

SCHOOL BASED MANAGEMENT AT MATAULI 1 STATE SENIOR HIGH SCHOOL PANDAN

Yusuf Hadijaya,

North Sumatra State Islamic University
Indonesia.

ABSTRACT

School Based Management as a complex system and covers comprehensive steps that make it not easy to implement it. This research is focused on the impact or results from the implementation of School Based Management at Matauli 1 State Senior High School at Central Tapanuli Regency. Does have a direct influence toward the implementation of School Based Management to student achievements? This school implements ISO 9001:2008 as an international standard to assure it's Quality Management System. The achievements in this school has proved as multidimensional not only in academics field.

Keywords: management, quality, achievements.

INTRODUCTION:

School-Based Management (SBM) System has been implemented in many countries, such as England, Australia, America, Canada, New Zealand, Hong Kong - China, and Indonesia; as published in the UNESCO report by Ibtisam Abu-Duhou (1999) and reported in a study entitled Examination of School-Based Management in Indonesia by Rita Karam (2007). This system aims at creating a climate of quality education by granting greater autonomy to the schools, so principals can be more flexible in decision making to introduce the program and the implementation of innovative educational practices in schools and increase the participation of teachers, staff, and stakeholders to school's success. However, the actual results of research on the impact of SBM on the quality of education is highly variable. There is research that concludes SBM application have a negative impact, some have concluded the implementation of SBM does not have a significant impact, although in concluding the implementation of SBM positive impact on the quality of education.

Moussa P. Blimpo (2011: 18-20), from SIEPR Stanford University conducted a research entitled School-Based Management and Educational Outcomes: Lessons from a Randomized Field Experiment. This Research present the impact of the intervention on student learning outcome, teaching practices at the school level, and the school management two years into the interventions in all three groups. The estimates of the intent-to-treat average treatment effect indicate that a comprehensive school-based management and capacity building program called Whole School Development (WSD) have had no impact on students learning outcomes two years after their implementation. Students performance in the control group remains relatively poor and comparable to the baseline levels for all groups. This excludes the possibility that the control group may have equally improved over the two years due to other reasons.

Meanwhile, the results of research at 28 elementary schools by Adam E. Nir from the School of Education, The Hebrew University of Jerusalem, entitled The Impact of School-Based Management On School Health indicate no significant changes when comparing the integrated index for school health between the three years. However, significant differences appear when the various subsets of school health are compared. The results indicate that teachers put more emphasis on children's outcomes. Yet, at the same time, teachers report having a lower morale and increased bureaucratic load in comparison to the circumstances that existed in their school prior to the introduction of SBM. It is suggested that a school with school-based management is not only a place to foster student growth but also to foster the development of teachers. Therefore, emphasis should be placed equally on all the components of school health if SBM is to increase the professional autonomy of educators along with the effectiveness of the school.

Then, Hess (1999: 494-517) suggests that after initial SBM program, student achievement increased in Chicago public schools. Such as Borman and others (2003: 125-230) in their meta-analysis of 29 SBM programs in the United States of America, conclude that schools that implemented the models for 5 years showed strong effects on achievement.

School-Based Management, as a complex system which include comprehensive measures did not make it easy to apply. The effectiveness and efficiency of SBM implementation to achieve improved quality of education in schools requiring all educational elements in it to participate actively. While in Indonesia, the issue of the uneven quality of education in schools in the territory of the Republic of Indonesia, it is so vast in terms of social, cultural, economic, and different geographical background which remain as the fact and phenomena that become problems that are not easy to overcome until today.

However, the successful implementation of SBM in schools in Indonesia, basically closely related to the school's ability to realize the level of trust in the Government Regulation of the Republic of Indonesia Number 19 Year 2005 on National Education Standards (outlined in the regulations of the Minister of National Education in 2006 and 2007 on 8 Education Standards) which include Educator Standards, Standard Content, Competency Standards Graduates, Standard Process, Infrastructure Standards, Standards Management, Financing Standards and Assessment Standards.

This is the background of the problem, why the management of education in Indonesia in the context of local autonomy, and decentralization of education in improving the quality of education in schools, always get attention to programs and practice.

Therefore, in this paper, will be scrutinized on the application of SBM as a model for sustainable change towards international quality standards in the Matauli 1 State Senior High School Pandan Central Tapanuli regency of North Sumatra Province as one of the schools in Indonesia where students has been able to demonstrate achievements in the fields of science, technology, and arts. This research is also needed in order to seek information about the obstacles that must be overcome before it really sets the SBM as a model for change.

