

Implementation of School-Based Management in Improving the Quality of Educators

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Abstract: The goal of this study is to provide an overview of school-based management planning, organization, execution, and assessment in junior high schools in Namang District, Central Bangka Regency. The teachers, committee members, and principals of SMP in Namang District, Central Bangka Regency, served as the study's subjects. This study employed a qualitative descriptive methodology. According to the findings of a school-based study conducted in junior high schools in Namang District, Central Bangka Regency, management at these institutions begins with the overall plan, the vision, the mission, and the educational objectives of the institution. and starting with the position of each school principal as a leader and manager who has the primary responsibility for leading and has the policy to decide how this assessment process is carried out as best as possible, school-based management evaluation is done to improve the quality of educators.

Keywords: Evaluation, Quality of Educators, School-based Management

A. Introduction

The science of management deals with how to plan and direct an organization's operations. Usmad (2014) claims that the word "management" is derived from the Latin manus, which means "hand," and agere, which means "to do," which are then combined to form the verb manager, which means "to handle." Educators are defined as educational staff who are certified as teachers, lecturers, counselors, tutors, instructors, facilitators, and other suitable designations under the Law of the Republic of Indonesia No. 20 of 2003 Article 1 Paragraphs 5 and 6. In an educational institution, management, often known as management of human resources, refers to all activities that educators consciously and consistently carry out to support their contribution and enable them to work together to accomplish shared educational objectives.

It is the responsibility of excellent educators to contribute to raising standards in education, both in terms of quantity and quality. All students at the school have a great deal of hope that, with the help of excellent teachers, they may build a path to academic achievement. According to the Ministry of National Education (2002), Indonesia's school-based management model is called School-Based Quality Improvement Management (MPMBS). This management model gives school principals autonomy and flexibility to schools to encourage the participation of school residents (teachers, students, principals, employees, and the community) in improving school quality based on applicable laws and policies at the national level.

The goal of putting SBM into practice is to raise the standard of education overall, including the standard of learning, the standard of the curriculum, the standard of teachers and other educational staff, and the standard of educational services in general. Additionally, schools have a responsibility to communicate to the community, parents, and the government how to improve the quality of their specific educational institutions. This will encourage schools to work hard to meet the set goals for educational quality (Sujanto, 2007).

In Indonesia, the implementation of school-based management has been concentrated on junior secondary level educational institutions, particularly in Namang District, Central Bangka Regency. According to the Education Reference Statistics for 2022, there are 16 junior high school education units (schools) in the Namang Tengah Bangka district, including both private and public MIN, SD, SMP, MT, and MA levels. Two public junior high schools Namang 1 Public Middle School and Namang 2 Public Middle School as well as one private junior high school Ibnu Sabil IT Middle School are revealed by data.

According to observations made by researchers while browsing the websites of the Central Bangka District Education Office and the current Ministry of Education, it was discovered that several schools were implementing school-based management to raise the caliber of teachers, though this process was still in its infancy. This is also supported by information from interviews with the Head of the Secondary Education Section of the Central Bangka Education Service, who stated that, in general, school-based management in each junior high school in the Central Bangka Regency has only been implemented to 80% and has not yet been implemented to 100%, indicating that it is still in the development stage as discovered by the educators, whose quality is still low. There are schools where the quality of educators is already good, with accomplishments at the cluster or local level, there are schools where the quality of educators is still moderate, and there are schools where the quality of educators is either sufficient or has not yet emerged about the accomplishments of their educators. The caliber of graduates produced by their students is also influenced by the caliber of the teachers.

According to research findings by Wahyu et al. (2021), the implementation of school-based management has a demonstrable effect on raising educational standards. Since the idea of educator management is still being developed, junior high schools (SMP) in Namang District are currently in the process of building their school-based management system. Another factor is the absence of educators from teacher competency development initiatives like workshops and training. Likely, the adoption of school-based management in junior high schools throughout Namang District has not been done properly, which has led to the educators' low and subpar quality still being there. The teachers' ages in junior high schools in Namang District are also taken into consideration; the majority of senior teachers encounter issues or challenges when participating in workshops or training sessions because of their workloads, physical limitations, and still-limited technological capabilities. minimal.

