School Based Management: A Strategy to Improve the Quality of Education

Hasnadi[1], Hanung Sudibyo[2], Zikriati[3]
[1,3] STAIN Teungku Dirundeng Meulaboh, Aceh-Indonesia
[2] Universitas Pancasakti Tegal, Indonesia
E-mail: hasnadi@staindirundeng.ac.id.
Penulis koresponden, e-mail: hasnadi@staindirundeng.ac.id

Abstract:

Schools have their own challenges and problems that have an impact on differences in the quality of educational goals achieved. This article aims to analyze and describe School-Based Management (SBM) as a school quality improvement concept. This article uses a literature review approach. The SBM concept offers schools autonomy to provide flexibility to schools in the context of equal distribution of education, manage all school resources, make and determine school policies, create independence, increase community participation, develop schools according to the demands and needs of the local community. so that educational goals can be achieved. School responsibilities in implementing SBM as a school quality improvement concept include; teaching and learning process, planning and evaluation of school programs, curriculum management, education and education personnel, school facilities and infrastructure, financing, student services, school relations with the community, and school climate. The principles of SBM implementation are the principles of openness, independence, fairness, partnership, accountability, participatory, democratic, efficiency and quality-oriented. Therefore, education managers must be able to make SBM as a concept to improve the quality of education based on the circumstances, needs and demands of the school environment.

Keywords: School Based Management; Quality; Education.

Abstrak:

Sekolah memiliki tantangan dan permasalahan tersendiri yang berdampak pada perbedaan kualitas tujuan pendidikan yang dicapai. Tujuan penulisan artikel ini untuk menganalisis dan mendeskripsikan Manajemen Berbasis Sekolah (MBS) sebagai salah satu staretgi peningkatan mutu pendidikan di sekolah. Artikel ini menggunakan pendekatan literature review. Konsep MBS menawarkan otonomi kepada sekolah untuk memberikan keleluasaan kepada sekolah dalam rangka pemerataan pendidikan, mengelola semua sumber daya sekolah, membuat dan menentukan kebijakan sekolah, menciptakan kemandirian, meningkatkan partisipasi masyarakat, mengembangkan sekolah sesuai dengan tuntutan dan kebutuhan masyarakat setempat. sehingga tujuan pendidikan dapat tercapai. Tanggung jawab sekolah dalam mengimplementasikan MBS sebagai konsep peningkatan mutu sekolah meliputi; proses belajar mengajar, perencanaan dan evaluasi program sekolah, pengelolaan

kurikulum, tenaga kependidikan dan kependidikan, sarana dan prasarana sekolah, pembiayaan, layanan siswa, hubungan sekolah dengan masyarakat, dan iklim sekolah. Prinsip-prinsip pelaksanaan MBS adalah prinsip keterbukaan, kemandirian, keadilan, kemitraan, akuntabilitas, partisipatif, demokratis, efisiensi dan berorientasi pada kualitas. Oleh karena itu, pengelola pendidikan agar dapat menjadikan MBS sebagai salah satu konsep untuk meningkatkan mutu pendidikan berdasarkan keadaan, kebutuhan dan tuntutan lingkungan sekolah.

Kata kunci: Manajemen Berbasis Sekolah; Mutu; Pendidikan.

INTRODUCTION

The countries in the world have made efforts in order to prepare superior human resources as an investment in advancing their country (Rissom, 2020). The superior human resources and able to compete globally will affect the welfare and prosperity of a country. Quality education is the right solution to improve the quality of human resources. Through a quality education process, in order to be able to accommodate the requirements of the community and able to compete globally human resources will be created. The community believes that through a quality learning process in schools, it affects the motivation and enthusiasm of students to learn so that it has an impact on human quality (Plomp & Loxley, 2020). All communities and users of education services will choose schools that have better quality education as places for their children to study. All education experts agree that the solution in improving the quality of education is to optimally manage all quality indicators in order to improve the quality of education (Fadhli, 2017).