RESEARCH FOCUS:

This research focused on the issue of Applying School Based Management in order to achieve the ultimate objective i.e., to improve and enabling environment for student learning by involving more stakeholders in decision-making at Matauli 1 State Senior High School Pandan Central Tapanuli. Multidimensional measure of achievement should be set, so that it was not only the dimensions of academic achievement. SBM models in Indonesia are called as School-Based Quality Improvement Management (SBQIM). The efforts to improve the quality of education at Matauli 1 State Senior High School Pandan Central Tapanuli is a top priority. The quality of education is interpreted as ‘an attempt to produce a (product-output) education with value-oriented high demands of customers, both internal customers and external customers’. Therefore there is a need for the audit process, both internal and external, for the school management to create accountability as a qualified school. Internal audit was carried out by the management team at Matauli 1 State Senior High School Pandan Central Tapanuli own. The external audit was carried out by the Accreditation Board for School Ministry of Primary and Secondary Education to rank accreditation and SAI Global as an accreditation agency that issued the certificate ISO 9001: 2008 international standards governing the Quality Management System (QMS). SAI Global encourages the development of schools, conducts audit, provides certification, facilitates proper governance and raise awareness for the improvement of the Quality Management System at schools. In the same way, SAI global audited Matauli 1 State Senior High School Pandan Central Tapanuli, in addition to facilitating various policies and ethical issues as well as providing training and development solutions to help the success of the individual and the school. For training and development is handled by the Official Government Institute for Education Quality Assurance North Sumatra based on the Memorandum of Understanding between the Institute for Education Quality Assurance North Sumatra with Matauli 1 State Senior High School Pandan Central Tapanuli No. 29814/F19/LL/2010 and 000/691/SMAN.I.MTN/2010 to engage in cooperation in the implementation of ISO 9001: 2008 (Quality Management System on Matauli 1 State Senior High School). Then carried out the In House Training Matauli 1 State Senior High School Teachers in preparation Teacher Competency Test by Dra. Suwarni, M.Pd, Lecturer Institute of North Sumatra Education Quality Assurance, Implementation Date 18-19 September 2015. However, since many other factors that may affect the achievement, it is necessary to research for certainty that, it is the application of SBM associated with, increased student achievement.

STUDY / REVIEW OF LITERATURE:

Supriadi (2004:18) argues that, in principle, SBM aims to empower schools in setting its internal policies that lead to improved quality and overall school performance. According to Nurkolis (2003: 107), Model SBM in Indonesia called as School-Based Quality Improvement Management (SBQIM). SBQIM can be interpreted as a management model that gives greater autonomy and flexibility to schools, and encourage direct participation of the school community and the community in turn, to improve the quality of schools based on national education policy and legislation in force.

In the book, *Manajemen Peningkatan Mutu Berbasis Sekolah Departemen Pendidikan Nasional* (2002: 3-4), explained that the School-Based Quality Improvement Management (SBQIM) is part of the School Based Management (SBM). If SBM aims to improve the performance of all schools, then SBQIM must be more focused on quality improvement. SBQIM’s goal is self-governance or empowering schools through the provision of authority (autonomy) to the school, greater flexibility for the school management, and encourage the participation of the school community and the community

to improve the quality of education.

Education Quality Improvement Strategy Implementation Through SBM is expected to actually improve the quality of education through the following steps:

1. Creating preconditions conducive to implement SBM, namely an increase in the capacity and commitment of the entire school community, including the community, and parents. In order to ensure the role of the principal is strengthened, there must be policies that accompany the implementation of policies in SBM. In his paper entitled School-based management (SBM): does it improve quality?, De Grauwe (2004) asserted, "An essential point is that schools and teachers will need capacity building if school-based management is to work".
2. Building a culture for schools (school culture) that is democratic, transparent, and accountable which includes creating accountability report to the public. Draft Budget for Schools that is carried out by the Managing Basic Education (MBE) displayed in the school bulletin board at an early stage is very positive. Incidentally also made statements in the form of booklets, leaflets, or posters on school activity plan. How harmoniously if the Principal and Chairman of the School Committee can be performed with the media.
3. The central government is playing the role of monitoring and evaluation. In other words, the central government and local governments need to conduct joint activities in the framework of the monitoring and evaluation of SBM implementation in schools, including the implementation of the block grant received by schools.
4. Develop a model of school empowerment program. Not just training for SBM but filled more with the provision of information to the school. School empowerment model form of assistance or facilitation assessed over deliver more tangible results than the old patterns in the form of upgrading SBM.

