

Implementation of School-Based Management

(Study case in SMA Negeri 1 Sumbul, Dairi Regency)

Saut Mian Naibaho

Post Graduate Student
Universitas Negeri Medan, Medan,
Indonesia
miannaibaho@gmail.com

Syawal Gultom

Chancellor of Medan State University
North Sumatra, Indonesia

Wildansyah Lubis

Lecturer at Universitas Negeri Medan
Medan Indonesia

Abstract—The purpose of this study is to describe and explain the implementation of school-based management in SMA Negeri 1 Sumbul, Dairi Regency, with a focus on; a) knowing the management process, b) the process of management implementation, c) problems and solutions in the implementation of management, and d) the impact of school-based management. The research subjects were the principal, teacher / employee and school committee. Data collection techniques are observation, interview and documentation techniques. Data analysis technique used is non statistic method. The technique of checking the validity of data is triangulation. The results of the research show that 1) School-Based Management (SBM) process consists of; a) Planning, b) Organizing, c) Implementation, and d) Supervision. 2) The Process of Implementing School-Based Management starts from; a) internal and external needs analysis, b) maximum preparation by preparing human resources, infrastructure resources, c) formulation of vision, mission and objectives, d) setting / prioritizing goals based on existing strategic plans, e) program implementation, f) ongoing program supervision, and g) evaluation of internal and external programs. 3) Problems that occur in the implementation of School-Based Management include; a) transparency and accountability of principals is not yet open; b) teachers who are indifferent to improving the quality of education, c) the number of students with different characters. Solution to overcome problems; a) increase the capacity and commitment of all school citizens, and b) strengthen the role of the principal. 4) The impact of implementing SBM is; a) Schools are free to do educational planning, b) schools are able to develop educational planning, c) schools can monitor and evaluate every progress that has been achieved and, d) schools are able to present reports on their results and performance to the public and the government as consumers of education services.

Keywords - based management; problems; solutions; impacts

I. INTRODUCTION

Education is an aspect that plays an important role in preparing quality human resources in accordance with the demands of an increasingly developing era. The success of education depends on its management and management and reliable human resources in charge of education itself. However, education in Indonesia has not fully met the expectations of the people. One of the problems is the low quality of the process and results of education at every level and the existing education unit. The government continues to make improvements in order to improve the quality of education in Indonesia, among others by reviewing the

curriculum, providing training for teachers and conducting comparative studies between principals.

The 21st century education demands government policy so that education management is directed towards decentralization [1]. The birth of Law No.22 of 1999 concerning Regional Autonomy and Law No. 25 of 1999 concerning the consideration of central and regional finances has consequences for regional authority in managing its regions including the autonomy in education which requires active participation of the community to realize education.

The implementation of School Based Management (SBM) is an area of education reform to improve the quality of Indonesian education. This concept refers to an effective school theory that focuses more on improving the educational process.

The implementation of school-based management is an effort to empower the existing potential in schools to improve the quality of education. One concrete step in improving the quality of education is the empowerment of schools to be able to play a role as the subject of education providers who present quality education. In general, school-based management is one of the government's efforts to achieve national excellence in mastering science and technology, as indicated by political statements in the GBHN [2].

Conceptually SBM is understood as one of the formal alternative options for managing a decentralized education management structure by placing schools as the main unit. This concept places the redistribution of authority of policy makers as the most fundamental element, to improve the quality of educational outcomes.

The power of education management is directed at empowering schools as the leading implementation units in teaching and learning activities in schools. This is consistent with the opinion of [3] noted that management as a process of planning, organizing, leading and supervising the work of the organization and to use all available organizational resources to achieve clearly stated organizational goals. The implementation of SBM effectively and efficiently demands a school principal who has a broad view of school and education. The implementation of SBM also requires teachers to be creative in improving classroom management. The teacher is an example and direct role model for students in the

class. Therefore, the teacher needs to be prepared with all the obligations, both management and preparation of the contents of the subject matter.

