

ANALYSIS OF THE IMPLEMENTATION OF SCHOOL-BASED QUALITY IMPROVEMENT MANAGEMENT IN SDN 4 MASBAGIK TIMUR LOMBOK TIMUR, INDONESIA

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Abstract

This study aims to 1) analyze MBS planning, 2) find out the implementation of MBS and 3) reveal the obstacles in implementing MBS. This study uses a qualitative descriptive approach with case study method. Data collection techniques use in-depth interviews, participatory observation, and document analysis. Sampling uses purposive sampling and data analysis techniques: data reduction, data presentation, and drawing conclusion, and data validity using credibility, transferability, dependability, and confirm ability. The results of the study concluded that SDN 4 Masbagik Timur conducted: 1) planning of Management of School-Based Quality Improvement at SD Negeri 4 Masbagik Timur, namely: a) planning program development. b) Compile the outline of activities to facilitate the implementation of activities. c) compile the Annual Work Plan into the Quarterly Work Plan. d) compile the program base on basic task dan functions. e) considering by conducting discussion. f) compile planning of annual, intermediate and final activities. 2) implement School-Based Quality Improvement Management in SD Negeri 4 Masbagik Timur, namely: a) implementing independently. b) Community participation. c) the principal leads democratically. d) involving teachers in making decision. e) implementing the principle of cooperation. f) coaching from related authorities. g) report on the use of funds . h)

understanding the concept of MBS through coaching and training. 3) Obstacles in the implementation of MBS in SD Negeri 4 Masbagik Timur, namely: School teams are lack of skill in making decision caused by there are still teachers who are not maximal in carrying out their duties because of differences of character.

Keywords: *Quality Improvement, Implementation, MBS, Indonesia*

INTRODUCTION

The success of the school in implementing MBS is not an easy thing, but requires an in-depth analysis of the problems that exist in the surrounding community and the steps taken by the principal in realizing national education goals, which of course in this case will involve various components education which includes teachers, students, infrastructure and so on. One school that implements MBS is SDN 4 Masbagik Timur, on its journey to synergize the school's vision and mission with the East Lombok Regency education office's vision, improvement of curriculum processes, special guidance for children under the minimum criteria and continuous changes in various components (increasing student creativity, training for teachers who have not been able to make learning aids, and teaching quality improvement training programs in the classroom) which causes public confidence to continue to increase. The implementation of MBS at Masbagik Timur 4 Elementary School is deemed necessary and interesting to study and study to determine the strategy for implementing MBS in improving its quality. Education which includes planning, implementation and constraints found as well as steps taken in overcoming these various obstacles.

Ambarita A, Kurniawan JT, and Sumadi (2013) found in the study that (1) The implementation of PAKEM management starts from the activities of planning, organizing, implementing and evaluating learning, (2) The principal remains committed to implementing PAKEM by providing moral and material support, (3) The attitude of teachers in implementing PAKEM has discipline and responsibility, (4) The participation of stakeholders in the implementation of PAKEM learning is very high. Suwandi (2011) in the study found that: it can be concluded: (1) The implementation of MBS in secondary schools generally runs well, (2) Limited budgetary costs, lack of facilities owned by schools, and still low quality of human resources, and (3) Suggestions for increasing financial assistance / subsidies. Mansur N (2013) in the study found that: (1) Small group compilation. (2) Transfer of responsibility. (3) Leaders by participants. (4) The teacher as a facilitator. (5) Processes are democratic and broad performance relationships. Suntoro I, Waidah and Sowiyah (2013) in the

study found that: (1) Implementation of MBS through input planning and evaluation, curriculum, finance, facilities, workforce, school relations and the community. (2) The role of school principals in school-based implementation is in accordance with the rules governing the organization according to procedures. (3) All parties work according to their roles and are responsible for what they do. (4) Problems with funding because many students are unable. According to Mulyasa, School-Based Management is a new paradigm of education that provides broad autonomy at the school level (community involvement) within the framework of the National education policy. This autonomy is provided so that schools freely manage the resources and sources of funds by allocating them according to priority needs, and are more responsive to local needs. Community involvement is intended to make them better understand, help, and control the management of education (Mulyasa, 2014: 24). Planning the Berry MBS program (Rosyada, 2004: 250-251), namely: 1) Planning the Schedule, 2) Outline of Content; 3) Fleshing the Bones, 4) First Introduction, 5) Close Consideration, 6) Draft Audit 7) Action Plan 8) Publication 9) Evaluation 10) Audit again. In implementing MBS to realize educational goals effectively and efficiently: 1) Empowering teachers. 2) The teacher completes the task and work according to the time set. 3) Able to establish harmonious relationships with the community so that they can actively involve them. 4) Successfully applying leadership principles. 5) Work with the management team, and 6) Successfully realize school goals productively in accordance with the stipulated provisions. (Mulyasa, 2014: 126). The constraints faced in the implementation of MBS were put forward by the World Bank quoted by Nurkolis, among others: 1) Democracy Tideak, 2) Problems with the balance of justice, many ministries of education need to realize that the main problem in implementing MBS, and the last obstacle is the lack of evidence of MBS implementation.

