

Implementation of School-Based Management (Case Study at SMP Negeri 3 Pule-Trenggalek)

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Abstract: *The aims of this study are to: (1) know the basic concept of school-based management and all its components, (2) know how far the extent to which implications of Education Management in Education Quality Improvement, (3) know the implementation of school-based management in SMP Negeri 3 Pule Trenggalek in the year 2014/2015, (4) know the school-based management strategies in SMP Negeri 3 Pule Trenggalek in the year 2014/2015, (5) know the factors in which support the success of school-based management. The results of a school-based management review are: (1) The existence of the authority towards the school to carry out the management and continuously improve the quality by involving all members of groups who are associated directly with the school in the decision-making process in order to fulfill the school needs of quality improvement. (2) The implications of the presence of school-based management is to provide chances and opportunities for principals, teachers and students for educational innovation. (3) The school-based management implementation at SMP Negeri 3 Pule is based on the visions, missions and goals set. (4) The strategy that is implemented by the school include (a) a self-evaluation to analyze the strengths and weaknesses of the school. (b) set the quality of indicators or targets to be achieved. (c) monitoring and evaluating the programs that have been planned in accordance with the funding to see the achievement of the visions, missions and goals. (5) The supporting factors of the success of school-based management are covering: (a) Leadership and management of good schools, (b) social conditions, economic and public appreciation of education, (c) the government support, and (d) professionalism.*

Keywords: *school-based management, education*



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Abstrak: Tujuan kajian ini adalah untuk: (1) Mengetahui konsep dasar manajemen berbasis sekolah dan segenap komponen di dalamnya. (2) Mengetahui sejauhmana Implikasi Manajemen Pendidikan Dalam Peningkatan Mutu Pendidikan (3) Mengetahui implementasi manajemen berbasis sekolah di SMP Negeri 3 Pule Trenggalek tahun ajaran 2014/2015. (4) Mengetahui strategi manajemen berbasis sekolah di SMP Negeri 3 Pule Trenggalek tahun ajaran 2014/2015. (5) Mengetahui faktor pendukung keberhasilan manajemen berbasis sekolah. Hasil kajian manajemen berbasis sekolah ini menunjukkan: (1) Adanya kewenangan terhadap sekolah untuk melakukan pengelolaan dan perbaikan kualitas secara terus menerus dengan melibatkan semua kelompok kepentingan yang terkait dengan sekolah secara langsung dalam proses pengambilan keputusan untuk memenuhi kebutuhan peningkatan mutu sekolah. (2) Implikasi adanya manajemen berbasis sekolah adalah memberi peluang dan kesempatan kepada kepala sekolah, guru dan siswa untuk melakukan inovasi pendidikan. (3) Implementasi manajemen berbasis sekolah di SMP Negeri 3 Pule berjalan sesuai visi, misi dan tujuan yang telah ditetapkan (4) Strategi yang dilaksanakan oleh sekolah antara lain meliputi (a) evaluasi diri untuk menganalisa kekuatan dan kelemahan sekolah. (b) menetapkan indikator atau target mutu yang akan dicapai. (c) melakukan monitoring dan evaluasi program yang telah direncanakan sesuai dengan pendanaannya untuk melihat ketercapaian visi, misi dan tujuan. (5) Faktor pendukung

keberhasilan manajemen berbasis sekolah antara lain; (a) Kepemimpinan dan manajemen sekolah yang baik. (b) Kondisi sosial, ekonomi dan apresiasi masyarakat terhadap pendidikan. (c) Dukungan pemerintah. (d) Profesionalisme.

Kata Kunci: manajemen berbasis sekolah, pendidikan

Education management arrange to face education challenge in the future. In this case manager of education or the teacher which get that challenge. Teacher's challenge in the future of nation, include to face: globalization era, information era, IPTEK era, and fast changing era. Teacher as the manager of education must already to face that challenge. One of them is with arrange and plan management in the future. This case necessary implementation for improve the education quality.

