

## **IMPLEMENTATION OF SCHOOL – BASED MANAGEMENT AT SMA ON DISTRICT OF NORTH ACEH**

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### **ABSTRACT**

The school-based management as a model management which given authority to the school for the school's management with is appropriate with of their potential, demands and needs the school. This study aims 1) To improve the performance of educators in the professional manner, and to increase the participation, 2) To create a model of school management which is based on the three pillars of management transparency and accountability, public participation and stakeholder, active learning, creative, effective and fun. The method used in this research is descriptive method with qualitative approach. Data collected by using observation, interviews, questionnaires and documentation. Subjects were principals, teachers and school committees. The result was known that more than 75% responses of the principals on the implementation of school-based management has a role and function from a leader as an educator, manager, administrator, supervisor, leader, innovator and motivator, more than 80% responses the teachers' performance towards the implementation of school-based management has required based on the performance standards which established with rules of an organization and still very low response to the performance of the school committee. Only 65% in supporting programs to improve the quality of education, for example in school's cooperation among parents to develop a learning program of learners' coaching.

**Keywords:** Leadership, The school-based management and School Quality.

## **INTRODUCTION:**

Education has an important role in advancing the quality of Human Resources (HR) in Indonesia. Correspondingly, the government has established the National Education vision namely to realize the educational system as a social institution that is strong and authoritative to empower Indonesian, to develop into a human quality until capable and proactive to answer the changing times challenges. National Education Standards contain educational component minimum criteria that allows all levels and educational to develop the maximum education according to the program characteristics and peculiarities. National standard education is set as minimum as possible to give freedom for each unit of education in developing quality services' educational in accordance with the department and expertise in the university autonomy framework. (Source: Ministry of National Education Strategic Plan 2010-2014).

As conceptually, School-Based Management will bring the changes to increase the schools' performance in improving the quality and efficiency of the financial management, equally opportunities and political objectives (democracy) achievement of a nation through the decentralization policy in many aspects of political, educational, administrative, and budgetary education financing. In addition, School-Based Management will improve the learning quality and education operational efficiency, as well as political purposes, especially democracy in schools.

Leadership is a process to influence people to do in certain goals the fulfillment in temporary (Sheikh, 2001) describes that leader as one who motivates a group to accomplish a task and to maintain the team unity throughout the process.

Transparent participatory leadership by principals was executed by establishing cooperation among teachers; they should improve the education quality, especially in the estuary in quality graduation. More fulfillment of economic principles, transparency, and accountability run well and then leaders, teachers, employees and others interested parties where has stronger commitment of the school to run quality improvement school program, Jalaluddin (2014).

## **LITERATURE:**

### ***School-Based Management:***

Education is a training process and a knowledge development, skills, thinking's and character. understanding of education refers to a concept which illustrates that education has properties and targets are human (Sagala, 2007: 1). An effort the education autonomy, one of them can be done through initiatives community and involvement community. At the moment, where decisions relating to the education management were taken and relies on the school and community. This is according to a new paradigm in the schools management through the School-Based Management (SBM).

School-based management (SBM) can be interpreted as a model of autonomy (authority and responsibility are greater to school), giving flexibility to school, encouraging to participate as directly from the school community (teachers, students, principals, employees) and society (parents, leaders community, scientists, entrepreneurs) and improving the schools quality based on national education policy and legislation. MBS is a education reform form in principle, schools obtained liability (responsibility), authority (authority) and high accountability in improving the performance for each stakeholder (Zainuddin, 2008: 125).

Improving of school performance is an opening system to achieve a goal, which is superior, will success if schools would empower to recognize the change and has the power in the maximization of resources. Thus, the school is expected to be able to increase capacity in the students' service.

Through MBS, schools can be effectively developing as independently, because the school is given the authority and greater responsibility (autonomy) to manage the its resources potential, both human resources, and other resources (money, equipment and time). As stated by Rohiat (2008: 48), MBS aims to improve school performance through the authority provision and greater responsibility of schools that implemented based on principles of management's school, namely participation, transparency and accountability. MBS has a greater potential in creating Headmaster, teacher and business education system (administrator) in a professional manner. Therefore, success in achieving

superior performance will be largely determined by information factors, knowledge, skills and incentives (reward) is oriented to quality, efficiency and school independency.