Through this research, there is something that attracts researchers to examine the problem of implementing school-based quality improvement management at SDN 4 Masbagik Timur. The question is how 1) planning, 2) Implementation and 3) constraints on the implementation of SBM at SDN 4 Masbagik Timur?

RESEARCH METHOD

This study uses a qualitative approach using descriptive case studies used to answer "how and why" with participant observation techniques. The types of data studied in this study are interviews, observation, and documentation. Purposive sampling technique was used. The subjects who became informants in this study were the Principal, Teachers, Supervisors, Students. The sampling units were the principal, teachers, supervisors and students. Data collection techniques in this study were: (1) Unstructured Interview, (2) participatory

observation, (3) document study. Data analysis consists of three lines of activities that occur simultaneously, namely: data reduction, data presentation, and conclusion or verification.

RESULTS

MBS Planning at Masbagik Timur 4 Elementary School

- a) Time Planning: Arrange planning / curriculum that involves related elements. Arranged for implementation in annual, semester and daily programs.
- b) Preparing the Program Planning Outline: Schools make RKJM with a duration of 4 years and continue with RKT, then RKAS. MBS has been implemented at SDN 4 Masbagik Timur, so the outline makes it easier for school residents to understand the program to be implemented.
- c) Making Detailed Descriptions of Each Activity: A joint meeting of the committee and the teacher is held for program planning. So that it is not made too detailed, because with a relatively small number of school people it will be easier to coordinate through meetings.
- d) Presentation of Drafts on All Organizational Members: Activity planning meetings are very tough and open, teachers arrange programs, results are displayed on the announcement panel with other types of activities and others.
- e) Deep Considerations of Various Inputs: Receiving and accommodating, how to consider it by way of discussion with the teacher to find the right solution for the input given by the community as well as external parties related to education.
- f) Arranging an Action Plan That Has More Details: It is necessary for the person in charge of operational activities to develop an action plan.

Implementation of MBS at Masbagik Timur 4 Elementary School

- a. Having Autonomy: Autonomy is not in the program as a whole, because of the strength of direction from the agency so that the school adjusts the program from the service. The school was given autonomy to continue the program.
- b. Community Participation: Community participation is very enthusiastic in providing suggestions and contributions for the advancement of Masbagik Timur SDN 4 school.
- c. Leadership: School principals are transparent in terms of finance and financing management. Able to move and utilize the entire team at school.
- d. Decision Making: Decision making is done democratically, this can be seen in the implementation of the results that have been put together, and the realization of the cooperation of all school members in supporting the effective and efficient program.

- e. Roles and Responsibilities: Understand seriously the tasks that have been given. Coordinating top down-bottom up, so that the cooperation path will be easier to carry out well and realize effective and full communication between each team.
- f. Organizing Coaching: Tiered guidance is held through mentoring in the school internally by school principals and school supervisors, then group clusters, then at the sub-district level through K3S, until guidance through the central government program through the relevant education offices. There is also a way to conduct academic coaching by supervisors and group activities involving the KKG.
- g. Transparency and Accountability: Very transparent, this can be found in making financial reports and using them appropriately and without regard to misuse of school funds.
- h. Quality Improvement-Based Management Implementation: Mastering the technical implementation of SBM is a method that I emphasize to the team and for students to have the willingness, ability, discipline with various technicalities to not cause learning saturation.

MBS constraints at SDN 4 Masbagik Timur

- a) School Team Less Decision Making Skills: Infrastructure facilities are inadequate so teachers become less enthusiastic in terms of creativity, community participation is still lacking, students are less active in the teaching and learning process, teachers have not fully mastered in terms of self-development.
- b) Inability to Communicate: There are no problems in making decisions. Because, all decisions are taken together.
- c) Lack of Trust between each Party: In making decisions, I as the principal always ask for the views and opinions of the teachers, so that decision making is better.
- d) Unclear Regulations: We at the Masbagik Timur Elementary School 4 in terms of rules are quite clear. The school has tried to implement the rules as well as possible.
- e) Teacher's reluctance to give trust to other parties: Mutual trust in terms of management has been established in the school between the admin and the principal, admin with the teacher, and the admin with student data.