According to research by Hidayah (2017) the best way to implement improving teacher quality is to hold effective regular meetings in a supportive environment, motivate teacher performance, and treat teachers with respect both individually and within institutions. Research Lestari (2019), explains that the implementation of good school-based management starts from the role of the principal who implements policies based on joint discussions, developing the fundamental teaching competencies, one of which is the professionalism of teachers in developing innovative and creative teaching and learning activities, also supports this.

The necessity to explore school-based management to enhance the caliber and attributes of teachers by implementing strategies or ground-breaking and efficient management techniques is an intriguing area for research. Despite the perception that the implementation of school-based management is still not ideal for raising the caliber of teachers in junior high schools across Namang District, management is extremely important and must be maximized for the shared expectation that schools will become more advanced, developed, and better. According to research Lawotan (2019), schools adopt school-based management by overseeing the management of teacher/educator learning to increase teachers' professional competence and generate 100% graduates every year.

There are numerous webinars, workshops, online training opportunities, and training that can be carried out to accomplish shared objectives to realize the school's vision and mission. This is especially true during the Covid-19 pandemic. The fact that this research is the first one conducted for junior high schools in Namang District makes it advantageous because it is fresh research that can inform best practices, concepts, and materials for junior high schools in the area, particularly those near the Central Bngka BUPTen. The goal of this research is to apply school-based management to raise the quality of human resources, particularly the quality of educators. Therefore, the study "Implementation of School-Based Management in

Improving the Quality of Educators in Middle Schools in Namang District, Central Bangka Regency” is of interest to scholars.

B. Methods

The following locations will host research on the implementation of school-based management in improving the caliber of teachers in middle schools in Namang District, Central Bangka Regency: 1) Namang 1 Public Middle School, which is located at Jalan Koba Km 26, Namang Village; 2) SMP Negeri 2 Namang which is located on Jalan Raya Kayu Besi, Namang District; 3) IT Ibnu Sabil Middle School which is on Jalan Raya Koba KM 17 Gang Silok RT. 08 Dusun 2 Cambai Village, Namang District. This research was conducted from July – September 2022. A person who can supply the key information required for the research is referred to as the research object or informant. Humans are the subject of this social survey research.

According to Prastowo (2011) the purpose of this research was to describe the Implementation of school-based management in improving the quality of educators in middle schools in Namang District, Central Bangka Regency. As a result, the primary data sources for this research were people who were thought to be significant in terms of obtaining precise and comprehensible information. The implementation of school-based management to raise the caliber of teachers in middle schools in Namang District, Central Bangka Regency, is the topic of the study project.

Sugiono (1999) asserts that the research methodology is essentially a scientific means to gather data with set objectives and conditions. According to Ahmad (2015), the method is a means of reaching the objectives required for its users, so that they may comprehend the object and the desired target to attain the target or problem-solving objectives. Research, on the other hand, is an effort to search once more that is done utilizing a certain strategy. So research methods are a science or a way to find solutions to all problems. About the facts and phenomena under investigation or being observed, this study adopts a descriptive qualitative approach, which describes circumstances or events that are organized in a systematic, factual, real, and correct manner.

The principal, school committee, and teachers are the study’s objects. We used observation, interviews, and documentary case studies as our sample-gathering methods. According to some of the aforementioned viewpoints, researchers will mostly use interviewing as a method of data collection. This method was selected since the information to be gathered originates from employee research and experience, particularly from officials who have been recognized as key informants. The researcher employed a documentation study technique, or tangible evidence, to complete the interview data. Researchers then utilize observational approaches for

data that is broad. Researchers used participant observation, in-depth interviews, and documentation of data sources during the triangulation process.