***The advantages of MBS generated in Schools:***

MBS seem as complete management and require treatment is specialized in the development effort. Treatment or special treatment it will be for each school (Fattah, 2000: 39). The statement is an underlying belief that decision making by managers at the school level. However, the school does not have the capacity to walk alone without care about policies, priorities and standards are mandated by governments that have been democratically chosen or politically.

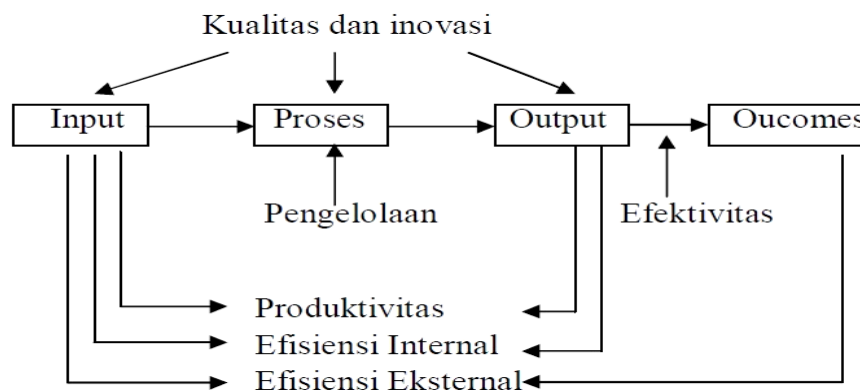
The establishment of a committee school, it is regulated by the Decree of the Minister No. 044 / U / 2002 on the establishment of the Board of Education level, District / Municipal and School Committee at the school level by adopting a system of transparency, accountability, and democracy (Soewartoyo in Zainuddin 2008: 46).

Based on the description above, it can be stated that the MBS implementation can be divided into two guidelines and technical guidelines, as it stipulated in Government Regulation No. 44 ,in 2002 M about Board Establishment of Education and the School Committee. technical MBS instructions include 1) the achievement of learning and effective school management; 2) visionary school leadership and entrepreneurial spirit; 3) place the authority that rests on the school and community; 4) constantly change towards the better; 5) conduct a needs analysis, planning, development and evaluation of performance in accordance with the vision and mission to achieve the goals and objectives of the school; 6) Welfare enough school personnel; 7) management and use of budget targeted and accountable.

***Models of School-Based Management:***

Lee, Walker and Bodycott, (2000). A case study by Luo and Najjar (2007), examines the capacity of Chinese school leadership as perceived by teachers. Unlike in many developed countries where the competence students principals' are available in the lot, the study is still low in Malaysia. Given the important role of the principal as a leader in the secondary school system, it is very important to check the attributes of school leadership. This is particularly so because of the fact that the schools in the country to serve a large portion of students nationwide.

Norkholis, (2013) suggests that school-based management model can be described as follows:



***Role of the Principal in Improving the Education Quality :***

Improving the basic education quality and intermediate need principal who able to require: 1) to expand the existing resources which provide enough supporting for teachers, teaching materials are sufficiently, and good maintenance facilities; 2) to provide sufficiently process instructional management and coordination; 3) to communicate as regularly with staff, parents, students and related community, R. Jiyono, in Sutikno (2013).

There are many researchers have tried to interpret the school leadership in a different way. Peretomode

(1991) in sharma stated that the importance of leadership at the school for the school programs fulfillment, goals and educational goals achievement. Cheng (1994) in Sharma proposes that the leadership in educational institutions make up the five main dimensions, namely: structural leadership, human leadership, political leadership, cultural leadership and educational leadership. The fifth dimension describes the role and functions of school leaders. However, the principal function put the various demands and challenges for the principal Mestry and Grobler (2004)

**METHODS:**

This study is a qualitative approach by using descriptive method. This study aimed to obtain how the practices management at Senior High School.on North Aceh District

The obtaining qualitative data from the research can be used as a source of descriptive broad and sturdy grounded, and includes the processes explanation that occur in the environment area. The obtaining qualitative data can followed and understand the events flow in chronological order, assessing of cause and effect within the mind of local people. And obtaining many explanations and advantage. The qualitative research was considered appropriate to examine the objective as a subject of researchers and approaches outside and inside as part of qualitative research can take place as it should.