Management in education need to anticipate the global changing that follow with advancement of science and information technology. The changing are very fast and quickly, so that there is necessary repair that continually in education sector so that education output to be able to challenge in globalization era accompany with advancement of science and technology especially information technology. That challenge just possible to win by institute of education who definitely to pay attention to the quality of education in their management. An education system to be able say have high quality, if the teaching learning process be held interesting and challenge so that student can learn many more through continual education process. The process of quality education will create an education that have good quality and efficient necessary arrange and be held education programs that able to educate student continually, because with the optimally education quality, expected will reach superiority of human source that able to dominate science, creativity, and craft concordant with science and technology that develop through.

Therefore by the reach of education purpose that have good quality, necessary education management that able to move all of education source. That education management related with student management that the contains are to form management and implementation too. Education management can define as art and science to manage education source for create study atmosphere and learning process in order to student perform active to improve their own

self potency to have spiritual religion power, self control, personality, intelligence, good character, together with creativity that need itself, society, nation and state (Husaini, 2010). Education management nowadays to form case that should give high priority for continual education so that create high quality output. The reality, nowadays many institutions of education that not yet have own good management in education manage. Management that used still conventional, so that less to answer age challenge and impressed be left from modernity.

School-Based Management is management that give more great autonomy to school and create school autonomous, with take participate decision that involve all of school institutions and society. Management of the school depend on necessary and reality in society. To look the reality of education quality nowadays, especially at subdistrict Pule and the less in science about education management at school impressed still appear doubt at institution of school education especially at SMP Negeri 3 Pule Trenggalek in improve quality of education, ninth grade is the class that the students already accept arguments according to logical think.

METHOD

Analysis Course

The course will reach in this analysis is for: (1) to know the basic concept about School-Based Management and all of the component include. (2) to know how far the implication management of education into the increase quality of education. (3) to know the implementation of Scholl-Based Management in SMP Negeri 3 Pule Trenggalek. (4) to know the strategy of School-Based Management in SMP Negeri 3 Pule Trenggalek. (5) to know the support factor of School-Based Management.

This analysis use Qualitative Method according to Bogdan and Taylor (Moleong, 1998) and data analysis use qualitative analysis according to Miles and Huberman (1992).

RESULT AND DISCUSSION

Foundation Concept of School-Based Management The Important of Education Management

Based on decision of National Education Cabinet Minister there are some reasons that founded application of school-based management, include: (1) with extension more big autonomy to the school, so that school will be more creative in develop quality of school. (2) with extension more big flexibility to the school for manage their own source, so that school will more flexible and energetic to organize and get advantage of their school source optimally for develop quality of school. (3) school know more their power, weakness, opportunity, and threat for themselves so that they can make optimal the advantage of source that be able to progress their school. (4) school know more their institutions need, especially education input will be develop and function in education process according to development grade and necessary of student. (5) withdrawal decision by the school more suitable to fulfil necessary of school because the school side is know most what is the best for their school. (6) the use of education source more efficient and effective if controlled by around society. (7) involvement all of school member and society in withdrawal decision, school create transparency and healthy democracy. (8) school to be able to responsibility about each education quality to government, student's parent, and society in general, so that it will try maximum to carry out and to reach the target of education quality that have been plan. (9) school to be able to perform healthy competition with another school to improve education quality through innovative means with support from student's parents, society, and around government. (10) school can quickly response society aspiration and environment that change quickly.

The Principle of School-Based Management

Douglas (1963:13–17) formulate the principle of education management include: (a) give high priority to purpose aloft self interest and work mechanism interest. (b) to coordinate authority and responsibility. (c) to give responsibility to the school staff concordant with characters and ability. (d) know well psychology factors of human. (e) reality of value.

That principle have essence that management in science and practice must pay attention to purpose, people, assignments, and value. Exactly the main principle implementation of school-based management there are five case include: (1) focus to the quality. (2) bottom-up planning and decision making. (3) management and transparent. (4) society source. (5) improve quality continual manner.

The Main Elements in Education Management

George R Terry told that basic elements are the sources that available resources to reach the purpose in management are:

Men (Human, People, Labor)

This labor include executive labor and operative labor. In management activity human factor is the most certainly. The point centre of management is human, because human make purpose and human also to do activity process to reach that already purpose. Without labor it will nothing working process. However management will not appear when each people only work for themselves without do cooperation with another. Management appear because some people that cooperate to get purpose together.