Some terms of implementation of School Based Management (SBM) in order to be effective, among which are:

1. From the beginning, government (central and local) should be supportive of the idea SBM. They must trust the principals and school committee to determine how to achieve the education goals in each school.
2. It is important to have a written agreement, which contains detailed roles and responsibilities of local boards of education, local education authorities, principals, and school committees. The agreement should clearly state standards that will be used as the basis for school accountability ratings. Each school needs to prepare annual performance reports that include "how well the school in its efforts to achieve the goals and objectives, how the school uses its resources, and what the next plan."
3. Require training in areas such as group dynamics, problem solving, decision making, conflict management, presentation techniques, stress management, as well as interpersonal communication within the group. This training is intended for all those involved in school and community activities, especially in the early stages of the implementation of SBM. To meet the challenges, the principal will most likely require additional leadership training.

There is also a team of SBM which only concentrate on things beyond learning activities. Observations indicate that the application of SBM school committees tend to focus on activities such as awards and discipline among pupils rather than on teaching and curriculum. In addition, there are also indications that the SBM makes principals become more interested in technical administrative matters at the expense of the learning aspect. In other words, the role of education leadership ignored. However, carelessness to the learning process in the classroom is not a congenital disease in SBM. SBM team cannot be blamed for failing to boost student test scores if they do not get the authority to do so.

In the book, *Manajemen Berbasis Sekolah Strategi Peningkatan Mutu Pendidikan Pada Madrasah*

Departemen Agama (2002:6) explained that the purpose of the School-Based Management is:

1. To improve the quality of education through self-reliance and initiative of schools or madrassas in managing and empowering the available resources;

2. To Increase awareness among citizens and community schools or madrassas in education through shared decision-making;
3. To Increase the responsibility of the school or madrassa to parents, the government of the quality of schools or madrassas;
4. To improve the competencies of healthy inter madrassas and other schools for the achievement of the expected quality of education.

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ISO 9001:2008 is an international standards organization governing the quality management system (QMS), so it is often referred to as "ISO 9001, QMS". While writing the year 2008 shows the revision, the ISO 9001: 2008 is a Quality Management System ISO 9001 revised in 2008. The 2008 version is the latest version of which was published in December 2008. Base Data obtained from the application of ISO 9001: 2008 was sent to the JAS-ANZ by SAI Global as an accreditation agency that issued the certificate. Since the first release of ISO 9001 is more than 30 years ago, more than one million organizations, in more than 147 countries around the world have adopted the principles and achieved certification with the requirements of ISO 9001, Quality Management System. This international standards management organization is the International Organization for Standardization, based in Geneva – Switzerland and was founded on 23 February 1947, in which each country participating in it each represented by its own national standardization bodies, in this case Indonesia was represented by the *Komite Akreditasi Nasional* (KAN).

RELEVANT RESEARCH ACCOMPLISHED:

Previous research conducted by M. Hadi Purnomo (2005) entitled *Strategi Peningkatan Mutu Madrasah Tsanawiyah* (Qualitative Research on the Quality Enhancement Strategy State Secondary Level Islamic School in Jember, East Java Province) can be summed up as follows: Based on the analysis of the Strengths, –Weakness, Opportunities and Threats (SWOT Analisis) and Balanced Scorecard (BSC), the study found three basic strategies for the development of alternative models based Madrasah (Islamic School) education quality improvement, namely: an increase in the professionalism of teachers, the application Madrasah Base Quality Improvement Management (MBQIM), and revamping the e-learning resources. Conclusions and implications of this study inferred the following research recommendations: the need to increase the role and support of the parties to the program MBQIM stake holders through efforts to improve teacher quality, management development, and improvement of learning resources.

One of the most comprehensive studies, by Leithwood and Menzies (1998: 34), examined 83 empirical studies on SBM and arrived at the following conclusion: "There is virtually no firm, research-based knowledge about the direct or indirect effects of SBM on students ... the little research-based evidence that does exist suggest that the effects on students are just as likely to be negative as positive."

Professor Caldwell (1998: 14), one of the architects of the school self-management reforms in much of Australia, expresses a similar opinion: "There is also no doubt that evidence of a direct cause-and-effect relationship between self-management and improved outcomes is minimal. This is understandable given that few initiatives in self-management have been linked in a systematic way to what occurs in classrooms."

Fullan (1993) six years ago, reviewed several empirical studies involving SBM, concluding that SBM, in its then present form, did not impact teaching and learning. M. Fullan and N. Watson (1999: 2) also stated more or less the same conclusion, "There is also no doubt that evidence of a direct cause-and-effect relationship between self-management and improved outcomes is minimal". No doubt that the causal relationship between SBM with improvement in the quality of educational outcomes is minimal. This is understandable because the application of SBM is not directly related to the events in the classroom.