Mulyana (2002: 21) states that:

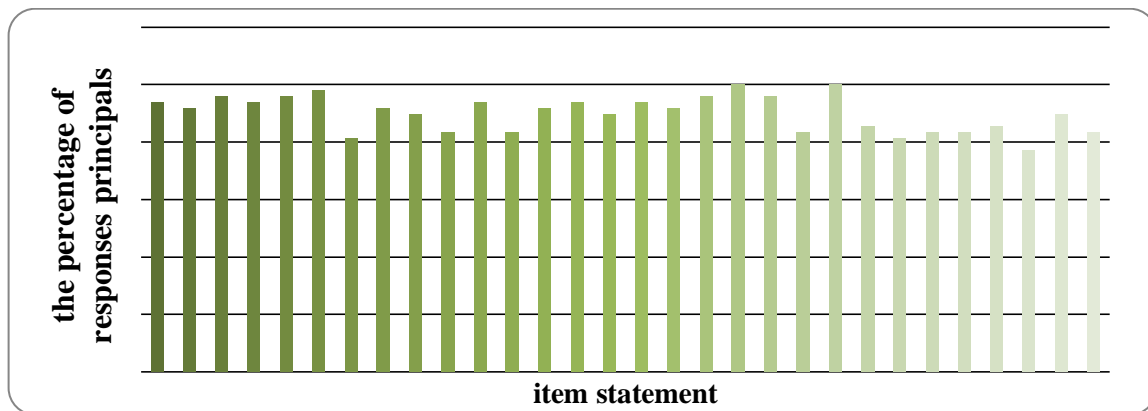
The outside and inside approaches, while according to the EMIC study aims to examine the cultural meaning of "in " analysis tends to be ideographic (aiming to formulate propositions in accordance with the cases studied) while aims anatomize to the population.

Data collection is done by observation, interviews, questionnaires and documentation. The questionnaire used is a Likert scale with four choices of SS is scale 4, S is scale 3, TS is scale 2 and STS is scale 1 (Arikunto, 2002)

**THE RESULT OF RESEARCH:**

This part will describe the result of research agree with researcher focus. The result of researcher is data description which gather in the field, meanwhile this study effort to get meaning based on data. As a focus, the goal of researcher, the result of researcher and description of research based on focus have settled namely implementation of school-based management at SMA on district of North Aceh

**The Result of Principal Performance:**



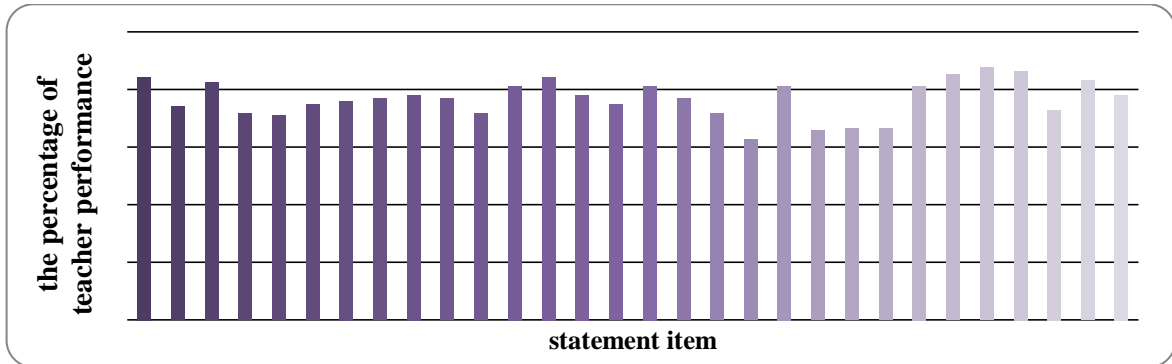
**Figure 1. Responding Histogram principal performance to MBS**

From Fig.1 it can be seen that the statement of the principal on the item number 19 , 22 with the highest percentage value that is equal to 100 % with the revelation item that is working diligently to obtain success in managing the school and create a fun workplace . While the items number with the lowest statement that is in the item number 28 with a statement looking for ways / new methods of doing the job of 72.91 % .

