The Implementation of School-Based Management to Improve the Quality of Education in Laboratory Schools

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Abstract: This study aims to describe the assessment of the results of the implementation of school-based management in laboratory schools with reference to the components of curriculum and instruction, students, educators and staffs, finance, infrastructure, school and community relations, and the school culture and environment. This study uses a quantitative approach that is broadly divided into two, namely Experimental Research (Non-Experimental Research) and Non-Experimental Research. This research includes non-experimental research with descriptive research design types. Descriptive design is intended to describe or explain the degree of implementation of school-based management in laboratory schools to improve the quality of education. The results of this study are as follows: (1) implementation of curriculum management and instruction quality in laboratory schools is very high; (2) the implementation of management of student's quality in laboratory schools is very high; (3) implementation of management of educators and staff's quality in laboratory schools is high; (4) implementation of finance management quality in laboratory schools is very high; (5) implementation of infrastructure facilities management quality in laboratory schools is high; (6) implementation of school and community relationship management in laboratory schools is in medium quality; and (7) implementation of school culture and environmental management quality in laboratory schools is high.

Keywords: school-based management, education quality, school laboratory

I. INTRODUCTION

Based on monitoring and evaluation of SBM (School Based Management) implementation, its implementation is varying from all school in Indonesia, in both quantity and quality as there are various problems and constraints in the SBM implementation [1], [2]. On the other side, all schools' principals agree that SBM could give better impact to school quality [3], [4]. Therefore, the sustainability of the SBM program in Indonesia needs to be implemented immediately. The sustainability of the SBM program in Indonesia is also mandated by government policies, as in act 20 of 2003 concerning the National Education System. Article 51 Paragraph (1) states that: management of early childhood education units, basic education and secondary education is carried out based on minimum service standards with the principle of school-based management.

The use of Education Local Based Curriculum (LBS/KTSP) as one of the contents of SBM as mandated in Article 38 Paragraphs (2) and 50 Paragraph (1) that: primary and secondary education curriculum is developed according to its relevance by each school committee under the coordination and supervision of the Ministry of Education or Ministry of Religious affair, based on local excellence. The importance of community participation is mandated in Article 9 and Article 54 Paragraph (1) and Paragraph (1) that: the community is obliged to provide resources in the implementation of education; and community participation in education includes the participation of individuals, groups, families, professional organizations, employers and community organizations in the implementation and control of education services; and forms of participation can take root, implementers and users of educational outcomes.

Strategic steps to improve the quantity and quality of the implementation of SBM properly need to be organized and done immediately [5]. In order to stabilize and develop the implementation of SBM throughout Indonesia, the school-based management program managers are given the authority to make decisions that are closer and in accordance with the interests of school community, students, and other stakeholders [6]. Thus, the programs run by schools are more relevant to needs, and more accountable and transparent. In general, SBM is used as a school management approach to improve the schools' quality as a whole with an emphasis on seven components, they are: (1) curriculum and instruction; (2) students; (3) educators and staffs; (4) finance; (5) facilities and infrastructure; (6) school and community relations; and (7) culture and school environment. These components of SBM also as an importance parts that is implemented by all laboratory schools (School Lab.) in the University of Malang.

As a glance information that all laboratory schools in University of Malang (UM) are under the coordination by the Technical Assistance Institution (UPT) of Education Development and Advisory (P2LP). The tasks of UPT P2LP UM are: (1) coordinate planning, implementation, monitoring and evaluation of all the activity of studying/developing

educational and learning innovations in the Lab. School UM; (2) coordinating activities for disseminating innovations on the results / findings of the study / development of education and learning to the community and across related actors; (3) organizing academic activities: seminars, workshops, training and the like to improve the competence of teachers and managers of the Lab. School UM; (4) organizing administrative services to make sure that the school run well, doing assessment and development activities at the Lab. School UM conducted by lecturers, students, partners, and academic implementation units around UM; and (5) providing support and facilitation for BPLP (Education Service Bureau) Foundation to be more efficient and effective and accountable in managing and developing the Lab. School UM.

Based on the description, it is known that educational institutions, especially schools, need evaluation and standardization in the implementation of education management. An important evaluation is carried out to support and at the same time become a basis in making institutional development plans in the future. This research will reveal and review the implementation of education management in accordance to government and university policies.