Gaziel (1998: 319-333) concludes from a study on Israeli schools that greater school autonomy has a positive impact on teacher motivation and sense of commitment and on the school's achievement orientation. Geoff Spring (1999: 10), architect of reforms in South Australia and Victoria states that "school-based management has led to higher student achievement." There have been management reforms to the government school sector in all Australian states in the last 25 years. They have accelerated over the last ten. Victoria has undergone comprehensive reform since 1992. Australia and Victoria have successfully completed phase one through with the Schools of the Future program and are moving into phase two the Schools of the Third Millennium program. An active focus on the individual school as the unit which has the capacity for improved performance, by delegation of greater freedom, authority and responsibility to principals and school councils.

Jemenez and Sawada (1999: 415-441) concluded that the involvement of the community and parents have long-term impact in improving learning outcomes. Central governments in developing countries usually play a major role in allocating educational resources. Even when authority is delegated to subnational levels, such as provinces or municipalities, individual school administrators and parents play only a limited part. This kind of centralized structure may work best for regulating and administering large systems uniformly, but it may also be ineffective and expensive when school needs differ widely across communities and when there are diseconomies of scale. Moreover, a centralized system can stifle the initiative of those who are most critical in affecting school outcomes—teachers, principals, and parents.

RESEARCH METHODS AND DATA ANALYSIS:

This study used a qualitative approach-based data collection i.e., observation, interview, and a study document. Respondents were interviewed in this study of 21 people, consisting of the Principal, School's ISO Manager Representative, 2 Vice Principal, Head of Auditors Team, Secretary of the ISO Team, Chairman of the School Committee, Superintendent of Schools, 3 Subject Teacher, 2 Laboratory Personnels, 1 Librarian, 1 Technician / IT Programmer, 1 Security Personnel, and 5 students.

Once the data are collected, then the data is processed including editing activities in order to know in depth about the application of the School-Based Management in Matauli 1 State Senior High School Pandan Central Tapanuli regency that will be examined using content analysis, which is a method of study and analysis of the data systematically and objectively. Furthermore interpreted in simple language and understandable and when possible to formulate synthesis and offers a model of the SBM to improve the quality of schools is the most efficient and effective, so that it becomes useful research and beneficial for national education. The data collected in accordance with the source and method of data collection has been revealed in this phase two. According to Faisal (Jakarta: 32), at this stage "researchers interviewed respondents who becomes a source of research data or observe a situation, the atmosphere, events, and behavior, or collect, examine, record the document is the source of research data". Then conducted in-depth interviews (in-depth interviews) and triangulation.

RESEARCH RESULT:

Matauli 1 State Senior High School Pandan is a national accreditation school from the Ministry of Education and Culture of the Republic of Indonesia with A status. The school has implemented a Quality Management System ISO 9001:2008 as a guide in the implementation of school management international standard. The school is also trusted by the Directorate General of Secondary Education Ministry of Education and Culture into school-based provider of data services supported by information technology management information systems School Application Package (PAS) and Data Basic Secondary Education (Dapodikmen), with the National School of environmentally sound Adiwiyata Year 2014, and has been awarded as the best 10 schools nationwide, even into schools in Indonesia to Top 100 Trusted School Award dari Tre Uno Indonesia Achievement Center of the Ministry of Education and Culture in 2014 is based on an assessment of the quality, performance, responsibility, and attractiveness, Indonesia implemented Achievement Centre (IAC) with a measurement attribute as having educational services innovative and high quality, good management, is able to evolve following the change, as well as having a high social responsibility.

At the global level, Matauli 1 State Senior High School Pandan in cooperation with the Goethe Institute of Germany as a future partner schools provide educational services to Germany based on the MoU between the two sides was signed in Jakarta on June 22nd, 2011, so that 2 students of this school follow Sommer Camp in Germany on behalf of, Qotrinnada Muslim and Zulhanggara Dwitama. While passing through a student exchange program International AFS 2012 / YES (Youth Exchange Student), 2 students follow courses AFS settled in the United States for one year, on behalf of, Lian Laura and Sri Nenni and 1 program AFS settle in the Netherlands for 1 year on behalf of Adelina in 2014. Two more people in 2015 as an exchange student has passed the selection to settle for 1 year in the United States and India, on behalf of, Imam Alfaruq and Jordan Sitepu. And this school teacher had been following activities Assessment For School (ICAS) of Educational Assessment Australia (for more information, see;

http://www.tapteng.go.id/artikel.html?id=SMAN_1_Matauli_Pandan_Raih_Prestasi_Nasional_Peringkat_3_Dan_4 (the Official Website of the Government of Central Tapanuli) and <http://www.goethe.de/ins/id/de/spr/eng/pas/sch/20423539>).