C. Results and Discussion

The implementation of school-based management in junior high schools in Namang sub-district, Central Bangka Regency, including SMP N 1 Namang, SMP N 2 Namang, and SMP IT Ibnu Sabil as well as from Korwil in Namang sub-district, is divided into four phases: planning, organizing, implementing, and evaluating or assessing which includes autonomy, leadership, participation, and teamwork.

1. Analysis of SBM Planning in Middle Schools in Namang District, Central Bangka Regency in Improving the Quality of Educators

Planning in school-based management needs to be implemented so that the concepts and images related to school-based management come forward. According to Hidayah (2017) School-based management is a management concept that must be planned and structured. SBM's planning to improve the quality of educators in junior high schools in Namang District, Central Bangka Regency is seen from the aspects of autonomy, leadership, participation, and teamwork as follows:

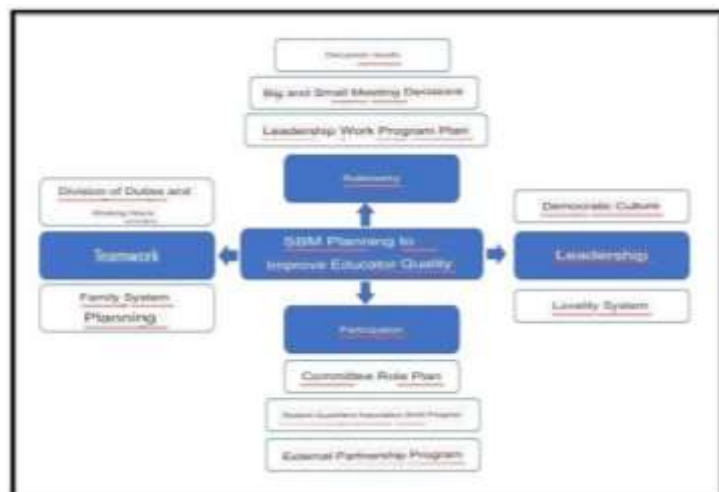


Figure 1. SBM planning to improve the quality of educators in SMP throughout Namang District

The activities involved in school-based management planning for the three junior high schools in Namang District, Central Bangka Regency, are extremely varied. By having a discussion forum, an internal meeting, a small meeting, and an exterior meeting, either large or small, you can discuss the autonomy that exists at SMP N 1 Namang, SMP N 2 Namang, and SMP IT Ibnu Sabil. To plan how the school will move forward, the teachers gather the hopes and ideas of all the educators at this meeting.

The planning process is also utilized to establish the three schools' vision, mission, and goals. Additionally, schools create leadership work programs that include both annual and semester-long courses for both instructors and schools. Teachers now have the freedom to design lesson plans for their classes, including resources for learning, in the form of semester and annual plans. Every school principal has responsibilities and rights when it comes to better managing the institution and its human resources. Dolong (2018) lists the independence and authority of the leadership in managing resources effectively to attain educational goals as one of SBM's qualities. The findings of a study by Kartini (2020) which found that the principal's leadership style had a significant impact on teacher performance, also confirm this. The performance of the teacher increases in direct proportion to the school principal's level of leadership. Therefore, as teacher performance increases, so will the caliber of teachers. Different leadership styles are used in these three institutions. Democratic leadership, devotion, and imaginative leadership are a few of them.

Teachers in schools also use this leadership style, in addition to school principals. For the sake of your students, lead well in class. prepared to set goals for leadership accomplishment. The principal and the teacher work together to address any educational issues on behalf of the school and for the benefit of the school in this democratic leader culture. The principal of the school and the instructors are also looking for loyalty and visionary leadership.

Visionary leadership is defined as school/school principal leadership that is focused on the school's long-term goals Junior high school principals in Namang District, Central Bangka Regency, undoubtedly use a visionary leadership style, which is accomplished through the school's vision, mission, and goals (Lifornita & Sholeh, 2021). Each school must collaborate to establish the work program for the student guardian association, the roles and responsibilities of the school committee, and school collaboration initiatives. The individuals involved in cooperation planning also collectively develop and create the school's future course of action. To improve the school, teachers, and students, this teamwork entails teachers actively participating in the sharing of knowledge, experiences, and ideas. As part of the endeavor to plan school-based management in the three schools, planning for the distribution of duties and working hours of teachers as well as planning for a family system that was developed by the school principal.