The Indonesian government has made various efforts so that the quality of national education is enhanced. The attempts that the Indonesian government have been working on include; development of national and local curriculum, procurement and improvement of educational facilities and infrastructure, school operational assistance, scholarship assistance, quality improvement and school management, improvement of school and teacher competence through training, procurement of books, media and learning tools. Although indicators of the quality of education have been carried out, not all schools have shown a significant improvement in the quality of education. The difference in the quality of education caused by various factors has been a long discussion by education experts.

The difference in the quality of education in Indonesia is caused by various factors that differ from one school

to another. These factors include: the availability of facilities and infrastructure (Muslimin & Kartiko, 2020), equity in education (Widyastuti, 2020), teacher's ability to manage learning (Anugraheni, 2017), school management (Sormin, 2017), principal leadership (El Rizaq, 2021), community roles and school committees (Ningsih et al., 2020), education costs (Fauzi, 2020); (Togatorop, 2017), teacher competence (Taye & Kasdi, 2022), teacher work motivation (Elvita et al., 2019), student learning motivation and teacher discipline level (Shobri, 2017) and other factors.

One of the solutions in improving the quality of education is a reorientation of management to improve the quality of school-based education or known as school-based management (SBM). SBM is an alternative in managing schools by delegating decision-making authority at the school level independently. The SBM concept provides greater opportunities for principals, teachers, education staff, students, and parents to control the implementation of education in schools. Empowerment of schools through authority to schools can give trust to schools to serve the community optimally in accordance with the needs and desires of the community.

In the education setting SBM is perceived as a paradigm in giving autonomy to schools so that schools can freely manage school resources according to school needs and priorities. SBM has become one of the approaches to education governance that involves community members in the delivery of education (Edwards Jr & Higa, 2018). The implementation of the SBM system demands schools to explore, allocate, prioritize, control, and account independently for the activities carried out both to the government and the community. The main objective of SBM is to balance or adjust the structure of authority between the central, regional and school governments in the implementation of the education process so that school management becomes more efficient. SBM affects school effectiveness both directly and indirectly and there is a positive relationship between all dimensions of management and school effectiveness (Arar & Nasra, 2020).

Student learning achievement and school quality can be improved if school management is more school-centered. Principals, teachers and school education staff are more likely to know the needs of their schools. Each school can determine the budget allocation that is issued

according to the needs of the school. The implementation of SBM can create new leadership that is more open and democratic, as well as create a balance between learning program priorities and the available budget. The participation of school and community personnel can be increased through the implementation of SBM that involves all parties in decision making. This can increase motivation and communication so that in the end it can improve the quality of schools.

Several previous research results indicate that the application of SBM can create a participatory decision-making process so that it is effective in improving students' academic achievement. However, the implementation of SBM that is less effective can result in low academic achievement (Bandur, 2018). Stakeholder involvement and participation as well as the school governance structure did not fully run well in the implementation of SBM. The responsibility of parents in certain matters is left to the school committee or the chairman of the parent association (Abreh, 2017). The results of other studies also conclude that the implementation of SBM has not been implemented completely by the principal, lack of transparency and low support from various parties (Martin, 2019). The

obstacles faced in implementing SBM are students, educators, infrastructure and community participation (Lazwardi, 2018).

This article aims to analyze and describe school-based management as a strategy in improving the quality of education. This article describes the concepts and theories of school-based management as a concept in improving the quality of education. The results of the analysis in this article are expected to contribute to the development of science, especially in the field of school management and education quality. Practically, the results of the study of this article are expected to serve as a strategy for education practitioners to make schools more independent in developing and improving the quality of education.

RESEARCH METHOD

This article uses a literature review or literature study. Literature review is the process of creating or designing a framework by searching, utilizing, analyzing, and describing various sources or literature to obtain research data (Zed, 2014). The data were collected from library sources, namely national and international journals, books, and previous studies that are in compliance with the concern of the study of this article.