From the 30 items analysis of the statement it is known that more than 75 % response to principals on

the implementation of school-based management has a role and function as a leader as an educator , manager , administrator , supervisor , leader , innovator and motivator

**The Result of Teachers Performance:**

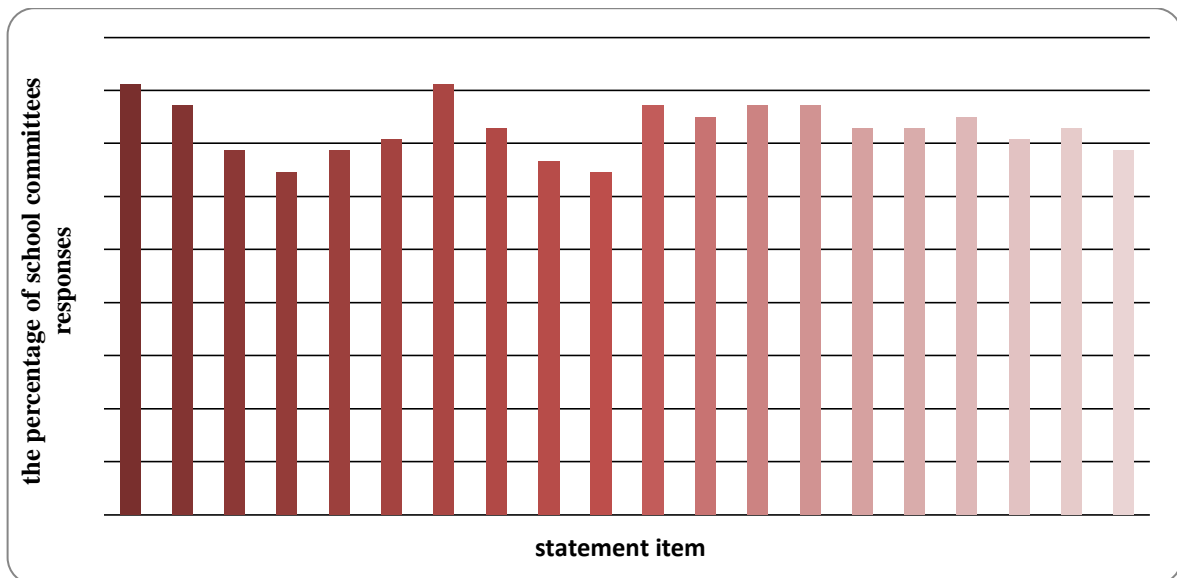


**Figure. 2. Responding Histogram teachers performance to MBS**

From Figure 2 it can be seen that the teachers response to the implementation of school-based management in the revelation of items 1 , 3 , 13 , 20 , 25 , 26 , 27 and 29 answers strongly agree with an average percentage of 82 % . Lowest statement items with a percentage value of 62.5 % is in the item number 19 .

From the analysis of 30 items statement that known more than 80% of response teacher 's performance to the implementation of school-based management has performance results obtained by looking at the standard rules that have been established in an organization . Setting of organization standards is the basis for assessing a person's performance. Each organization has its own standard, according to the object of the implementation. teachers standard setting in schools can be determined based on the material amount being taught in a given period , hours of teaching and learning results obtained by the students .

**The Result of Committee:**



**Figure 3 Responding Histogram committee performance to MBS**

Figure 3 it can be seen that the school committee response on the implementation of school-based management in the item revelation 1 and 7, said strongly agree with an average percentage of 80%. Lowest statement items with a percentage value of 65% is in the item number 4 and 10.

From the analysis of 20 items about the response to the committee on the implementation of school-based management is still very low note only 65% in programs support improving the education quality, for example in school cooperation with parents to develop a learning program of coaching learners.

#### **a. Leadership Principal:**

The school principal is the motor, the direction determinant of school policy, which will determine how the schools goals and education in general is realized. In connection with MBS, principals required to continuously to improve performance effectiveness. Thus, MBS as a new education paradigm can provide satisfactory results.

Performance Principal in relation to MBS is all the efforts and the results that can be achieved by the Principal in implementing MBS in school to achieve educational goals effectively and efficiently.

Pidarta (1988, in Mulyasa, 2002: 126) suggests three kinds of skills that should be possessed by the principal to the success of his leadership. There are three skills are conceptual skills, namely skills to Understand and operate the organization; skills individually are the skills to cooperate, motivate and lead; as well as technical skills are skills in using knowledge, methods, techniques, as well as completion to accomplish specific tasks. Further stated that in order to have the ability, especially the skills of concepts, principals are expected through following activities: (1) continuingly to learn daily mainly from the workings of the teachers and other school employees; (2) to make observations in a planned management activities; (3) read a variety of issues related to the activities being carried out; (4) utilizing the work of others; (5) thinking for the future; and (6) formulating the ideas that can be tested. In addition, the principal must be able to apply leadership style appropriate the situation, needing and teachers motivation to other workers.