2. Analysis of SBM Organization in Middle Schools in Namang District, Central Bangka Regency in Improving the Quality of Educators

For school-based management to be adequately organized in the educational institution or agency that executes it, it unquestionably demands a mature strategy

(Pratiwi, 2016). The illustration below shows what can be inferred from observations and outcomes of interviews at the three schools:

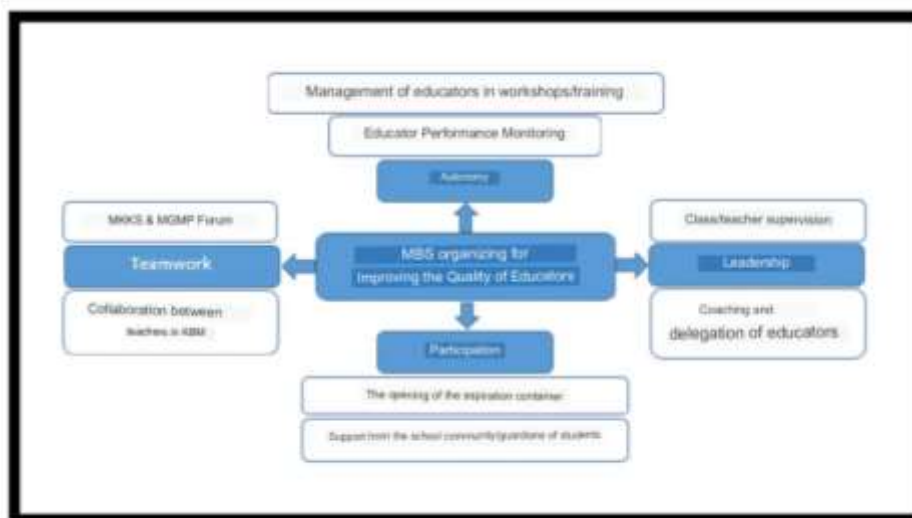


Figure 2. Organization of SBM to improve the quality of educators in junior high schools in Namang District

To arrange their teachers so that their quality might rise, middle schools in Namang District, Central Bangka Regency, each have their techniques and efforts. School administrators give priority to managing their teachers by involving and assigning them to workshop/training activities, depending on how autonomy or policy is seen. The monitoring of educators' performance in the educational process they carry out in schools is another policy that must be carried out. To arrange their teachers so that their quality might rise, middle schools in Namang District, Central Bangka Regency, each have their techniques and efforts. School administrators give priority to managing their teachers by involving and assigning them to workshop/training activities, depending on how autonomy or policy is seen. The monitoring of educators' performance in the educational process they carry out in schools is another policy that must be carried out.

When participating in the planning of school-based management, the best methods and efforts are put forth to raise the caliber of teachers in junior high schools in Namang District, Central Bangka Regency. According to Murni (2018), schools' management of learning activities, school administration, and community participation can give insight into the quality of education provided in Indonesia. In general, this entails creating a forum for ambitions, which is implemented in a discussion forum. In addition, there are initiatives to establish a WhatsApp group as a forum for aspirations and a means of contact between professors and student guardians.

Meetings are another method of coordination, and the versatility of communication medium makes it a useful tool for coordinating student participation in both

teaching and learning activities. In addition, numerous schools established forums for student-parent associations to help with coordination. This communication channel can be used to route information from the Ministry of Education, the Education Office, and all schools.

