activity" (Date Interview, 20-11 -2018).

The composition of the school's strategic plan must be prepared not based on personal ambitions from the school leadership to raise self-image or other interests, but must be based on the needs and expectations of the school stakeholders themselves, and by developing various proactive ideas rather than reactive, good for the long, medium, and short term as an operational plan (Rosyada, 2004: 247). Likewise with schools whose professionalism demands are increasing, schools are required to develop their quality by reducing their dependence on the government, not only about funding, but also development of curricula, as well as various other development programs.

Based on research findings at SMAN 2Jonggat, according to principals, teachers, results of observations and documentation data that: MBS planning in the SMAN 2, the deadline consists of: a) Time planning with a teacher board meeting accompanied by a committee. Arrange planning / curriculum that involves related elements. At the end of each school year, meetings will be held with all teachers to obtain input on previous programs and in developing good programs. b) Preparing the overall program planning outline and SMAN 2Jonggat making RKJM with a duration of 4 years and continuing with RKT, then RKAS, where making outlines of activities to facilitate the implementation of activities and needs of teachers or school residents in understanding the school implementation program . c) Make detailed descriptions of each activity of the Annual Work Plan to the Triulan Work Plan. d) The presentation of the draft to all organizational members through the results of the meeting will be made by program preparation with the presentation of the draft membership and duties. e) In-depth consideration of various admissions and receiving and accommodating, then consider it by way of discussion with the teacher to find the right solution. f) Prepare a detailed action plan, namely annual, intermediate and final activity plans.

CONGCLUTION

Based on the results of the study, it can be concluded that the School Based Based Management process in Jonggat Senior High School 2 is conducted by a) Developing program development planning. b) Prepare and outline activities to facilitate the implementation of activities. c) Description of activities of the Annual Work Plan to the Triulan Work Plan. d) Preparation of programs according to Tupoksi. e) Considerations by means of joint discussions. f) Prepare annual, intermediate and final activity plans.

The findings of this study extend again that not only are management standards generally considered for the progress of a school, but consider economically, sociologically and psychologically the teachers who play an active role in the management process.

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