In this study, the authors chose Dairi Regency, especially the Sumbul sub-district, SMA Negeri 1 Sumbul as the object of research. One reason is because SMA Negeri 1 Sumbul is the only state high school in the Sumbul District, Dairi Regency. Some of the advantages of SMA Negeri 1 Sumbul are integrated education systems, the application of the 2013 curriculum (K-13) except class XII, the concept of learning with an active learning system (active learning), various extra-curricular activities, educators / educational staff who have almost 100% are predicated as highly dedicated professional teachers, as well as strategic environments.

From the results of the initial interviews in June 2017 to 6 teachers, 3 administrative staff and 3 committee members of the Sumbul 1 State Senior High School, Dairi District, information was obtained that during the last two years the school experienced a setback, especially the ineffectiveness of the vice principal's work, discipline level decreasing teacher, less effective teaching and learning process and decreasing student performance in various competitions. Based on this information, it aroused curiosity about the implementation of SBM at SMA Negeri 1 Sumbul, Dairi Regency.

II. LITERATURE REVIEW

A. Implementation and Concept of School Based Management

Lexically, school-based management (SBM) comes from three words, namely management, based, and school. Management is the process of using resources effectively to achieve goals based on having a base word that means basic or principle. Author [4] said management is an activity or series of activities in the form of a management process of a group of people who are members of an educational organization, to achieve the educational goals that have been set beforehand to be effective and efficient.

From the origin of terminology, SBM is a direct translation from School-Based Management (SBM). This term first appeared in the United States in the 1970s as an alternative to reforming education or school management. Reform is needed because school performance for decades cannot show significant improvement in meeting the changing demands of the school environment. Based on the above opinion it can be concluded that school-based management is a concept that offers autonomy to schools to determine school policies in order to improve the quality, efficiency and equity of education in order to accommodate the wishes of local communities and establish close cooperation between schools, communities and government. Thus, in SBM, schools are required to have accountability, both before the community and the government. School-based management aims to improve the efficiency, quality and equity of education. Increased efficiency is obtained through the freedom to

manage resources, community participation and simplification of the bureaucracy.

In order to synchronize the goals of education nationally, in the implementation of SBM, there are several factors that must be considered. The [2] author revealed that IBRA and the World Bank have examined several factors that need to be considered related to school-based management, namely:

- 1) School Obligations.
- 2) Government Policies and Priorities.
- 3) The Role of Parents and Communities.
- 4) Role of Professionalism and Managerial.
- 5) Professional Development.

B. Characteristics of School-Based Management

School Based Management has characteristics that need to be understood by schools that will implement it. Characteristics of school-based management can be seen from the way schools optimize school organizational performance, teaching and learning processes, human resource management and administrative management. Furthermore, the World Bank in the [2] author suggests the characteristics of school-based management are; 1) School organization, 2) The teaching and learning process, 3) Human resources, 4) Resources and administration.

1) The Purpose of School Based Management

School-based management which is characterized by school autonomy and community involvement is the government's response to the symptoms that arise in the community, aiming to improve the efficiency, quality and equity of education.

The [1] author explained that the purpose of implementing School Based Management (SBM) is for the quality of learning, curriculum quality, quality of human resources both teachers and other education personnel, and the quality of service in general. Correspondingly, the World BANK in the [2] author noted that there are several reasons for the application of SBM, namely reasons; economical; political; professional; efficiency of financial administration; student achievement; school accountability and effectiveness. The main goal of school-based management is to improve education efficiency, quality and equity

2) The stages of implementing school-based management

The Directorate General of Primary and Secondary Education mentions the stages of MPMBS implementation including:

- Socializing
- Identify real school challenges
- Formulate school vision, mission, goals and objectives (school situational objectives).
- Identify the functions needed to achieve goals
- Conduct a SWOT analysis.
- Alternative problem solving steps
- Develop plans and quality improvement programs.
- Implement quality improvement
- Conduct implementation evaluations

- Formulate new quality objectives

The conclusion obtained is that the implementation of school-based management must go through sequential and continuous stages. Success through these stages will help achieve program success.

C. *The Task of the Principal in the Implementation of School Based Management*

The principal is the driving force, the determinant of the direction of school policy which will determine how school goals and education are realized. The [4] said that principals are a logical consequence of school management autonomously based on SBM principles, the authority to regulate the placement of teachers in which class, lesson schedule, in which classes are given or not given in managing the national curriculum.