Previous studies were conducted by selecting relevant themes and studies, examining the data and information that had been collected, determining the state of the art, developing findings and finding novelties from previous studies.

Technical analysis of literature is carried out through several stages, namely; determine the problems and topics of the article study, collect data/literature in compliance with the concern of the study, perform data processing through the reading process, note important things, analyze, draw conclusions and develop or implicate the conclusions (Creswell, 2019).

The research procedure begins with determining the research focus, exploring information based on priorities and interests, searching for data sources from various literature, reading various sources to find new ideas or concepts, making notes according to the research focus, analyzing research data to draw conclusions, and writing a research report.

The strategies used to produce credible conclusions are; authentic literature or data sources, data collection is carried out in accordance with the object of study, data collection is carried out in stages, reviewing the completeness, clarity of the meaning of the research, analyzing the data deductively, interpretatively and comprehensively to obtain conclusions from the research.

FINDING

Implementation of school-based quality improvement management is expected so that schools can work in accordance with certain procedures. The SBM concept focuses on the responsibility of schools and communities to design the expected quality, implement and evaluate the results achieved on an ongoing basis. The implementation of SBM aims to increase the independence and initiative of schools in managing and empowering school resources so that it leads to elaborate the integrity of education. The affairs that are the authority and responsibility of schools within the SBM framework include: teaching and learning processes, planning and evaluating school programs, curriculum management, personnel management, equipment and supplies management, financial management, student services, school and community relations, and climate management. school. The components of School-Based Management are described in detail below.

1. Teaching and Learning Process

The teaching and learning process is the main activity to achive fundamental purpose in education sector. The learning process as a mechanism of interaction that is carried out by teachers and students which ends with the process of evaluating learning outcomes in the attemps to attain learning objectives that take place in a particular location and certain period of time. The teacher's role in active learning is as a learning resource, educator, facilitator, mentor, coach, advisor, agent of change, and as a model and role model. Schools are given the freedom to choose approaches, strategies, methods and learning techniques that are considered most effective according to the characteristics of students, teachers, and conditions and resources in the school. Teacher competence, learning management, effective and efficient use of facilities, teacher understanding of student characteristics, fun learning, learning environment and teacher example are important factors that need to be considered in the teaching and learning process (Jaelani & Masnun, 2019). Learner-centered learning is highly recommended to make students more active in the teaching and learning process. Thus, active learning strategies such as active learning, cooperative learning and quantum learning need to be applied.

2. School Program Planning and Evaluation

Planning is the first management function that emphasizes its activities on making decisions about the goals to be attained, what movements will be done in order to obtain the aims or objectives, and who will undertake these tasks. In order to make the realization of the education system end up more effective and more efficient, and graduates of higher quality and compatible for advancement needs are acquired, a decision made to proceed for a particular time (according to the planning period) is educational planning. Principals need to involve teachers, staff, and school committees in planning school programs through deliberation (Pulita & Fitria, 2021). Schools are given the authority to make plans as needed to improve school quality. Through planning, schools can analyze needs and quality improvement programs by involving all relevant parties.

Evaluation is a systematic process carried out to establish the level of achievement of school/madrasah program implementation with particular indicators for decisions-making purposes obtained through collecting, analyzing and interpreting information. Schools are given the authority to plan based on their

necessities, for example the need to improve school quality. Schools are also given the authority to conduct evaluations, particularly internal evaluations or self-evaluations. Schools are given the authority to carry out internal evaluations carried out by school residents regarding programs and the process of implementing activities that have been carried out. Evaluation of school programs can be carried out on aspects of context, input, process and product (Rahman, 2018) so that they have an impact on improving the quality of education (Ghani et al., 2020). Evaluation needs to be carried out systematically, measurably, honestly and transparently so that it can be clearly seen about the activities carried out so that the follow-up is determined in accordance with the conditions that occur.