The education system in Matauli 1 State Senior High School Pandan follow the curriculum and standards of the Ministry of Secondary Education and Culture of the Republic of Indonesia. However, as a boarding school, the school also has a special curriculum that aims to support the vision and mission; among whom there are eye-scheduled activities, the activities of the students in the dorm life began to wake up at 04.50 A.M. in the morning until the night studying until 10.00 P.M.

The application of ISO 9001: 2008 quality assurance management education at Matauli 1 State Senior High School Pandan Central Tapanuli is translated into: (1) minimum benchmark standards Matauli 1 State Senior High School Pandan Central Tapanuli, (2) quality assurance in the field of curriculum and learning process in Matauli 1 State Senior High School Pandan Central Tapanuli, (3) quality assurance in the field of student at Matauli 1 State Senior High School Pandan Central Tapanuli, (4) quality assurance in the field of workforce (teachers) at Matauli 1 State Senior High School Pandan Central Tapanuli, (5) quality assurance in the field of facilities and infrastructure in Matauli 1 State Senior High School Pandan Central Tapanuli, and (6) quality assurance in the field dormitory at Matauli 1 State Senior High School Pandan Central Tapanuli.

Benefits of ISO 9001: 2008 Implementation in the above are: (1) Increased shareholder confidence, (2) education quality assurance and process, (3) Improve the quality of service and the public interest to send their children in Matauli 1 State Senior High School Pandan Central Tapanuli (market gain), (4) Improve the motivation, morale and performance of educators, (5) As a competitor analysis tool for the schools (6) Increase mutual beneficial relationships with suppliers needs of schools, (7) Improving cost efficiency and quality of graduates, (8) Increase internal communications, (9) the documented system, and (10) Media for Training and Education.

The application of ISO 9001: 2008 Matauli 1 State Senior High School Pandan Central Tapanuli is performed by a team of ISO which can be seen in Figure 1.

Through SBM, Matauli 1 State Senior High School Pandan is able to recognize the potential and

strengths, problems and weaknesses, tendencies forward, and anticipatory step towards the implementation of the strategy, as the basis for creating a system of education policy. Through these measures, the school can formulate and implement the vision, mission, goals, strategies, policies, programs, budgets, procedures, and the development of performance within a certain period based on an awareness that any school or educational institution has the condition and situation and future needs will be varied.