II. METHODS

Quantitative research is broadly divided into two, namely Experimental Research and Non-Experimental Research [7] [9]. This study includes non-experimental research with a type of comparative descriptive research design. Wiyono stated descriptive research is research that aims to describe a phenomenon as it was at the time the research was conducted [9]. In other words, describe systematically, factually, and accurately a situation, condition or area of a particular interest.

Descriptive research can be related to an assessment of attitudes or opinions; it can also be an understanding of a particular case, organization or community life. Descriptive design is intended to describe or explain the degree of implementation of school-based management in Lab. School to improve the quality of education.

The type of data used in this study is quantitative data obtained from the weighting of questionnaire items and the sum of scores in the form of numbers. The scale used is a Likert scale because it is used to measure attitudes, opinions, and perceptions of a person or group about social events or symptoms. Judging from the source obtained it, research is divided into two, and they are primary research that requires data or information from the first source, usually referred to as respondents [9].

Data or information in this study was obtained through written questions using questionnaires. In addition to primary data sources or from questionnaires filled by school principals and teachers in the Lab. School UM environment that have been explained in the research subject, researchers also use library materials to support this research theory.

III. RESULTS

The aspects described in the description of this study include the implementation of school-based management in laboratory schools. The data obtained were analyzed by percentage through Excel program on Windows 10 pro. All questionnaires were distributed and answered well and all returned. This is due to the support and good response from the parties who were sampled in this study. According to them the data obtained can be used as input for improving the quality of education and instruction, especially school management. The following is a description of the data on the implementation of school-based management in laboratory schools in a sequence ranging from curriculum management and instruction to management of culture and school environment.

Curriculum and Instruction Management

To make it easier to find out the degree of implementation of curriculum and instruction management, the table is presented as follows (Table 1). By looking at Table 1 above, it can be seen that there are 80% of respondents who stated that the implementation of curriculum management and instruction in the criteria is very high, 20% included in the high criteria, 0% included in the criteria, and 0% included in the low criteria. While the average score is 91.7 so it is in a very high criterion.

Table 1
Implementation of Curriculum and instruction Management

No	Criteria	Score Rate	Frequency	Percentage
1	Very high	85 – 104	4	80%
2	High	66 – 84	1	20%
3	Medium	46 – 65	0	0%
4	Low	26 – 45	0	0%
	J u m l a h		5	100%

Student Management

To make it easier to find out the level of management implementation of students, the following table is presented (Table 2). By looking at Table 2 above it can be seen that there are 80% of respondents who stated that the management implementation of students in the criteria was very high, 20% included in the criteria of high, 0% included in the criteria of being, and 0% included in the low criteria. While the average score is 88.2 so it is included in very high criteria.

Table 2
Student Management Implementation

No	Criteria	Score Rate	Frequency	Percentage
1	Very high	85 – 104	4	80%
2	High	66 – 84	1	20%
3	Medium	46 – 65	0	0%
4	Low	26 – 45	0	0%
	J u m l a h		5	100%

Management of Educators and Staffs

To make it easier to find out the degree of implementation of the management of educators and staffs, the following table is presented (Table 3). By looking at Table 3 above it can be seen that there are 40% of respondents who stated the implementation of the management of educators and staffs in the criteria is very high, 60% included in the high criteria, 0% included in the criteria medium, and 0% included in the low criteria. While the average score is 82.7 so it is included in the high criteria.

Table 3
Implementation of Management of Educators and Staffs

No	Criteria	Score Rate	Frequency	Percentage
1	Very high	85 – 104	20	40%
2	High	66 – 84	30	60%
3	Medium	46 – 65	0	0%
4	Low	26 – 45	0	0%
	J u m l a h		6	100%

Finance Management

To make it easier to find out the degree of implementation of finance management, the table is presented as follows (Table 4). By looking at Table 4 above it can be seen that there are 80% of respondents who stated that the implementation of finance management in the criteria is very high, 20% included in the criteria of high, 0% included in the criteria of being, and 0% included in the low criteria. While the average score is 90.5 so it is included in very high criteria.

Table 4
Implementation of Finance Management

No	Criteria	Score Rate	Frequency	Percentage
1	Very high	85 – 104	40	80%
2	High	66 – 84	10	20%
3	Medium	46 – 65	0	0%
4	Low	26 – 45	0	0%
	J u m l a h		5	100%

Infrastructure Management

To make it easier to find out the degree of implementation of infrastructure facilities, the table is presented as follows (Table 5). By looking at Table 5 above it can be seen that there are 60% of respondents who stated that the implementation of infrastructure facilities in the criteria is very high, 40% included in the criteria of high, 0% included in the criteria of being, and 0% included in the low criteria. While the average score is 82.6 so it is included in the high criteria.

