

Implementation of School-Based Management in Creating Excellent Schools

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Abstract: The purpose of this study is to learn more about the application of School-Based Management in creating a superior school at SD Negeri 01 Rantau Panjang, as well as the elements that helped and hindered the SBM process. The study employs qualitative methodologies. SD Negeri 01 Rantau Panjang was the site of this study. Observations, interviews, and documentation were used to gather data. The acquired data is analyzed using the phases of data gathering, data reduction, data presentation, and conclusion drawing. The principal, teachers, students' parents, and the school committee were the focus of this investigation. From the findings of this study, it can be inferred that (1) school-based management is fairly good, starting with curriculum management and ending with special service management. (2) Internal and external variables in SD Negeri 01 Rantau Panjang assist the implementation of SBM. The implementation of SBM in SD Negeri 01 Rantau Panjang was hampered by both internal and external issues. Internal reasons include a lack of proper facilities and infrastructure, insufficient learning tools and media, a shortage of qualified teaching professionals on the job, and limited funding. External factors, such as the lack of involvement of parents of children who are still absent, as well as a lack of collaboration between the school and the corporate world.

Keywords: Excellent School, Implementation, School Based Management

A. Introduction

Education is given top priority in Indonesia since it is crucial to the realization of a civilized national culture. The Law on the National Education System, Number 20 of 2003 Article 3 states that "National education functions to develop potential and create a dignified nation, which aims to develop the ability of students to make human beings better and advanced in all respects" (Depdiknas, 2003) This demonstrates the significance of education in Indonesia.

The first characteristic of excellent schools is having disciplinary standards that apply to every student. The second is regularity in the schedule of class activities. The third is having very high standards for academic achievement. The fourth student is capable

of achieving the planned goals. The fifth student is expected to graduate by mastering academic knowledge. Sixth, honor deserving students with prizes. Seventh, pupils might put in a lot of effort to succeed. Eighth, students need to be responsible, and the nine principals offer in-service training, supervision, and time for group planning. very same.

From the aforementioned characteristics of superior schools, it is clear that several factors make it difficult to implement superior schools, particularly in the discipline of the teaching staff, the lack of habit and routine in the classroom, and the lack of community involvement in setting school policies as a result of the lack of a sense of community. lack of commitment to supporting and preserving the school that their kids attend. The use of school-based management (SBM), among other management tools, methods, and strategies, is therefore necessary to develop a superior school within a school. To successfully adopt SBM, the community must be involved, including members of the school committee, the education board, and the community at large (Sunanto, 2015). Additionally, MBS encourages all schools to offer pupils a more effective and efficient education because the quality of the curriculum is directly impacted by the facilities, infrastructure, and teaching methods used in each institution.

Management comes from the English word “manage” which means to regulate. Organizing or management means the effective utilization of organizational resources to achieve goals (Azis, 2012). Management is the activity of managing resources owned by schools/organizations which include people, money, methods, materials, machines, and marketing which are carried out regularly in a process (Pasaribu, 2017).

Regarding the implementation of SBM, there are research results related to this study, including research conducted by (Hakim, 2016), The conclusions of this study are: SBM will be successful if there is a decentralization factor, a factor of independence in the resources owned by the school, factors initiatives, and innovation factors to improve the quality of education. Apart from that, according to the judge, the implementation of SBM to create a superior Islamic school must also be based on SBM principles, namely: the principle of independence, the principle of decentralization, the principle of flexibility, the principle of human resource initiative, the principle of accountability and transparency, and the principle of innovation.

The term “school-based management” (SBM) refers to an alternative management model for managing educational resources, responsibility, and decision-making that is more in line with school-based educational practices and less centralized agency-controlled. School administrators and principals can promote strong collaborations between the school community, which includes parents, students, teachers, and other educators, as well as with external parties like the community, businesses, and universities, through the use of this management model (Hamid, 2018). To promote

the school, SBM (school-based management) is a strategic method for reorganizing school organizations that grant local school members authority and influence. Principals, instructors, consultants, curriculum developers, administrators, parents, locals, and students are considered to be members of the school community (Pratiwi, 2016).