Money (Money That Necessary to Reach That Wish Purpose)

Money is the important factor in get purpose besides human factor that becomes most important factor and another factors. In modern world that will be important as change instrument and measure instrument of business value. Money use in every human activity to reach their purpose. Especially in the implementation of scientific management, must have really attention toward money factor because everything calculate rational there calculate how many labor amount must be pay, how many instruments must be buy also how many results that able to reach from an investment.

Machines (Machine or Instrument That Need to Reach Purpose)

In every organization, role of machines as work assistant really need, machine to be able to lighten

and facilitate in work implementation. Only need to remember that use of machine really depend on human, not human that depend on or even by machine. That machine itself never there if there are not be found, although the founder is human. Machine made are to lighten or to help reached life purpose of human.

Methods (Method or Way That Use in Effort to Reach Purpose)

The way to implementation work in reach subject purpose that defined before really certain result of someone's work. This method need in every management activity there are in programme activity, organize, movement and supervision. With good work will easily and fluently and make easy work implementation. However work method that have been formula ted or definitely is good, if the people that give work the implementation understood or did'nt have experience so that the work results is less good, because of that the use results or application of method is also depend on the people.

Materials (Material or Complementary That Necessary to Reach Purpose)

Human without material will not reach purpose that they want, so that material factor in management can't neglected.

Market (Market to Sell Output/Thing That Results)

Market is the place where we submit the product that already produce. Market really required in a company. The market is kind of society (customer) itself. Without the market a company will get bankrupt. So company have to think market management (marketing) by good right (also support by the right market) distribution of product to be able to alk fluently and concordant with what the expectancy.

Information

Certainly information really need in a company. Information about what anything popular, anything like, anything happen in society, etc. information management really important too in analyze product that already and will marketable.

The seven factors of management knowing with quotation GM+1, namely man, money, material, machine, method, market, and information. Every factor have different characteristic. Management can not operation in good without the seven factors.

Implication of Education Management in Education Quality Improvement

School-Based Management very potential to support new paradigm of education management in context distric autonomy and education decentralization in resources education quality improvement. Therefore especially in Indonesia, concept of school-based management need to get enthusiastic perceptive and appreciation wisely from all side for advancement world education in Indonesia.

School-Based Management is form a school management that also namely with school autonomy or site-based management (Beck & Murphy, 1996). Together with validity of district autonomy in world education or School-Based Management (MBS) prosecute happened changing in school management. Therefore, the manage of a school give to the school itself, or the school give big autonomy to manage the school itself with use this school-based management.

School-Based Management namely manage model that give autonomy or be autonomous to the school or Islamic school and motivate partner decision withdrawal that involve directly all of school society or Islamic school concordant with standard quality service that definitely by Central government, Province, Regency and City.

The principle MBS have purpose to accompany school in decide various of school internal policy that head to quality improvement and work of school entirely. MBS to form as one of government means to achieve superiority of nation society and technology competence, that obviously GBHN.

MBS, that sign with with school autonomy and accompaniment of society to form government response toward phenomena that appear at society, have purpose to improve efficiency, quality, and equality education, efficiency improvement, include, get through widen to manage society participation source and bureaucracy average. During quality improvement can get, include, through parents participation toward schoo, school management

flexibility and class, professionalism improvement of teacher and headmaster. Equality improvement between get through improvement of society participation that enable government more concentration to definite group.

Implication of school-based management is responsible to withdrawal definite decision as estimation, personnel, and curriculum more placed to school grade than the center stage, province, or even regency/ city too. By the validity of MBS expect can get some advantage, namely: (1) to motivate creativity of headmaster for manage their school become later. (2) able to more activate or improve the care of society to follow responsible toward work and successful of the school or Islamic school. (3) able to improve the management function of school or Islamic school become the responsibility of school and society.

Implementation of School-Based Management

The implementation of school-based management at SMP Negeri 3 Pule Trenggalek to perform some steps activities as:

Perform arrangement data base and school profile more presentatif, accurate, valid and systematically link to various academic aspect, administrative (student, teacher, staff) and financial.