DISCUSSIONS

MBS Planning at Masbagik Timur 4 Elementary School

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

operational plans (Rosyada, 2004: 247). SBM planning at SDN 4 Masbagik Timur consists of: a) Time planning with gu council meetings ru 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 SDN 4 Masbagik Timur making RKJM with a duration of 4 years and followed by RKT, then RKAS, which outlines activities to facilitate the implementation of activities and needs of teachers or school residents in understanding 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 members of the organization 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 inputs by accepting and accommodating, then considering them 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.

Implementation of SBM at SDN 4 Masbagik Timur

In general, the implementation of SBM will succeed through the following strategies. a) Schools must have autonomy for four things, namely having autonomy in the power, authority, development of knowledge and skills on an ongoing basis. b) Community participation. c) The existence of strong school leadership so as to be able to move and utilize every school resource. d) The existence of democratic decision-making processes. e) All parties understand their roles and responsibilities seriously. f) The guidelines are able to encourage the education process in schools efficiently and effectively. g) Schools must have transparency and accountability. h) Implementation of quality-based management must be directed towards achieving school performance and more specifically is increasing student learning achievement. i) Implementation begins with the dissemination of the concept of MBS (Nurkolis, 2005: 132-133). As for the implementation of MBS at SD 4 Masbagik Timur: a) Having Autonomy Each school carries out independently (school autonomy). But it is still under surveillance because there are signs from related agencies. b) Community Participation, especially guardian students, is very supportive of all school programs, both with financial contributions and suggestions for school progress. c) Principal leadership is very democratic, even though the principal has power in his leadership. d) Decision making is carried out democratically, this can be seen in the implementation of the results that have been put together, and the realization of the cooperation of all school members in supporting the effective and efficient program. e) Roles and Responsibilities using the principle of having to understand and understand. f) Conduct Coaching and provide training and sometimes go to school to monitor where the weaknesses

and weaknesses of the school are located and immediately given guidance. g) Transparency and Accountability by supervising the use of funds by related parties is very strict with reports on the implementation and use of funds. h) Implementation of Quality-Based Management begins with understanding the concept of MBS through coaching and training, then evaluating and improving.

MBS constraints at SDN 4 Masbagik Timur

In the implementation of school-based quality improvement management also faced the problem of lack of decision making skills, inability to communicate, lack of trust between parties, lack of clarity about the rules of each party's involvement, and reluctance of administrators and teachers to give trust to other parties in making decisions (Nurkolis, 2005: 142). The constraints on the implementation of MBS at SDN 4 Masbagik Timur: Following are the findings of researchers on various implementation of MBS 4 in Masbagik Timur Elementary School: a) The school team lacked the skills to make decisions and the obstacles were caused by several things: character differences. b) Inability to communicate there are no problems in the teacher's communication skills in carrying out school activities. Teachers adjust to school conditions. c) Lack of Trust between each party is improved by good communication, even though the dynamics are more to get a better decision. d) Unclear Regulations if they occur outside the rules and as long as the violations are not heavy, then collective consultation and straightening together. e) The reluctance of teachers to give trust to other parties does not occur because of cooperation and mutual trust in the management of school data, so that school administration is better.

CONCLUSIONS

School-based Quality Improvement Management Planning at Masbagik Timur 4 Elementary School, namely: a) Prepare 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.

Implementation of School-Based Quality Improvement Management at SDN 4 Masbagik Timur, namely: a) Implement independently (school autonomy). b) Community participation in contributions and suggestions. c) Democratic leadership. d) Decisions are made democratically. e) the principle of understanding each other. f) Guidance from related agencies. g) reports on the implementation and use of funds. h) Understanding the concept of MBS through coaching and training.

Obstacles to the implementation of MBS at Masbagik Timur 4 Elementary School, namely: The school team lacks decision making skills, the problem is caused by the existence of teachers who have not maximally carried out their duties due to differences in the character of each teacher.

SUGGESTIONS

Based on the conclusions of the results of this study, several things can be suggested to:

1. The head of the education office, efforts to maintain the quality of the school carried out by the principal need to get serious support from the District Government and the Ministry of Education, Kab. East Lombok.
2. The principal is expected to carry out his role to determine the direction and success of a program and the progress of a school led.
3. Supervisors, are expected to carry out the supervisory function optimally starting from planning, implementation, reporting and followed up as activities that are right on target and successful according to the intended goals.
4. Teachers, are expected to continue to build cooperation between teachers and principals, improve family values, and carry out better teaching tasks by referring to 4 (four) competencies inherent in the teacher, namely pedagogical, personal, professional, and social competencies .
5. The next researcher, in order to study the aspects of SBM implementation that have not been revealed in this study.

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