Along with the structural elements of SBM implementation, such as management of the curriculum and teaching programs, management of the educational staff, management of the students, management of the finances and financing, management of the infrastructure and facilities of the educational system, management of relationships between the school and the community, and management of special services for educational institutions. Another study was done by (Kurniawan et al., 2020), and it concluded that SBM implementation is successful if the curriculum is managed well, the facilities and infrastructure are managed according to standards, the students are managed well, and the teachers are managed well. Another study was done by (Jansa et al., 2021), and it concluded that SBM implementation is successful if the curriculum is managed well, the facilities and infrastructure are managed according to standards, the students are managed well, and the teachers are managed well.

Based on ongoing research conducted by the researchers at SD Negeri 01 Rantau Panjang, it has been determined that MBS implementation in university schools is necessary. However, to obtain data that is accurate and current about the situation and the conditions present, the researchers must conduct a more intensive study. Then, to implement MBS in the school SD Negeri 01 Rantau Panjang, it was necessary to provide the necessary resources for the school to carry out its mission of providing the best possible education for its students. These resources included highly qualified teachers, classroom facilities that were suitable for learning, and Superior school programs.

The development of SBM components such as curriculum management and teaching programs, which include planning, implementing, and assessing curricular activities, is another power granted to schools. The Ministry of National Education is responsible for the planning and development of the national curriculum, so each school has the authority to create and modify curriculum programs according to its unique situation and conditions, such as by increasing lesson length, creating teaching aids, and adding learning resources, to achieve the desired outcomes. the availability of the necessary educational personnel with the necessary qualifications and talents, as well as the production of quality employment, are necessary for optimal educational staff management.

The effectiveness of SBM is also significantly influenced by managing students, finances, and school-community connections, where a positive relationship between

the school and the community can increase community understanding of the value of education for its members' children. Additionally, SBM can be effective if specific services like library services, health care, and school safety are adequately managed so that all students can learn and do their obligations in a calm and secure environment (Mulyasa & Muchlis, 2017).

B. Methods

This study was carried out in Rantau Panjang State Elementary School 01, which is situated on Jalan Raya Dusun II in the South Sumatra province communities of Rantau Panjang Ulu Village, Rantau Panjang District, and Ogan Ilir Regency. From May 2021 until August 2021, three months of study were done. The primary goal of this study is to learn more about how school-based management is used to build better schools. However, the purpose of this study is to describe and analyze the implementation of school-based management at SD Negeri 01 Rantau Panjang to create a superior school, as well as to identify the encouraging and discouraging factors that were present during this process.

Researchers need information sources from informants to collect data and information to use as analytical material. Purposive sampling was utilized by the researchers to identify the informants. Helaludin & Wijaya (2019) state that "Purposive sampling is a sampling technique for data sources with certain considerations." Purposive sampling aims to establish a sample by choosing several particular samples that are evaluated by the research challenge. The principal, two instructors, the chairman of the school committee, and two student parents are the necessary informants in this case.

Researchers used qualitative research in this study. The significance of generalization is highlighted by qualitative research findings (Anggito & Setiawan, 2018). In general, descriptive research is a non-hypothetical study, so it is not necessary to develop hypotheses in the context of research, according to Arikunto (2012). The information gathered for this study is consistent with the research topic, which is the use of school-based management to establish outstanding schools at SD Negeri 01 Rantau Panjang. Primary data and secondary data are the two categories of data used in this study. Primary data includes information gleaned through firsthand interviews and observations. Secondary data is information gathered by researchers from a variety of sources, including books, journals, articles, reports, websites on the internet, and pictures/photos.

C. Results and Discussion

On Jalan Raya Dusun II, Rantau Panjang Ulu Village, Rantau Panjang District, Ogan Ilir Regency, South Sumatra Province, SD Negeri 01 Rantau Panjang is situated.