#### **b. Teacher Performance:**

Teachers are at the forefront in the implementation of teaching and learning in schools., Because of teachers are individuals who deal directly with the students. The student achievement level is closely related to the teachers performance who accompany students daily. Therefore, teachers who have a good performance are expected by the teacher and the student to continue a good job. According to (Hickhmen: 1990) that basically the performance level can be measured by using: (1) quality, (2) ability, (3) Initiative, (4) Communication, (5) Timeliness,

Working emphasis on the one's work performance. Obtained performance results measured by the standard rules that have been established in an organization. Set tingstandards organization is the basis for assessing a person's performance. Each organization has its own standard, according to the object of the work done. teachers Standard work in schools can be determined based on the material amount being taught in a given period, hours of teaching and learning results obtained by the students.

Performance is closely linked with the productivity issue as an indicator in determining how efforts to achieve high productivity levels in an organization this regard, efforts to conduct an performance assessment of an organization is important. Performance measures according to Byars and Rue (2003: 293) is the work quality, work quantity, job knowledge, initiative, planning, price controls, relationships with colleagues, working relationship with the work that can be achieved. Without a good teacher the discipline, it is difficult for the organization to achieve optimal results. It was appropriate Hasibuan opinion (2002: 193), discipline is a person the awareness and the willingness to comply with all regulations and the company's social norms in force. Awareness is someone attitude who voluntarily abide by the rules and the duties are aware and responsibilities.

#### **c. Performance School Committee:**

The community participation through the School Committee has a very strategic position in developing community responsibility for the education advancement. An important aspect of community participation through School Committee with regard to building a conscious quality attitude of community education , knowing the meaning and importance of school for their children.



The establishment of the School Committee be stronger than the aspects legality, as setting in Article 56 of Law No. 20 of 2003 on National Education System as follows:

1. The community plays a role in improving the education quality services that includes planning, monitoring and evaluation of educational programs through the education board and the school committee / community.
2. The Education Board as an independent institution formed in improving the education quality services by giving consideration, guidance and support personnel, facilities and infrastructure, as well as education supervision at the national level, provincial, and district / city that does not have a hierarchical relationship.
3. The School Committee, as an institution independent, established and was instrumental in improving the education quality services by giving consideration, guidance and support personnel, facilities and infrastructure, as well as education supervision at the unit level.

Education Board and the School Committee has changed the education management approach towards the so-called school governance, in which the community as a stakeholder education has a very important role in the education management and complementary to existing school setting is School Based Management (SBM). In the current educational autonomy role as a stakeholder will spread to interested parties, not only in the hands of central government officials. One model of educational management which was initiated by the Ministry of National Education is what is called school-based management, which gave autonomy to the independence of the school but also success in the implementation of the MBS is determined by the embodiment of autonomy management education at the county or city level.

During the formation of MBS, the School Committee has carried out various roles and functions, although not so optimal. This situation is based on field observations that not infrequently the School Committee only carry out their duties and responsibilities, only on certain things alone, for example the realization of the Fund's School Operational Assistance (BOS) after it is no longer a form of involvement, the conflict among caretaker School Committee with the school, the vacuum of the School Committee and various other issues.

### **CONCLUSION:**

Based on the results research data description and discussion on the implementation of school-based management, it can be concluded as follows:

1. Schools Independence indicated by the school authority in developing the curriculum and learning programs in community school initiatives in accordance with applicable laws and regulations.
2. The school's internal cooperation has been awakened either by the synergy among the school activities units team work among the individual school or community school. External cooperation the school has done with the government, the community and the school committee in the container business / industry.
3. Participation in the school program organization in the form of funding / money, material support / facilities, support ideas, and funding support, the highest stakeholders participation in the form of financial support.
4. Openness school programs and school funds include good categories. Program and school funding formulated with involving residents and school committee.
5. Accountability schools is good categories, namely school has provided accountability process and the results of the program implementation and school finances to the community school, committees school, foundations, and governments.

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