In terms of cooperation established in the structure of school-based management, it is beneficial to work together when putting the educational process into action. According to Dolong (2018), schools implementing SBM must foster teamwork, which is defined as “together empathy assist maturity willingness organization respect kindness,” or “together caring for each other and helping each other voluntarily with respect and friendliness in an organization.” As used in junior high schools in Namang District, Central Bangka Regency, educators actively participate in the corresponding Subject Teachers’ Conference forums each year to organize teamwork. Additionally, there are cooperative projects between educators inside and outside of the classroom that are intended to raise the caliber of educators and make it easier for them to carry out their primary responsibility of planning teaching and learning activities.

3. Analysis of the Organization of SBM in Middle Schools in Namang District, Central Bangka Regency in Improving the Quality of Educators

The application of SBM in educational institutions or agencies is outlined in (Lawotan, 2019) and is based on the autonomy rights or policies of each school to improve the quality of education, including the quality of students and educators. The managerial implementation of SBM by the school principal and educator sides also has an impact (Sari et al., 2018). The following is a school-based management implementation method to raise the caliber of teachers in SMPs throughout Namang District, Central Bangka Regency, based on the findings of interviews and observations at the three schools:

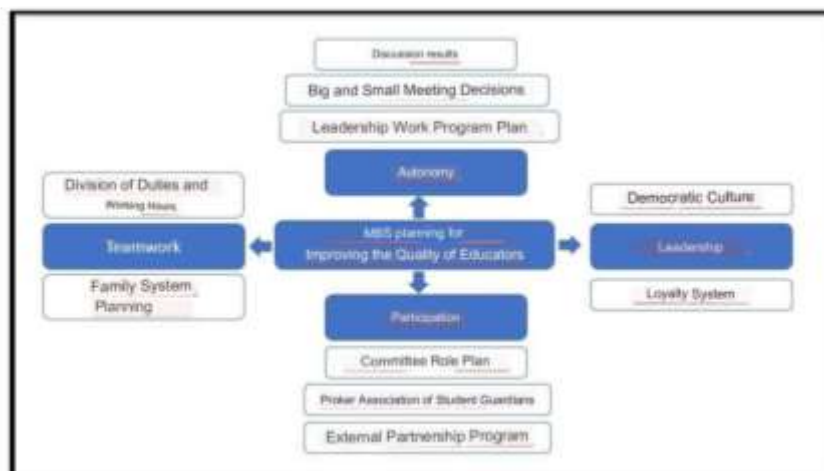


Figure 3 Implementation of SBM to Improve the Quality of Educators in Junior High Schools in Namang District, Central Bangka Regency

Implementing school-based management to raise the caliber of educators in autonomous schools begins with promoting the overall concept or school branding, followed by putting the school's vision, mission, and goals into practice with specific goals in mind. After that, every teacher is granted full authority to plan, oversee, and create a conducive learning environment for kids, as well as to optimize their potential, skills, and interests by actively taking part in workshops or training sessions.

In addition, the implementation of school-based management in each school is supported by and heavily depends on the leadership of the school principal (Murni, 2018). This is also consistent with earlier research by Yuslah et al. (2021) on the role of school management in fostering professional student accomplishment, which shows that school administration has a sizable and advantageous impact on teacher quality. SMPs in Namang District, Central Bangka Regency are looking for innovations and good programs, which are of course started by their educators, from a leadership perspective. In addition, school heads strive to be imaginative and creative leaders. Teachers at schools also develop into expert leaders in their particular classes.

All school/school members must participate in the implementation of school-based management to improve school performance (Triwiyanto, 2013), participation from the school community is a huge asset to educational initiatives. By creating a venue for the association of student guardians and homeroom teachers as a forum for aspirations and communication between teachers, parents, and students, the school's responsibility is to satisfy the aspirations of the school community. School partnerships that have worked with schools have contributed to participation for schools as well. Managing education to promote positive change is a skill that every educational institution must possess (Deswary, 2012). Teachers participate directly in the partnerships that schools have established to develop and refine teacher competency. By working together, educators can create engaging teaching and learning experiences. Teamwork helps facilitate communication among academic staff members. The Principal's working meeting Forum (School Principals Working Meeting), the Student Guardian Association forum, and the district-level Subject Teacher Deliberation forum make up the teamwork in SMPs in Namang District, Central Bangka Regency.