According to the [2] author, the principal is the driving force for determining the direction of school policy, which will determine how school goals and education are generally realized. The [5] authors suggested the duties and authority of school principals in the context of SBM as follows: a) management and utilization of school resources, b) development of SBM strategies in accordance with the vision, mission and goals of school development, c) compiling plan and formulate school policies in accordance with the vision, mission, and objectives of the school, d) take responsibility for their work to the school board periodically, e) curriculum management and setting benchmarks for curriculum assessment in accordance with school needs, f) seeking and seeking funding sources for school financing, g) striving to involve stakeholders in implementing school performance improvement activities in accordance with the school's vision, mission and goals.

D. *The Role of Teachers in Implementing School-Based Management*

According to Law Number 20 of 2003, educators are qualified teaching staff as teachers, lecturers, counselors, tutors, lecturers, tutors, instructors, facilitators and other designations that are appropriate to their specificity, as well as participating in the implementation of education.

The role of the teacher is analyzed based on what is done by the principal. If the principal is a manager, what the teacher does is:

- Helping school principals manage and utilize school resources.
- Helping school principals to develop SBM strategies according to the Vision, Mission and school development goals.
- Helping school principals run the curriculum.
- Helping principals to provide services to students.
- Helping principals manage facilities and infrastructure.
- Helping school principals find and seek funding for school funding.

- Helping school principals establish school relationships with the community.
- Helping school principals maintain school stability.

E. *The Role of School Committees in School-Based Management*

The School Committee is an independent institution consisting of parents or guardians of students, school communities, and community leaders who care about education. School committees and schools establish an atmosphere of partnership and cooperation in empowering all components of education that complement and strengthen each other. In the implementation of school-based management the school committee generally plays a role, as:

- Advisory agency in determining and implementing education policies at the education unit level,
- Supporting agencies, both financially, thoughtfully and energetically in the implementation of education in education units,
- Controlling agency in the framework of transparency and accountability in the administration and output of education in education units.
- Mediator (agency mediator) between the government (executive) and the community in the education unit.

III. METHODOLOGY

This research is qualitative research. This research was conducted at SMA Negeri 1 Sumbul, Dairi Regency. The study was scheduled for December 2017 until January 2018. Subjects in this study were the principal, teacher / employee and school committee of SMA Negeri 1 Sumbul, Dairi Regency. The research instrument used in the study was the researcher himself. As a tool used interview techniques and observation sheets that ultimately produce research reports [6]

Data collection techniques used in this study are observation, interview and documentation techniques for research subjects. The data analysis technique used in this research is non statistic method, namely descriptive data analysis, meaning that the data obtained through research at SMA Negeri 1 Sumbul, Dairi District, about the implementation of school-based management, is reported as is then analyzed descriptively to get an overview of the facts.

IV. RESULTS AND DISCUSSION

A. *School Based Management Planning (SBM) at SMA Negeri 1 Sumbul, Dairi District.*

As for the form of SBM planning at SMA Negeri 1 Sumbul, Dairi Regency in accordance with the exposure of the principal, which consists of:

1) Planning in Resource Settings

Schools must have flexibility in managing all resources according to local needs. In addition to operational/ administrative financing, financial management must be aimed at:

- Strengthen schools in determining and allocating funds,
- Separation of academic costs from the procurement process

2) Planning in Fund Sources Settings.

Schools must wisely plan and regulate financial resources. Both sources of income, and also expenses. All programs in the school must be appropriate and a reasonable budget so as not to experience existing budget and budget errors.

3) Planning in Curriculum Development.

There are three things considered in this activity, namely; a) Curriculum development must meet the needs of students. b) How to develop management skills to present curriculum to students wherever possible effectively and efficiently by considering available resources. c) Development of various approaches that are able to regulate change as a natural phenomenon in schools.

4) Planning in School Personnel Development.