Management of School and Community Relations

To make it easier to find out the degree of implementation of school and community relationship management, the table is presented as follows (Table 6). By looking at Table 6 above it can be seen that

there are 20% of respondents who stated that the implementation of school and community relationship management is very high in criteria, 40% are included in the high criteria, 40% are in the medium criteria, and 0% are in the low criteria. While the average score is 63.9 so it is included in the medium criteria.

Table 5
Implementation of Infrastructure Facilities Management

No	Criteria	Score Rate	Frequency	Percentage
1	Very high	85 – 104	30	60%
2	High	66 – 84	20	40%
3	Medium	46 – 65	0	0%
4	Low	26 – 45	0	0%
	J u m l a h		5	100%

Table 6
Implementation of School and Community Relations Management

No	Criteria	Score Rate	Frequency	Percentage
1	Very high	85 – 104	1	20%
2	High	66 – 84	2	40%
3	Medium	46 – 65	2	40%
4	Low	26 – 45	0	0%
	J u m l a h		5	100%

Management of School Culture and Environment

To make it easier to find out the degree of implementation of school culture and environmental management, the following table is presented (Table 7). By looking at Table 7 above it can be seen that there are 60% of respondents who stated that the implementation of school culture and environment management is very high, 40% is included in the high criteria, 0% is in the medium criteria, and 0% is in the low criteria. While the average score is 84.1 so it is included in the high criteria.

Table 7
Implementation of School Culture and Environmental Management

No	Criteria	Score Rate	Frequency	Percentage
1	Very high	85 – 104	30	60%
2	High	66 – 84	20	40%
3	Medium	46 – 65	0	0%
4	Low	26 – 45	0	0%
	J u m l a h		5	100%

IV. DISCUSSION
Curriculum and Instruction Management

Based on the results of the research that has been done, it is obtained an illustration that the objective conditions on the implementation of curriculum and instruction management are included in the criteria are very high by 80%, high by 20%, medium by 0%, and low by 0 %. So that in general it can be concluded that the conditions of the implementation of curriculum and instruction

management are in very high criteria, this conclusion is also supported by the average score from the results of the analysis of curriculum and instruction management implementation which also shows that the conditions are included in very high criteria as indicated by the average score average of 91.7.

The results of the analysis show that the conditions for implementing curriculum and instruction management are very high, it is inseparable from its perception of the implementation of good SBM, that is, besides having a high direct impact on daily education activities, it also has a high indirect impact on the future of education, especially Lab. school. So, because the implementation of curriculum and instruction management has a high impact on educational activities, it makes the teachers motivated to carry out their duties and activities as the best learning leader in the classroom.

The implementation of curriculum and instruction management is carried out by educators by optimizing and designing innovative learning approaches. Learning approaches can be interpreted as our starting point or point of view towards the learning process, which refers to the view of the occurrence of a process that is general, in which it accommodates, inspires, strengthens, and underlies learning methods with a particular theoretical scope. Learning strategy is a learning activity that must be done by the teacher and students so that learning objectives can be achieved effectively and efficiently [10] [12]. Learning strategies are broad lines of direction for acting in an effort to achieve basic competency goals [10] [12]. Strategy can be seen as general patterns of teacher-student activities in realizing teaching and learning activities to achieve certain basic competencies. Learning strategies are procedures, sequences, steps, and methods used by teachers in achieving learning goals [10].

Student Management

Based on the results of research that has been done, obtained an illustration that the objective conditions of the results of the implementation of management of students included in the criteria is very high, it is 80%, in the high criteria of 20%, in the medium criteria of 0%, and the low criteria of 0 %. So that in general it can be concluded that the management implementation of students is in the very high category. This conclusion is supported by the average score of the data from the implementation of management implementation of students which also shows that the conditions are included in the very high criteria which is indicated by an average score of 88.2.

This shows that the implementation of the management of students as a means of implementing SBM as a whole always provides information, provides views, plans information, always gives initial steps, gives direction, summarizes information, makes improvements, coordinates activities, helps problems, gives real work, assesses tasks , like making compromises, trying to eliminate tension, helping communication, being sensitive to assessing the emotional climate, observing the collaboration

process, formulating standards, actively giving trust, and helping solve problems, especially for students who are very well implemented.