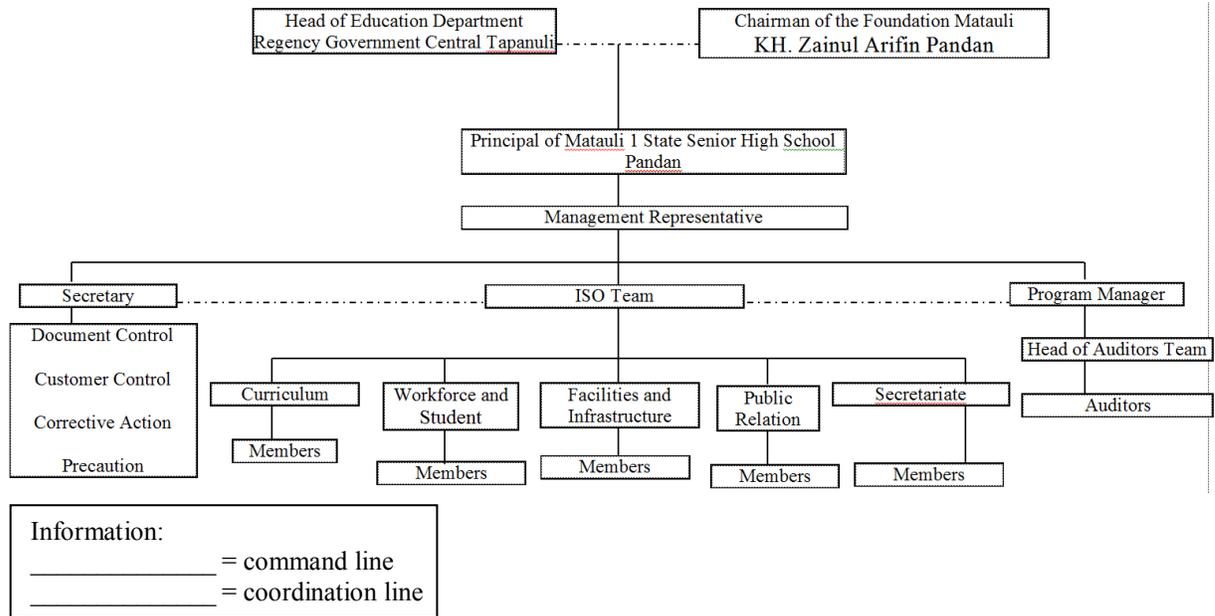


Figure 1: Organization Team ISO Matauli 1 State Senior High School Pandan

Matauli 1 State Senior High School Pandan vision is to make Senior High School 1 Plus Matauli Pandan as a centre of excellence were cultured environment. Then Mission Matauli 1 State Senior High School Pandan, namely: (1) Carrying out the management of quality education, based on science and technology, (2) Achieve a golden generation of the tenacious, strong, smart, and good character, (3) Achieve school culture environmentally and socially sound for comfort learning process, (6) Realizing people's awareness of the preservation of the school environment, (7) Creating a school environment that is Green, Beauty, Clean, Shady, and Comfortable "HIAS BERIMAN" as a means of supporting education, media and learning resources.

Improved system of school organization / Madrasah (Islamic School) in Indonesia in the context of local autonomy and decentralization of education in improving the quality of education in schools, either by the District (regency/city/town) Education Office and Islamic Education and Madrasah Directory (Mapenda Directory) at Regional Office of the Ministry of Religion basically according to the organization's systems Cloudcroft school district in the United States can be seen in Figure 2. The difference is on improving the organization of the school system Cloudcroft, though only at the level of an educational unit but the number of personnel required and available for the improvement of the organizational system even more numerous than the amount personnel in the Department of Education District / Municipal and Mapenda Directory at Regional Office of the Ministry of Religious Affairs each province are working unit level (Echelon II) and sub unit (Echelon III).

It seems that the post of School Supervisor, Assistant Supervisor: Field of Entrepreneurship, Planning Department, and Deputy Superintendent: Sector Program, Division of Human Resources at Cloudcroft school organization system that is functionally equivalent to the post of head of department / office, the head of the field / directory, and the section head The District Education Office and Mapenda Affairs Office of the Ministry of Religion of which is a structural position in the government bureaucracy in Indonesia. Curriculum Director, Director of Personnel Services and Student Affairs, Director of Special Education at Cloudcroft school organization system equivalent to the superintendent of schools / Madrasah (Islamic School) middle level in the district.

The District Education Office; Head of Education, Head of Division (Head) Secondary Education and Higher Education, Head of Section (Kasi) Curriculum, Head of Junior High School (SMP) / Senior High School (SMA) / vocational schools (SMK), and Head of Higher Education. Mapenda Directory at The Ministry of Religious Affairs Office of the Provincial consists of Mapenda Head, Section of Curriculum, Workforce and Student Section, Facilities and Infrastructures Section, Institutional and management Section, Section of Supervision and Evaluation of Education.