In planning the development of school personnel, it is necessary to pay attention to the following management principles of school personnel, including: a) re-applying procedures and techniques based on organized knowledge, b) achieving harmony in the actions of groups, not individuals,) achieving an atmosphere of cooperation, d) working to get maximum results, and e) develop personnel in accordance with the capabilities within themselves and their own prosperity on an ongoing basis.

Thus, based on the above explanation, the planning steps in School Based Management (SBM) at SMA Negeri 1 Sumbul, Dairi Regency can be described as follows Fig.1 follow.

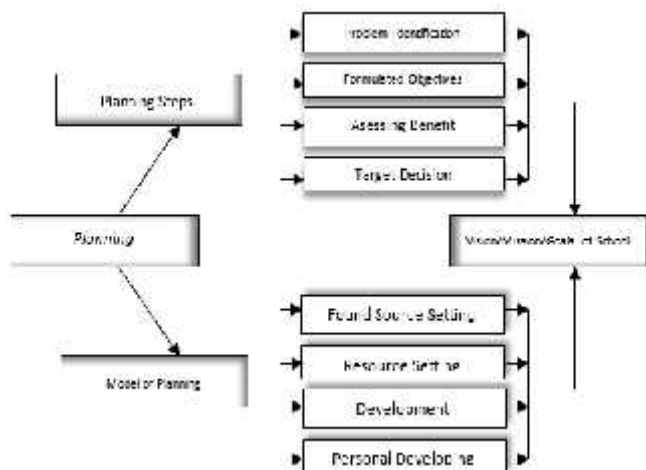


Fig 1. Planning Steps of SBM at SMA Negeri 1 Sumbul

B. Organizing Resources in School-Based Management (SBM) at SMA Negeri 1 Sumbul, Dairi Regency

Description of organizing School-Based Management at SMA Negeri 1 Sumbul Dairi District can be explained that this organization gives meaning to the elements that unite and

separate with purpose, harmony, and balance. And can be visualized through the following Fig 2:

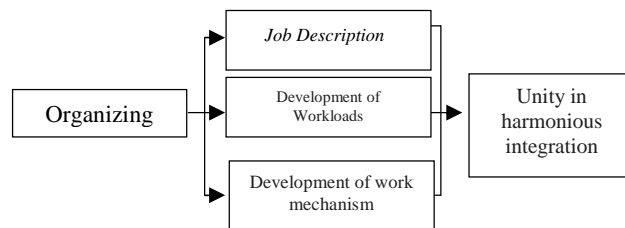


Fig. 2 The Process of Organizing SBM at SMA Negeri 1 Sumbul

C. The Process of Implementing School Based Management Plans (SBM) at SMA Negeri 1 Sumbul, Dairi Regency

The implementation phase is implementing a school-based management program plan that has been planned in the first phase, namely the planning stage. The implementation of School-Based Management at SMA Negeri 1 Sumbul, Dairi Regency, can be explained in Fig3 below.

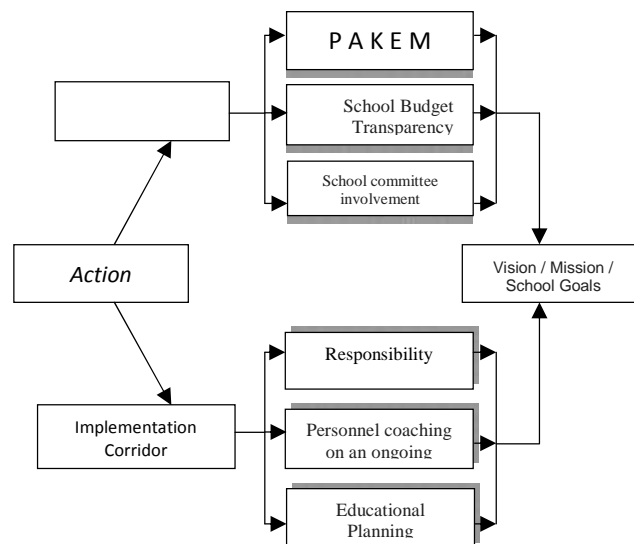


Fig 3. Action of SBM at SMA Negeri 1 Sumbul

To see how the SMA Negeri 1 Sumbul, Dairi District implemented SBM based on the 2017/2018 Academic Year SBM planning, there are three main aspects that are the focus of this research, namely school personnel consisting of principals, teachers and students, as well as school committee of SMA Negeri 1 Sumbul, Dairi Regency. The second aspect is the school-based curriculum. The fourth aspect is related to facilities and infrastructure.