The aim of students' management is to regulate the activities of students to support the teaching and learning process in schools in achieving school goals and optimal educational goals. Another opinion states that the students' management objectives are to regulate the activities of students from starting school until graduating from school [13] [14]. The arrangement of the activities of the students is directed at improving the quality of teaching and learning activities both intra and extracurricular, so as to contribute to the achievement of the school's vision, mission, and goals as well as the overall educational goals. Thus, the student administration in schools is structured to provide guidance for administrators of student affairs. It can be managed to support the achievement of school goals. To realize these goals, at least 3 (three) main tasks must be considered, namely; new student admission, learning progress activities, as well as coaching or guidance in developing interests and talents [15].

Management of Educators and staffs

Based on the results of the research that has been done, it is obtained a description that the objective conditions on the implementation of the management of educators and staffs are very high by 40%, in the high criteria of 60%, in the medium criteria of 0%, and in the low criteria 0%. So that in general it can be concluded that the conditions of the implementation of the management of educators and staffs are included in the high criteria, this conclusion is also supported by the average score from the analysis of the implementation of management of educators and staffs which also shows that the conditions are included in the high criteria indicated by the average score average of 82.7.

The results of the analysis show that the conditions of the implementation of the management of educators and higher education personnel are inseparable from their perception of the implementation of good SBM, that in addition to having a high direct impact on daily education activities also has a high indirect impact on the future of education and school. So, because the implementation of the management of educators and staffs has a high impact on educational activities, it makes the teachers motivated to carry out their duties and activities as well as possible so that the implementation of the management of educators and future education personnel will be in the very high category.

Based on Minister of Education Regulation No. 19 of 2007 concerning Management Standards stated that: Schools formulate programs for empowering educators and staffs by considering the standards of educators and staffs, and are developed in accordance with the conditions of the school including division of tasks, overcoming in case of shortages, determining reward systems and development profession for every educator and education staff and apply it

professionally, fairly and openly. In accordance with the above regulations, the laboratory must implement a program to empower educators and education staff well. Facilitating teachers and all staffs to develop their performance will guide the school to achieve a very high quality [13], [16], [17].

Finance Management

Based on the results of the research that has been done, it is obtained an illustration that the objective conditions of the implementation of finance management are in very high by 80%, in the high criteria of 20%, in the medium criteria of 0%, and in the low criteria of 0%. So that in general it can be concluded that the conditions of the implementation of financial management are included in very high criteria, this conclusion is also supported by the average score from the results of the analysis of finance management implementation which also shows that the conditions are included in the criteria is very high which is indicated by an average score of 90,5.

The results of the analysis show that the condition of the implementation of finance management is very high, it is inseparable from its perception of the implementation of good SBM, that in addition to having a high direct impact on daily education activities also has a high indirect impact on the future of education and school. So, because the implementation of finance management has a high impact on educational activities, it makes the teachers motivated to carry out their duties and activities as best as possible, especially in the field of education finance.

The source of education funding is determined based on the principles of fairness, adequacy and sustainability. The government, regional government and the community mobilize available resources in accordance with the prevailing laws and regulations. In the act. Number 20 of 2003 concerning the National Education System is stated as follows: (1) management of education funds based on the principles of justice, efficiency, transparency and public accountability; (2) the government and regional government must provide services and facilities, and ensure the implementation of quality education for every citizen without discrimination; (3) the government and regional government must guarantee the availability of funds for the implementation of education for every citizen aged seven to fifteen years; and (4) education funds from the Government and regional governments for education units are given in the form of grants in accordance with the prevailing laws and regulations. All school teachers and staffs should know openly to school finance management. It will bring them aware about how it is brought and used for. They understanding about the finance will bring the school into health condition where all staffs support to achieve the schools programs [4] [18].

Infrastructure Management

Based on the results of the research that has been done, it is obtained an illustration that the objective conditions on the implementation of infrastructure facilities management are very high at 60%, in the high criteria of 40%, the medium criteria of 0%, and in the low criteria of 0%. So that in general it can be concluded that the conditions of the implementation of infrastructure facilities management are included in the high criteria, this conclusion is also supported by the average score from the results of the analysis of infrastructure management implementation which also shows that the conditions are included in the high criteria indicated by an average score of 82,6.