4. Analysis of the Evaluation of SBM in Middle Schools in Namang District, Central Bangka Regency in Improving the Quality of Educators

Evaluation is the process of determining if an activity or program that has been put in place has been successful. Monitoring and evaluation can work together, and evaluation can also be utilized to improve and advance education (Lawotan, 2019).

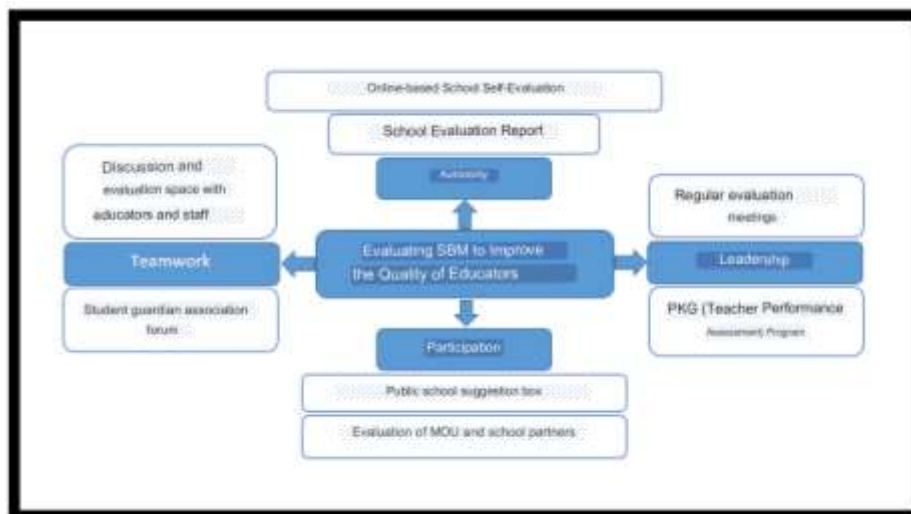


Figure 4. Evaluation of SBM to Improve the Quality of Educators in Junior High Schools in Namang District, Central Bangka Regency

It begins with the role of each school principal as a leader and manager who has a major role in leading and has policies to determine how this evaluation process is carried out as effectively as possible in the evaluation stage of school-based management to improve the quality of educators. Regarding autonomy, evaluations are made through school assessment reports, which are completed at predetermined intervals by a consensus agreement. Every junior high school in Namang District has a schedule for evaluations that includes weekly, monthly, semester, and year-end assessments. Assessing and determining the degree to which learning activities have been implemented is beneficial for educators when evaluating teaching and learning activities. The evaluation procedure is governed by a regulation that calls for the use of a web-based tool from the school operator admin called school self-evaluation. This tool has numerous school evaluation components, including national education standards.

When it comes to leadership, the principal sets the agenda for each evaluation meeting. The principal might also start the conversation about evaluations. Each teacher is given the chance to discuss the outcomes of his performance in both his primary role as a homeroom teacher and in the office functions of the school. The teacher's teaching and learning activities are being observed and evaluated by the principal in this instance (Azizi et al., 2021). In their respective schools, school principals also administer PKGs (Teacher Performance Assessments). Because the teacher serves as a role model for the students, the Teacher Performance Assessment serves as the foundation for evaluating teacher competence in the process of teaching and learning activities as well as carrying out additional teacher responsibilities.

Schools use principal working meetings as a place for ambitions and debate forums linked to school evaluation in terms of involvement in this evaluation. At this time, each school is also conducting an evaluation procedure both offline and online. Some schools also include a suggestion box where people can provide feedback, criticisms, and suggestions that will help with school evaluation. As part of the school progress report, evaluation with the collaboration team and MOU is also completed.