D. Supervision and Evaluation of School-Based Management (SBM) Management at SMA Negeri 1 Sumbul, Dairi Regency

The following is the visualization described by the Principal in supervision and evaluation before and after carrying out SBM in SMA Negeri 1 Sumbul, Dairi District as in Fig 5.

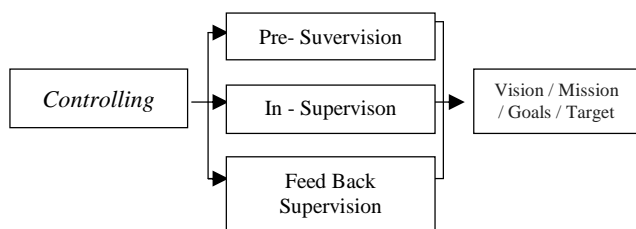


Fig. 4. Supervision Phase of SBM Implementation in SMA Negeri 1 Sumbul

Based on Fig. 4, the matter of concern to the Principal in the supervision and evaluation stage at SMA Negeri 1 Sumbul, Dairi District is the change of context in school personnel, curriculum and facilities and infrastructure at the time before and after implementing SBM.

E. The Process of Implementing School-Based Management in SMA Negeri 1 Sumbul, Dairi Regency

From the interview presentation above, the process of implementing SBM in Sumbul 1 Public High School consists of:

- analysis of internal and external needs,
- maximum preparation by preparing human resources, and infrastructure resources (physical evidence),
- formulation of vision, mission and goals
- Setting/prioritizing objectives based on the existing strategic plan.
- program implementation
- ongoing program monitoring
- internal and external evaluation of the program

For more details, the process of implementing School-Based Management in SMA Negeri 1 Sumbul can be presented in Figure 5 below.

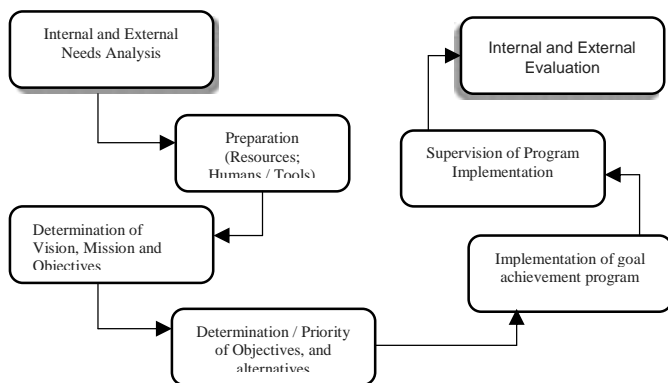


Fig 5. Process of SBM Implementation

F. Problems and solutions for School-Based Management in SMA Negeri 1 Sumbul

Some obstacles faced by parties educated in the application of school-based management (SBM) at SMA Negeri 1 Sumbul, Dairi Regency which can be analyzed are as follows:

1) Not interested in being involved.

Some people do not want additional work other than the work they are now doing. They are not interested in participating in activities that they think only add to the burden. School board members must spend more time in matters relating to planning and budgeting. As a result, principals and teachers do not have much time left to think about other aspects of their work. Not all teachers will be interested in the budget preparation process or do not want to make time for such matters.

2) Not Efficient.

Decision making that is done permissively sometimes causes frustration and is often slower than in autocratic ways. School board members must be able to work together and focus on the task, not on other matters beyond that.

3) Group thoughts.

After a while together, school board members will likely be more cohesive. On the one hand this has a positive impact because they will support each other. On the other hand, cohesiveness causes other members to drop each other. It was at this time that the school board began to generate "group thoughts". This is dangerous because the decision taken is likely no longer realistic.