Perform self assesment to anlyze strength and weakness about school source, school personnel, work in improve and reach the curriculum target and results that reach by student link with intellectual aspect and creativity, although another aspect. Based on that analysis, SMP Negeri 3 Pule identify necessary of school and formulate perspective, mission, and purpose in order to serve quality education for the student concordant with development concept of national education that will be reach. The important thing that necessary to attention related with require identification and formulation perspective, mission, and purpose is how student learn, source prepared and curriculum manage include indicator reach of that quality improvement.

Based on perspective, mission, and purpose of that quality improvement school together with the society plan and arrange long period (annually included the estimation). That programme contains some activities programme that will be held concordant with national wisdom that already fixed and should

calculate the point key of plan strategy that year and the next years. Plan of this school programme should include indicator or quality target what will be reach in mentioned year as education quality improvement process (for example in increase NEM average in definite percentage, get achievement in creativity aspect, sport, etc). School programme that arrange together between school, parents, and society have unique character and probably different between one school and another school concordant with their service to fulfil necessary of around society. Because the focus of us in implement this management concept is quality of student, so that the programme arrange should support curriculum development with attention to the national curriculum that already fixed, the steps to convey in education process and who will be deliver.

Two important aspect that should attent in this activity is total natural condition of source that available and priority to perform programme. Therefore, related with the limits of source enable that definite programme more important than another programme in fulfil necessary of student to learn. This condition motivate school to definitely priority scale in carry out that programme. Often this priority related with supplying equipment not to the education output. Therefore in order to the implementation that management concept SMP Negeri 3 pule make priority scale that direct to the education programs for student. During a deal from fund process not only according to financial consideration but reflect wisdom and priority mentioned. Estimation that related with programme only support to reach quality target. This condition enable to happened change on plan before some programme and fund accepted or fixed.

Priority sometimes can not reached in period of one year school programme, therefore school should make plan strategy and long period development through identity wisdom key and priority. This long period plan obviously as implementation strategy of plan that fulfil essential purpose, namely: (i) able to identify point change at school as result from contribute various school programme in one year period, and (ii) existence and natural condition from plan strategy mentioned should convince teacher and another staff that importance (that sometimes feel should perform totally and immediately) that although

big change needed and planned concordant with necessary of student education, but they prepared time that representative to carry out, during sequence and logical development also harmonized. The important aspect of this plan strategy is programme can examine repeatedly for every definite period and change enable be held for concordant programme in the schema of plan reference and time.

To perform monitoring and evaluation for convenience whether the programme that already planned able to perform concordant with the purpose, whether purpose have reached, and how far the achievement. Because our focus is student quality, so that monitoring and evaluation activity should fulfil necessary for knowing learning process and results of student. Entirely purpose and monitoring and evaluation activities is to research effectivity and efficiency from the school programme and wisdom that related in order to education quality improvement. Often the evaluation always not useful in definite case, therefore besides evaluation results also necessary another information that will use for make next decision in plan and perform programme in the future. Such activities continual be held until to form whatever quality improvement process that continual. In implementation school-based management there are four principle that should be understand namely: (1) power; (2) science; (3) information system; and (4) appreciation system.

The power of headmaster have more big power to take decision related with school management wisdom compared with previously education system. This power means to enable school walk effectively and efficient. The power that have by headmaster will be effective if get participation support from various side, especially the teacher and student's parents. How big the power of school depend on how far MBS can implemented. Gift whole power as in MBS theory impossible be held in directly, but there is transition process from management that point controlled to MBS.

The bigger power that have by headmaster in take decision necessary be held democratical there are with: (1) get involved all of side, especially teacher and student's parents. (2) form the small teams in school level that give authority to take decision that relevant with their function. (3) weave cooperation with the organization outer school.

The science of headmaster and all of school society should be someone that try throughly add science and creativity in order to increase the school quality. Therefore, school should have human source improvement system through various training or workshop use to provide teacher with various ability that related with education process.

The science that important should have by the whole staff are: (1) science to improve school work. (2) understand and able to carry out various aspect that related with implementation of activities (quality assurance, quality control, self assessment, school review, benchmarking, swot, etc).

School information system that be held by MBS necessary have clear information related with school programme. This information need in order to all of the school society and society around can easily get imagination of school condition. With that information school society can take role and participation. Beside of that, the available of school information will make easy the implementation of monitoring, evaluation, and school accountable. Information that most important to have by the school that related with: the ability of the teacher and the student achievement.

