

Principal Leadership and School Committee Administrators Against School-Based Management Effectiveness

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Abstract—This study aims to analyze the leadership of school principals and school committee administrators on the effectiveness of school-based management in Mutiara Insani District Plus Elementary School Purwakarta. The type of this research is descriptive qualitative research. In qualitative research, data collection is done by in-depth interviews, library observations and studies. The results of this study are that the leadership of school principals and administrators of school committees greatly influences the effectiveness of school-based management. School-based management gives the school authorities the power to improve the quality of education by conducting various innovative activities to create a superior and character school. Based on the results of the study, the conclusion of this study is that school-based management provides more flexibility to schools in participatory decision making and provides greater autonomy to develop schools in accordance with their vision and mission, and is also inseparable from the leadership role of the principal as manager and support from the committee of the school committee.

Keywords—school-based management; principals; school committees

I. INTRODUCTION

Schools are an institution that is used for teaching and learning activities with the aim of educating the nation's children. According to the Large Indonesian Language Dictionary (KBBI) schools are buildings or institutions for learning and teaching as well as places to receive and give lessons [1].

School management consists of principals, teachers, school committees and students. All play an active role in the management of a school. The management of good and superior schools is influenced by the leadership of the principal and other supporting factors.

Entry in Nurdin and Ismaya, leadership is an effort to influence many people through communication to achieve goals, ways to influence people with instructions or orders, actions that cause other people to act or respond and cause positive changes, dynamic strength important that motivates and coordinates the organization in order to achieve goals, the

ability to create confidence and support among subordinates so that organizational goals can be achieved [2].

Murniati suggests that the principal acts as the executor of the tasks of the organizational unit or bureaucratization of education at the top level, from the education office at the sub-district, district, provincial to central level (Ministry of National Education) [3].

Leadership in the world of education, namely the headmaster is related to improving the quality of schools. Principal leadership must be able to maximize all available resources with the aim that all aspects will work properly.

The Ministry of Education and Culture has issued a decree on both matters, namely the Decree of the Minister of National Education Number 044 / U / 2002 concerning the Education Council and School Committees. The decree is one of the strong legal umbrella as an effort to realize community empowerment efforts in supporting the improvement of the quality of education in each region and school [4]. This is supported by Government Regulation Number 17 of 2010 concerning Management and Implementation of Education, which states that school / madrasah committees function in improving the quality of education services by giving consideration, direction and support of personnel, facilities and infrastructure, and supervision of education at the education unit level [5].

The school committee is an independent body that accommodates community participation in order to improve the quality, equity, and efficiency of education management in educational units, both in pre-school education, school education pathways and out-of-school education channels [5].

Based on the organizational structure, the principal and school committee partnered with the aim of achieving all the programs organized by the school. The principal and school committee are two very important aspects. Principal leader in the school environment. School committees are a forum to oversee the parents' aspirations. Both must communicate well because all school work programs will be supported by the school committee.

To maximize the improvement of education, the Government strives to organize education through School Based Management which is regulated in Law Number 20 of 2003 concerning the National Education System. School Based Management (SBM) is the process of managing resources effectively to achieve goals that provide more autonomy to schools and encourage participatory decision making directly in all components of the school community, namely; principals, teachers, students, parents and the community [6].

Murniati suggests that school-based management gives authority and delegation of authority to schools to carry out continuous improvement and quality improvement [3]. In its operationalization, SBM demands the ability of principals to carry out the education process, carry out various innovative activities in improving quality, and empower all human resources, learning resources, and funding resources, facilities and facilities.

II. RESEARCH METHOD

The research method used in this study was a survey and in-depth interviews and conducted document analysis of the implementation of policies related to the program and implementation of school committees in a number of schools that were the object of research. The analysis is based on the results of a survey of the roles and functions of school committees based on school systems (input, process and output) approaches. The data obtained was analysed using the relevant theoretical backrest by evaluating each component of the system (input, process, output) towards the implementation of the program or institution. This research was conducted at SD Plus Mutiara. In addition, the selection of the location of the study was done intentionally to obtain the expected data.

III. RESULTS AND DISCUSSION

The findings in the field are known that the supporting agency of the school committee is carried out in the form of financial assistance, thought, or energy that can be donated to the school towards the effectiveness of school-based management.

The role of the school committee as a support for the process component is a form of active participation by the school committee towards the effectiveness of school-based management through the learning process. Various forms of support were made by the school committee on learning activities, especially in intracurric, extracurricular and spiritual guidance activities. From the data collected, there are still quite high school committees that play an active role.

The characteristics of schools that implement SBM are as follows:

- Schools show forms of activities within the framework of change activities.

- Schools have a clear vision.
- Schools provide equal opportunities for their teachers to come up with ideas and ideas.
- Schools give way to parents to participate.
- Schools take advantage of signs in curriculum development.
- Schools design each learning activity in school.
- Principals are positioned as facilitators and change managers.
- Schools invest money spent in the form of human resources.

Principals hold responsibility for any mistakes made by his subordinates.

IV. CONCLUSION

The School Committee as a forum for channelling community aspirations and initiatives in the school environment, especially in making school policies and programs, has been carried out. The role of the school committee in providing various advisories in policy making is carried out by schools, especially policies related to input components in the school system, such as curriculum development, human resource development (teachers and employees), programs related to student affairs, development of school facilities and infrastructure.

The role of the school committee as a supporter of the implementation of education in schools (supporting) is carried out in the form of financial support, assistance in thinking or ideas, as well as personnel or expertise. In accordance with Government policy, the form of financial support for academic programs in schools has begun to be abandoned by most and replaced by support in the form of ideas / thoughts or forms of energy and expertise that are more appropriate.

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