The results of the analysis show that the conditions for the implementation of infrastructure facilities are inseparable from their perception of the implementation of good SBM, that in addition to having a high direct impact on daily education activities also has a high indirect impact on the future of education and school. So, because the implementation of infrastructure management has a high impact on educational activities, it makes the teachers motivated to carry out their duties and activities as well as possible so that the implementation of infrastructure management in the future will be in the very high category.

The principles of management of facilities and infrastructure in schools include: (1) the principle of achieving objectives, namely facilities and infrastructure are always ready to use if at any time necessary, this is to support the achievement of goals optimally; (2) the principle of efficiency, means that the facilities and infrastructure in its procurement must be taken into consideration and good and in its effective and efficient efforts are made; (3) the administrative principle, that the management of facilities and infrastructure in schools must pay attention to the applicable laws and regulations; (4) the principle of clarity of responsibility, where management of facilities and infrastructure must be provided to competent and responsible staff, if there are several people who handle it, then the job description must be clear; and (5) the principle of cohesiveness, where facilities and infrastructure are managed by staff systematically in togetherness [19].

Management of School and Community Relations

Based on the results of the research that has been done, it is obtained an illustration that the objective conditions on the implementation of school and community relationship management are very high by 20%, in the high criteria of 40%, the medium criteria of 40%, and in the low criteria 0%. So that in general it can be concluded that the conditions of the implementation of school and community relationship management are included in the high criteria, this conclusion is also supported by the average score from the results of the analysis of the implementation of school and community relationship management which also shows that the conditions are included in the medium criteria indicated by an average score in the amount of 63.9.

The results of the analysis show that the conditions of the implementation of school and

community relationship management are moderate, this is inseparable from its perception of poor SBM implementation. So, because the implementation of school and community relationship management has a moderate impact on educational activities, it makes the teachers motivated to carry out their duties and activities as well as possible so that the implementation of school and community relationship management in the future will be in the high category and even very high.

School-based public relations management aims to increase public understanding of school needs, educational practices and community involvement through the arrangement of cooperation to realize quality education in schools [3], [4], [20]. Some principles that need to be applied in school-based public relations management focus on schools that are able to carry out programs according to the needs of the community and are able to communicate actively with the community. For this reason, it is necessary to apply several principles, namely: flexibility, relevance, participation, comprehension and institutionalization [3], [4], [20].

Management of School Culture and Environment

Based on the results of the research that has been carried out, it is obtained an illustration that the objective conditions on the implementation of school culture and environmental management are in very high criteria of 60%, in the high criteria of 40%, the medium criteria of 0%, and the low criteria 0%. So that in general it can be concluded that the conditions of implementation of school culture and environment are included in the high criteria, this conclusion is also supported by the average score from the results of the analysis of the implementation of school culture and environment which also shows that the conditions are included in the very high criteria indicated by the score an average of 84.1.

The results of the analysis show that the conditions of the implementation of high school culture and environment management are inseparable from their perception of the implementation of good SBM, that in addition to having a high direct impact on daily education activities, it also has a high indirect impact on the future of education and school. So, because the implementation of cultural management and school environment has a high impact on educational activities, it makes the teachers motivated to carry out their duties and activities as best as possible.

Understanding of School Culture can be done based on the words in it. School culture is defined as a system of values, beliefs and norms that are shared and carried out with full awareness as natural behavior and shaped by the environment by creating the same understanding in all schools [4], [17], [18]. Culture can be classified into 2 types, namely positive and negative cultures. A positive culture can develop positive and conducive behavior, whereas negative culture can develop / influence negative student behavior, so positive culture must be developed in schools [21], [22].

V. CONCLUSIONS

Based on the results of the study, some conclusions can be drawn which are in accordance with the results of this study, as follows: (1) the conditions for the implementation of curriculum management and learning in laboratory schools are included in very high quality; (2) the conditions of implementation of management of students in laboratory schools are included in very high quality; (3) conditions for the implementation of management of educators and education personnel in laboratory schools including high quality; (4) conditions for the implementation of financing management in laboratory schools are included in very high quality; (5) conditions for the implementation of infrastructure facilities management in laboratory schools including high quality; (6) conditions for the implementation of school and community relationship management in laboratory schools, including medium quality; and (7) conditions for the implementation of school culture and environmental management in laboratory schools are included in high quality.

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