Geographically, SD Negeri 01 Rantau Panjang is in a good place. It is by the side of the road with easy access to good schools, making it convenient for students to get there. It is also not difficult for residents of Rantau Panjang village to enroll their children in SD Negeri 01 Long Range.

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Based on the findings of the observations and interviews that researchers conducted with informants about the implementation of SBM at SD Negeri 01 Rantau Panjang in building a superior school, it can be said that it is quite good. However, there are still several SBM components that have not been implemented perfectly due to several factors, including the lack of adequate facilities and infrastructure owned by the school, the presence of teachers who do not follow the Q model and other factors. According to the idea advanced by Mulyasa & Muchlis (2017), managing the elements of the school itself is crucial to achieving objectives effectively and efficiently as well as to implementing school-based management successfully.

Related research regarding the implementation of SBM was also carried out by (Jansa et al., 2021) entitled *Implementation of School-Based Management*, The results of the study concluded that judging from the School Curriculum Management at SMA Negeri 4 Prabumulih used the 2013 curriculum and revised the documents and methods its implementation, seen from the Management of Facilities and Infrastructure, is by existing standards, in terms of Student Management it can be said to be good, in terms of Teacher Quality Management it is said to be good.

This research is also consistent with (Kurniawan et al., 2020) who published a study in the *Tambusai Education* magazine Volume 4 Number 3 Years titled "Application of SBM in Improving the Quality of Education at Prabumulih 1 Public Middle School." When evaluated from the perspectives of 1) curriculum management, 2) facility and infrastructure management, 3) teacher quality improvement management, and 4) student curriculum, it can be determined that the application of school-based management in enhancing the quality of education is stated to be good.

Supporting and Inhibiting Factors in Creating Excellent Schools at SD Negeri 01 Rantau Panjang

Researchers' observations and interviews revealed that there were both external and internal variables that supported and hindered the establishment of a superior school at SD Negeri 01 Rantau Panjang. The role of the school principal, the role of teachers, the availability of adequate facilities and infrastructure, the role of students who participate and are active in implementing teaching and learning activities, and adequate funding whose sources come from the government through school

operational assistance are internal factors that support the implementation of SBM. The school environment, the surrounding environment that is suitable for learning, the involvement of students' parents in overseeing their children and offering encouragement and incentive for children in learning, the role of the school committee and the community in providing input in the form of personnel, thoughts, and even funds.

The application of SBM in building superior schools at SD Negeri 01 Rantau Panjang is hampered by several internal and external variables in addition to those that support it. Internal causes include underutilized teachers and educational staff as well as deficient buildings and infrastructure, poor learning resources, and inadequate learning tools and media. Additionally, there are other obstacles, such as the community's and kids' parents' lack of participation, the absence of business sector cooperation, and the restricted government funding that schools have access to.

According to the theory Rusdiana (2015), which is in line with this research, schools must also pay attention to several factors that contribute to the success of SBM, including the first factor is the principal, all school personnel, and good school management; second, there is participation; third, there is government support; and fourth, there is professionalism from all parties.

This is in line with earlier research by Susetyo (2013), who concluded that school principals' managerial skills had a beneficial impact on the adoption of school-based management and there are still challenges that must be overcome for it to be implemented. The principal must hold discussions with all parties involved in SBM implementation programs, both directly and indirectly, to remove all obstacles that currently stand in the way of realizing superior schools at SD Negeri 01 Rantau Panjang. Improvements must be made to the current work system, and administrative procedures, increase supervision of teaching staff, and the quality of human resources by conducting training and trainingin So that the process of implementing SBM to create outstanding schools can go smoothly and profit everyone, especially pupils.

D. Conclusion

According to the findings of the researchers' observations and interviews, the following can be said: 1) Even though there are still some SBM components that have not been fully implemented, SD Negeri 01 Rantau Panjang's use of SBM in building a superior school can be considered to be fairly good; 2) There are external and internal variables that can help or hinder SD Negeri 01 Rantau Panjang from becoming a better school.

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