Implementation of School-Based Quality Improvement and Plan Management in SDIT Al-Ihsan Baleendah and SDIT Persis Ciganitri

Neni Nadiroti Muslihah[1,*], Ejen Jenal Mutaqin[1], Alamsyah Nurseha[2], Nizar Alam Hamdani[3]

[1]*Study Program of Primary School Teacher Education, FPISBS, Institut Pendidikan Indonesia (IPI) Garut, Indonesia*
[2]*Islamic Educational Management, Sekolah Tinggi Ilmu Tarbiyah (STIT) Al-Ihsan Baleendah, Bandung, Indonesia*
[3]*Garut University, Garut, Indonesia*

Corresponding author emai: neninadiroti@institutpendidikan.ac.id

ABSTRACT. This study aims to develop and improve management quality that results in quality improvement of education. This can be set up from: 1) implementing values of school-based management of improvement plan and quality in primary school, 2) the roles and functions of school committee in primary school, 3) the principal authority in managing the primary school. Evaluation research and qualitative approach (input-process-output) were used in this study. The participants involved were the principal, teachers, staffs, students, and school committee. The result shows that the implementation of school-based management of improvement plans and quality in SDIT Al-Ihsan Baleendah and SDIT Persis Ciganitri has worked well but it is not yet optimal.

Keywords: *Planning Management, Improvement Quality.*

1. INTRODUCTION

In line with educational reformation and its relation with Law No. 22 of 1999 on Regional Autonomy and Law No. 25 of 1999 concerning on Revenue Sharing of Central and Regional Government. Government has certain policies to improve the quality of education in every school level both public and private schools. This can be implemented through quality education improvement approach which is based on school and society. This implementation particularly in primary school, however, has not worked well as regulated in school-based management (school autonomy and participation in decision making to achieve targets of school quality). School-based management is supposed to be implemented in every school level particularly in primary school.

The problems dealt with now are the ways to implement school-based quality improvement management and its relevance in the future. Moreover, these problems are related to the condition of the community environment, the availability and readiness of educational inputs that support the implementation of school programs. This covers the school management regarding transparency of programs and funds, cooperation among school communities, and society. In addition, the challenges to implement this school-based quality improvement management are to build school independence, to achieve the goals, its impacts and obstacles.

To see the implementation of school-based quality improvement and plan management in primary school, the researchers took two favorite primary schools namely SDIT Al-Ihsan and SDIT Persis Ciganitri. These two schools were selected because they had different complicated problems and school conditions. Therefore, the researchers can observe the implementation of this school-based management in each school. Both schools also have a lot of school achievements and great community interest.

In addition, the two schools are different in terms of school autonomy, planning and making programs and funding, and resource management. In SDIT Al-Ihsan, planning and making programs and resource management are carried out internally by the foundation without involving the school committee, competent people, and educational observers. The preparation of school programs and funds is carried out in the Annual Work Meeting.

While in terms of funds, the school income and expenditure plan (RAPBS) is annually arranged by school committee and the community.

In the other hand, in SDIT Persis Ciganitri, planning and making school programs and funds, and resource management are carried out by the school and the school committee. The principal makes a proposal for a school program plan for one year. Each teacher also makes a plan for an activity program along with the required budget. The school committee also makes an activity program for one year.

By choosing these two schools in this study, it is expected that they are able to develop and improve the potential of the school. The reasons mentioned above have made the researchers to observe further about these schools. This study is expected to be able to assist the schools in developing and improving the management quality that can in the future give the satisfaction to the customers and stakeholders

2. METHOD

This study used descriptive method with qualitative approach. By using this method, the researchers were able to describe and analyze the implementation of school-based management in improving quality of education in two primary schools (SDIT). According to Creswell as quoted by Emzir [5], qualitative approach is a research process and understanding based on methodology to investigate social phenomenon and human problems. In this approach, the researchers make complex description, observe the words and detail report from the respondent' perspectives, and conduct the study on the situation observed. Therefore, it can be concluded that descriptive research is a method to describe object or subject observed and it aims at finding out systematic description of facts and object characteristics.

In addition to Moleong [8] that qualitative research is intended to comprehend phenomenon concerning on the research subject experiences such as behavior, perception, motivation, action, and the others. These data are then descriptively analyzed in form of words in certain contexts. To collect the data of the study, the researchers used observation, interview, and documentation study. Then, the collected data is analyzed by using data reduction technique. The next step is to display the data and to draw conclusion.

3. RESULTS AND DISCUSSION

The results of the study showed that the implementation of school-based management planning in SDIT PERSIS Ciganitri in the socialization stage was carried out by introducing the concept of school-based management to the elements of schools such as teachers, staff, students and their parents, school committees. This concept was introduced at the meetings held on beginning of the school year. Meanwhile, the formulation of school's vision and mission was carried out through environmental assessment. The functions that were required to take part in achieving education goal in SDIT Persis Ciganitri had been determined for a period of one year. The level of availability that need to observed included teaching and learning process, workforces, curriculum, the infrastructure, the libraries and the other supporting process. These findings were slightly different from SDITAl Ihsan Baleendah because it has only been running for a year.

These functions and factors are supposed to be ready. If not, it should be found out the cause and its solutions. The SWOT analysis concerning on implementation of school-based management in SDIT PERSIS Ciganitri was performed by observing each function to achieve the goals and was carried out to the whole factors both functions in internal and external. The alternative steps in solving the problems in applying school-based management concept in SDIT Persis Ciganitri was accomplished by collecting several alternative solutions from the parties like from teacher's councils and the school staffs. Therefore, the school problems are able to be solved soon. This finding is in line with Suryosubroto [2] who claims that school-based management is a form of school alternative management in decentralizing education program. This is marked by the great autonomy in school level, high participation from the community within the framework of the national education policy. The most fundamental change is in the aspect of curriculum management. Education must be able to optimize all the institutional potentials in society managed by the government, public or private education institutions.

4. CONCLUSIONS AND FURTHER RESEARCH

From the discussion above, the researchers can draw some conclusion as explained below:
a. The leadership of principals in improving quality of education in SDIT Persis Ciganitri

and SDIT Al Ihsan Baleendah has not worked optimally because they still need to adjust policy rules and school main objectives, integrate work systems with school resources. Therefore, the school can obtain high performance with a focus on developing the quality of students.

b. Implementation of school-based management plan in reaching school programs in SDIT Persis Ciganitri and SDIT Al Ihsan Baleendah is carried out from socialization stage, formulation of school's vision, mission, and objective, and SWOT analysis. However, the school has not identified the school challenges.

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