School appreciation system that be held by MBS necessary arrange appreciation system to give reward to the school society that have prestige. That appreciation system need to motivate the school society career, there are teacher, staff, and student.

Application School-Based Management Strategy

Many advantage already feel by district government although school side that directly become implementation target. This case because in carry out this programs applied school-based management (MBS) principle start from plan process, implementation, until report process and the feed back.

In other words the programs that be held follow principle democratic, transparent, professional, and accountable. Through implementation of this programme the manager of education in school include headmaster, teacher, school comitee and society figure around followed active in every steps of activities. There in that education process advance and the whole side give mutual power to give the best for school advancement.

There also application MBS strategy can take with this steps: (a) work out school comitee/Islamic school assembly in improvement education quality school. (b) elements of Regency/city goverment in this case institution related include education service, comitee programme of Regency/City, Religion Departement (that handle education at MI, MTs, and MA). Education Court Regency/City especially help in coordination and make network (access)in goverment activity cycle and development generally in education sector. (c) workout education labor, inclde instuctor labor (teacher), headmaster, leadership officer and conselor (BP) although staff office, functionaries at subdistrict level, elements of school comitee about school-based management, the quality education and together with role of society. (d) arrange training and systematic observation for all headmaster, teacher, elements of school committee o application of education quality improvement. (e) perform supervision and monitoring that systematic and consistent toward implementation of education activity at school in order to know various obstacles and problems have been face, with immediately can give the solution/problem solve that necessary. (f) manage activity that help directly for every school to education quality improvement, rehabilitation/ departement structure and infrastructure with form a team that particular to handle and all at once to perform support and supervision toward contruction team as implementation of that activity.

The Factor Support Successful of School-Based Management

Leadership and good school management will success if support by profesional ability of headmaster or Islamic school in leader and manage school effective manner and efficient, with able to create organization climate that corcodant for teaching-learning process.

Social condition, economic, and society appreciation toward education, the external factor that will take part certainly the successful MBS are education level condition of student's parents and society, ability in education cost with appreciation level in motivate children for study through.

The support of goverment, this factor really help effectiveness of implementation MBS especially for

school or Islamic school that ability of parents/society relative not already give contribute toward education implementation, fund allocation of goverment and giving authority in manage school or Islamic school become successful certainly.

Professionalism, this factor really strategic in means certainly the quality and work of the school or Islamic school. Without professionalism of headmaster on Islamic school, teacher, and supervisor, will be difficult to reach MBS programme that have high quality with student achievement.

CONCLUSION AND SUGGESTION

CONCLUSION

School-Based Management point is give authority toward school to manage and repair quality continual. Also able to say that school-based management the true is source suitable that be held autonomus by school with include the important of all groups (stakeholder) related with the school directly in take decision process for fulfil necessary of school quality improvement for reach purpose of national education.

Therewith MBS expected will give opportunity and change to the headmaster, teacher and student to perform innovation in education namely, wisdom and authority of the school directly head to student, parents and teacher, the source able to advantage optimally, creation of student able to be held effective manner, can invite all of side to advance and improve implementation of education.

In order to implementation of this management concept, the strategy that able to be held by the school there are include self evaluation to analyze strength and weakness of school. According to that evaluation results school together with parents and society certain perspective and mission of the school in education quality improvement or formulate quality that expected and continue with arrange plan of school programme include the cost, with depend to priority scale and national wisdom concordant with school condition and that already source. In arrange programme, school should decide indicator or quality target will reach. The activity that not lost important are be held monitoring and programme evaluation that already arrange concordant with the fund to look up the reach of perspective, mission and purpose that

already definitely concordant with national wisdom and quality target reach report the results to the society and government. Evaluation results (process and output) advanced can used as input for plan/arrange school programme in the future (the next year).

SUGGESTION

For acquainted and equal perception although for receive input i order repair concept and implementation of this management, so that socialization should be held through. The activities that have examination characteristic s hould be held immediately to know the obstacle probably appear in the implementation search the solution in order to anticipate the possibility of obstacle appear in the future. Expectation with this concept, so the improvement of education quality will be able to reach.

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