Implementation of an offline evaluation, i.e., holding a meeting or gathering with every student or a separate meeting with instructors and staff to assess the school. However, as a kind of evaluation report to the education office, schools must also complete the School Self-Evaluation online form. Teachers evaluate their students' learning with youngsters in the classroom as well. One way in which teachers and student guardians evaluate each other's teamwork is through reports and coordination. This is how the teamwork evaluation process is carried out in terms of teamwork. For educators to effectively collaborate with students and conduct mutual evaluations of one another, a discussion and assessment room is available at all times. SMPs in Namang District used the student guardian association forum for each school as a means of communicating aspirations, input, and corrections for everyone so that they could cooperate to discover answers to ongoing school difficulties during the teamwork evaluation process.

D. Conclusion

Based on the results of the research that the researchers conducted regarding the implementation of SBM in junior high schools in Namang District, Central Bangka Regency to improve the quality of educators, it can be concluded several things as follows. The implementation of SBM in SMPs in Namang District, Central Bangka Regency was felt to be a success by schools, this was indicated by significant changes in schools, such as improving the quality of school educators and increasing public attractiveness to SMPs in Namang District, Central Bangka Regency, namely: 1) School-Based Management Planning in Middle Schools in Namang District, Central Bangka Regency. According to the findings of interviews and observations at the three junior high schools in Namang District, Central Bangka Regency, each of these institutions conducted activities related to school-based management planning by hosting internal and external meetings or discussion forums. There are meetings specifically for teachers, meetings with parents and guardians, and meetings with the school committee as a whole. The parties participating also vary. In terms of planning, it also entails the instructors' willingness to actively share information, experiences, and ideas to advance the school, teachers, and students. Planning includes how to create teaching and learning programs (KBM) in the appropriate classrooms, in addition to planning for extracurricular activities; 2) Organizing

School-Based Management in Middle Schools in Namang District, Central Bangka Regency.

According to the findings of the interviews and observations conducted at the three junior high schools in Namang District, Central Bangka Regency, each school has made the most general organizational efforts and uses the following methods: holding discussion forums. Additionally, there has been an effort made to establish a WhatsApp group as a forum for aspirations and a means of communication between teachers and student guardians. In addition to using the many functions of communication media as a tool for coordinating pupils while at home, meetings are also conducted as a type of coordination activity. In addition, numerous schools established forums for student-parent associations to help with coordination. This communication channel can be used to route information from the Ministry, the Education Department, and the schools; 3) Implementation of School-Based Management in Middle Schools in Namang District, Central Bangka Regency. Based on the findings of the interviews and observations conducted at the three junior high schools in Namang District, Central Bangka Regency, it can be said that the implementation of school-based management to raise the caliber of teachers begins with the overall vision, mission, and goals of the institution. Following that, each teacher is granted complete authority to plan, oversee, and establish a setting that is favorable to learning for kids. Some schools establish a community trustee forum as a place for ambitions and communication between teachers and students at school. Community involvement is also extremely supportive of educational initiatives. A supporting and crucial aspect of the implementation of school-based management in each school is the leadership of the school principal. The teamwork that the school has established is carried out directly by the teachers, allowing for the realization and development of teacher competency through teamwork.

Next, 4) Evaluation of School-Based Management in Middle Schools in Namang District, Central Bangka Regency. Based on the findings of the interviews and observations conducted in the three junior high schools in Namang District, Central Bangka Regency, it can be said that each school principal's role as a leader and manager, who has the primary responsibility for leading and has a policy to determine how this evaluation process is carried out as best as possible, is crucial in the evaluation stage of school-based management to improve the quality of educators. The School Principal Working Meeting was established as a venue for aspirations and discussion forums linked to school evaluation as part of the evaluation process that was carried out with the Foundation. Each school also conducts both an offline and an online evaluation method. implementation of an offline evaluation, i.e., holding a meeting or gathering with every student or a separate meeting with instructors and staff to assess the school. On the other hand, as part of their evaluation report to the Ministry of Religion, schools must also complete the online School Self-Evaluation form.

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