4) Requires training

Stakeholders are most likely not at all or not experienced in implementing this complicated and participation model. They most likely do not have the knowledge and skills about the nature of SBM, actually and how it works, decision making, communication, and so on.

5) Confusion over new roles and responsibilities.

The parties involved are likely to be very conditioned with the work climate they have been working on. The application of SBM changes the roles and responsibilities of stakeholders. Sudden changes are most likely to cause surprises and confusion so they are hesitant to take responsibility for decision making.

6) Coordination Difficulties.

Every application of a complex model that includes diverse activities requires effective and efficient coordination. Without it, diverse activities will run on their own goals, which are likely to be completely away from the School's goals.

To overcome these obstacles in an effort to improve the quality of education through the application of SBM, namely:

- Capacity building and commitment of all school residents, including the community and parents of students. Efforts to strengthen the role of the principal must be the policy that accompanies the implementation of the SBM policy.
- Building a school culture (school culture) that is democratic, transparent and accountable. Including familiarizing schools to make accountability reports to the community. The model displaying the RAPBS on the school announcement made by Managing Basic Education (MBE) is a positive initial stage. Also make

incidental reports of several booklets, leaflets, or foster about the plan of school activities. How harmonious if the headmaster and chair of the school committee can appear together in the media. The central government plays a role in monitoring and evaluation.

- Developing a model of school empowerment programs is not just about training on SBM, where more must be fulfilled is the provision of school principals about the school empowerment model in the form of mentoring or a more tangible outcome delivery facility not only in the form of regular SBM upgrading.

V. CONCLUSION

Based on the results of the data analysis that has been presented, the overall results of this study can be summarized as follows:

- 1) School Based Management Process (SBM) in SMA Negeri 1 Sumbul Dairi Regency consists of:
 - School-Based Management Planning at SMA Negeri 1 Sumbul, Dairi Regency prior to identifying to see the potential and readiness of schools in implementing SBM based on SWOT analysis.
 - Organizing Resources in School-Based Management (SBM) at SMA Negeri 1 Sumbul, Dairi District uses the principle of fairness, with the purpose of division of tasks carried out based on capacity or Job Description, development of workload and development of work mechanisms,
 - Implementation of School-Based Management at SMA Negeri 1 Sumbul, Dairi Regency is overshadowed by a school principal by supervising with the aim of helping teachers plan and overcome difficulties faced.
 - Supervision of School-Based Management at SMA Negeri 1 Sumbul, Dairi Regency serves as a benchmark for determining the policy of SMA Negeri 1 Sumbul, Dairi Regency in the future. Evaluations used include short and long term and continuous.
- 2) The Process of Implementing School-Based Management in SMA Negeri 1 Sumbul Dairi Regency starts from; 1) internal and external needs analysis, 2) maximum preparation by preparing human resources, and infrastructure resources (physical evidence), 3) formulating the vision, mission and objectives, 4) setting / prioritizing objectives based on the existing strategic plan, 5) program implementation, 6) ongoing program monitoring, and 7) internal and external evaluation of the program.
- 3) Problems that occur in the implementation of School Based Management at SMA Negeri 1 Sumbul include transparency and accountability of principals not yet open,

especially in fund utilization, there are still teachers who are indifferent to improving the quality of education, as well as teachers who are not familiar with the SBM method, and the number of students with characters makes it difficult to carry out SBM in total. While the solution to overcome these problems, among others, by increasing the capacity and commitment of all school residents, including the community and parents of students. Efforts to strengthen the role of school principals must be a policy that accompanies the implementation of SBM policy, as well as building a school culture (school culture) that is democratic, transparent and accountable.

4) The impact of implementing SBM in SMA Negeri 1 Sumbul, Dairi Regency are:

- Schools are free to do educational planning, schools freely make assessments that are appropriate to the needs of schools, and schools are required to be able to make reports of activities carried out.
- Schools are able to develop educational planning and priorities within the terms of reference made by the government.
- Schools can monitor and evaluate any progress that has been achieved and determine whether the objectives are in accordance with the need for quality improvement.
- Schools are able to present reports on their results and performance to the public and the government as consumers of education services (accountability to stake holders).

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