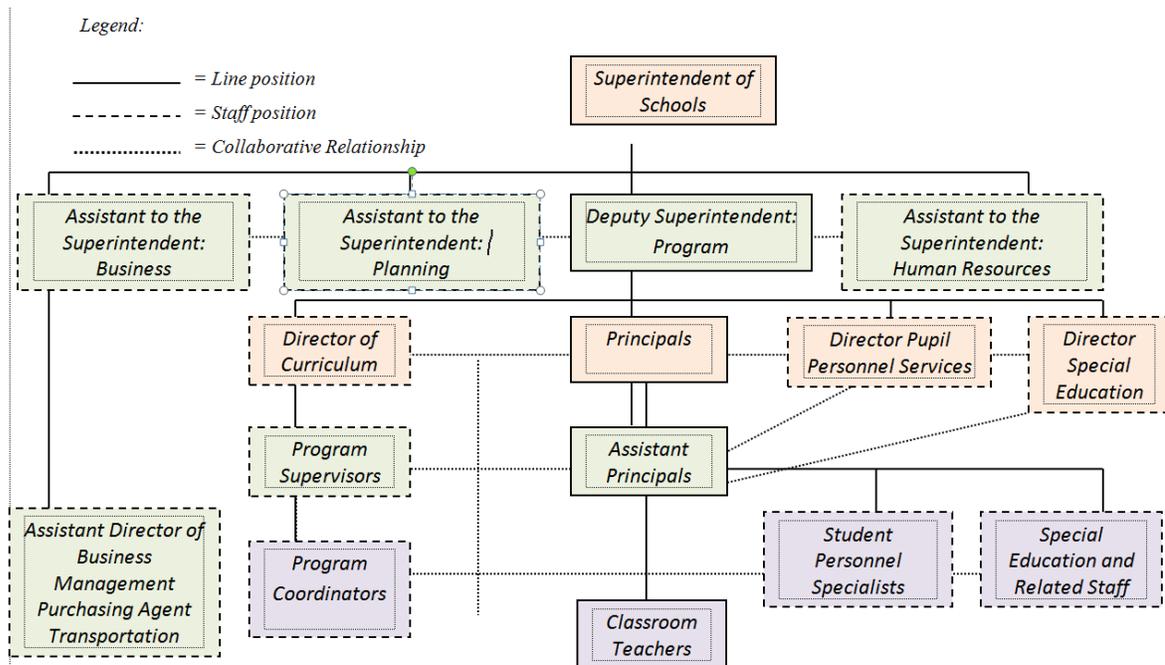


Figure 2: Charta School district organization system Cloudcroft (Castetter, 1996: 66)

District Education Office and Mapenda Directory at Regional Office of the Ministry of Religious Affairs the province where the personnel who occupy positions in the organization that administers education system was not necessarily in accordance with their expertise. Another important difference is covering the scope of work. The system of organization of school districts Cloudcroft experts who took office that dealt only appropriate fields of expertise at the school only, while in the District Education Office and Mapenda Directory at the Ministry of Religious Affairs Office of the province structural officials who took office there oversees that leads to whole schools / Madrasah (Islamic School) which so many on a very wide range of areas.

Coverage area of structural work for the Department of Education officials Regency / City and the Ministry of Religious Affairs Office of the Provincial Mapenda it will obviously affect the effectiveness and efficiency of their performance than existing in the school district of Cloudcroft.

The existence of differences in the conditions as stated above that is why the application of the concept of School-Based Management / Madrasah (Islamic School) Based Management (SBM / MBM) in Indonesia has not been able to run as in the United States which in general already prepared everything seriously, especially relating to the availability of personnel who are experts in their field, so it is ready to implement the concept.

To realize that caring schools and cultured environment would require some school policies that support the implementation of the activities of environmental education by all citizens of the school in accordance with the basic principles Adiwiyata program that is participatory and sustainable. Environmental consultant in Matauli 1 State Senior High School Pandan from Bandung Institute of Technology.

The development of school policies include:

1. The vision and mission of the school is concerned and cultured environment.

2. The school policy in developing education learning environment.
3. Policy capacity building of human resources (education personnel and non-educational) in the field of environmental education.
4. School policies that support the creation of the school environment clean and healthy.
5. The school policy for the allocation and use of funds for activities related to environmental issues.

Various feat Matauli 1 State Senior High School Pandan in 2012-2014 include:

IN THE ACADEMIC AFFAIRS:

In the year 2013, as many as 81 students accepted in Universities through National Selection State University (SNMPTN) Invitation and 163 students accepted at universities through Student Selection State University (SMBPTN). In the Year 2014, 102 Students received via the invitation and 10 students at the University of Indonesia through AEOS and 10 students in Bogor Agricultural University via the partnership. The top prize winners of National Examination Department of Social Sciences (IPS) 2014, Champion, finalist, as well as district level participants, Provincial, National, and International Olympic Science and Technology Division of Physics, Economics, Chemistry, Biology, Earth, Astronomy, Mathematics, and Computers, Fellows Sommer / Winter Camp and AFS / YES, Einblech Germany, Competition Finalists Medical Science and Application Competition, International Participants Photographic Culture, Olympic National Statistics Participants Ten November Surabaya Institute of Technology, Participant International Competition & Assesments for English Schools in Australia, Winner of National Contest of History, National Participants Spatial Competition, Contest Finalists 4 Pillars of Life Nation and State, as well as the Champion of Youth Research Competition Finalists / Belia district level, provincial and national levels (see Official Website Matauli 1 State Senior High School Pandan Central Tapanuli; <http://www.sman1-matauli.sch.id/beta/html/index.php>).

IN THE FIELD SPORTS:

Participants Student Sports Week North Sumatra (Popdasu) on Branch Discus Throw, Sepak Takraw, Champion Karate Competition entire Central Tapanuli In 2012, the Gold Medal Winner of 3, 1 Silver, and 1 Bronze Cup Championship military Police Commander Military Region (Danpomdam) entire North Sumatra in 2013, Winning two Gold Medals at Mulberry Mayor Cup Championship in 2013, Team Senior High School Matauli Pandan Karate Champion Regional Sports Week (Porwil) North Sumatra 2014, and the first winner Volleyball on Regent of Central Tapanuli Cup 2014.

IN THE FIELD OF ART:

1st and 2nd Place Theatre Poster Design Level of North Sumatra province at the National Arts Festival and Competition (FLSN) In 2013, Runner II National Performing Arts Competition LCC 4 Pillars of Life Nation and State in 2013, Contest Winner Forces flag raisers (Paskibra) level Regional Military Command (Kodam) I Bukit Barisan In 2013, Poetry Contest Winner Level Police (Police) Central Tapanuli In 2013, Traditional Dance Contest Winner Pairwise Central Tapanuli district level in 2013, and as Team Creative Dance Martumba National Record Breaker Indonesian Record Museum (MURI) in 2013.

IN THE OTHER / EXTRACURRICULAR:

International Student Exchange Program (AFS) to the United States in 2012, 2013, and 2014, to the Netherlands in 2013, and to India 2014. Senior High School Team Matauli Pandan follow Debate Competition National Constitution by the Constitutional Court in Jakarta in 2012, participants of the International Conference Blog Goethe Asia (Bangkok) In 2013, participants of 4th ASEAN Scout Jamboree in Bangkok Thailand in 2013, participants 1st Singapore International Airboree in Singapore 2014.

IN THE SOCIAL AFFAIRS / BEAUTY AND HYGIENE EDUCATION:

Competition Winner Environmental Control Agency and the Environmental Impact Assessment (Bapedalda) Central Tapanuli In 2013, the first winner of Bapedalda School Adiwiyata Central Tapanuli 2014, Agreement / Memorandum of Understanding (MoU) in the field of Environment premises Foundation for Sustainable Ecosystems In 2014, Nobel Trust Usage Save Energy, Save Costs of the Department of Mines and Energy Central Tapanuli 2014.

Development of Information and Communication Technology School at Matauli 1 State Senior High School Pandan is also being conducted so as to gain the trust as facilitator PAS Data Year 2012 to 2013 and 2014 to 20 Dapodikmen Senior High School entire Central Tapanuli. It also carried out an increase in Website Content Matauli Year 2012-2014, the procurement of IP-Network Camera as many as 32 Line Integrated IP-Camera in class and 5-Line IP Camera in the office, providing Hot Spot Network Integrated who can reach the school environment, and develop E integrated-learning all subjects. Matauli 1 State Senior High School Pandan get help, support, and collaboration of: Goethe Institute with a year long partnership with the period from 2001 to 2014 every 2 years for the provision of Achievement Scholarship to Swiss German University, University of North Sumatra Year 2013-2018 in the form of human resource development and improving education, Central Tapanuli Regency Year 2013-2016 for the provision of seed Achievement Scholarship in Class B to 30 students from Central Tapanuli annually, as well as the North Sumatra Provincial Education Office Year 2014 to 2034 in the form of improved quality and purpose of education and quality graduates in College.

CONCLUSION:

Several conclusions can be drawn from the results of this study, namely:

1. Matauli 1 State Senior High School Pandan implement ISO 9001: 2008 as an international standard for quality management system and has managed to gain recognition of the Quality Management Standard ISO 9001: 2008 in August 2012 from SAI Global Australia. ISO 9001: 2008 establishes requirements and recommendations for the design and assessment of a quality management system. It can be concluded that the Quality Management Systems (ISO 9001: 2008) in high school is documented procedures and standard practices for system management, which aims to ensure the suitability of a process and a product (goods or services) to the specific needs or requirements, which needs or specific requirements are determined or specified by the customer and the organization.
2. Matauli 1 State Senior High School Pandan implement a Quality Management System of education that aims to create trust among the stakeholders in the process capability and reliability of the results of studies simultaneously implement better risk management. In addition, an effective QMS serves to create a basis for continual improvement leads to increased customer satisfaction and ultimately the success of the organization.
3. Obtain trust for future cooperation in the field of education with schools abroad, such as Germany and the United States.
4. Size of student achievement in Matauli 1 State Senior High School Pandan set multidimensional, not only on the dimensions of academic achievement.

SUGGESTION:

1. The central and regional governments in Indonesia should be supportive of the idea SBM. They must trust the principals and school committee to determine how to achieve the goals of education in each school.
2. Empower whole of competent personnel in the Indonesian education correspond respectively field of science, so that the organizational system of schools in Indonesia can be made as a system of school organization in Cloudcroft district so that the application of the concept of School-Based Management / Madrasah (Islamic School) Based Management (SBM / MBM) in Indonesia can run like in the United States who are already prepared to implement the concept.

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