3. Curriculum Management

Curriculum as a designed program established on national standards about the abilities that must be acquired. Schools can develop curricula such as the local content curriculum, but do not reduce the content of the national curriculum developed by the central government. To ensure the effectiveness of curriculum development and teaching programs in SBM, the principal as the manager of the teaching program together with the teacher must describe the curriculum content in more detail and operationally into annual, semester and monthly programs. Curriculum management can be carried out effectively and efficiently through the implementation of SBM (Amon & Bustami, 2021). Schools can develop curriculum (deepening, enriching and modifying) the curriculum, but must not reduce the content of the curriculum that applies nationally.

4. Human Resource Management

Every organization needs qualified human resources to be able to carry out its programs. Even though schools have adequate facilities and infrastructure and modern facilities in the form of buildings, equipment, work tools, work methods, and community support, establishing the education as the main objective will be very challenging to achieve, if the person who is responsible to operate the school program does not cooperate. This is because human resources are the main resources in mobilizing other resources so that they become a determining component to achieve the goals of educational institutions (Kurniawan, 2014). Therefore, the programs that have been established, are socialized with various approaches to the available human resources, so that they can carry out the program according to

their respective responsibilities. Management of educators and education aims to utilize all available resources to achieve optimal results in safe, comfortable and pleasant conditions (Hasnadi, 2019).

Human resources are the driving force of a system and all facilities, assets, curriculum, facilities, infrastructure and all other resources. All educational resources cannot function optimally if they are not supported by the availability of human resources

5. Equipment and Equipment Management (Facilities)

Management of facilities and infrastructure is an effort to regulate and maintain educational facilities and infrastructure so that they can contribute optimally to the educational process. Facility management is a school requirement in planning, procurement, distribution, storage, inventory, utilization, maintenance to elimination (Hasnadi, 2021). Providing professional services in educational sector such as facilities and infrastructure is the purpose of school supplies management in the context of effective and efficient implementation of the educational process. Furthermore, it is expected that the ease of access of tools or facilities for learning that are decent in quality and quantity and in accordance with the needs that can be utilized optimally in the teaching process so as to increase the quality of graduates (Badrudin et al., 2021).

6. Financial Management

School financial management is part of education financing activities, which as a whole requires the ability of schools to plan, implement and evaluate and account for it effectively and transparently. In school administration, finance is a very decisive resource in the implementation of teaching and learning activities in schools. The principal's role in school financial management affects the achievement of effectiveness and efficiency in managing financial resources (Aina & Bipath, 2020). In implementing SBM, schools are given the authority to seek and utilize various sources of funds according to the needs of each school.

7. Student Services

Student service is an activity related to student problems at school. Student service activities ranging from new student admissions, development/ guidance, placement to persue education or to join the world of work, to the management of alumni have actually been disseminated for a long period of time. Therefore, what is needed is an increase in intensity and extension. Student management aims to

manage various activities related to students so that learning activities in schools can run in an orderly and orderly manner so that educational goals are achieved. Student management is very important for schools, because the achievements and success of schools in achieving quality can be seen from the achievements achieved by students (Hasnadi, 2022).

8. **School and Community Relations**

The fundamental quality of community relations functions to rise community involvement, attentiveness, possession, and support, particularly moral and financial support. School and community relations are undertaken to associate the requirements demanded by the school and the community itself. Schools communicate with the community in order to understand the educational and development needs of the community and stakeholders (Mitchell, 2020). With the relationship between the school and the community, it is considered to be able to increase the learning quality, support the growth of students, increase cooperation and relations between schools and the community.

9. **School Climate Management**

A conducive school climate (physical and non-physical) is imperative for an eloquent teaching and learning processes to be accomplished. A school ambiance that is considered good to encourage student enthusiasm for getting the education are as follows: a secure and organized school environment, school residents with optimism and high expectations, school health, and student-centered activities. School climate is a school's authority so that what is needed is a more intensive and extensive effort. Aspects that influence the formation of the school climate are the academic, community, institutional and security environment (Daily et al., 2019).

The aspects that are the authority and responsibility of the school is presented in the following figure.
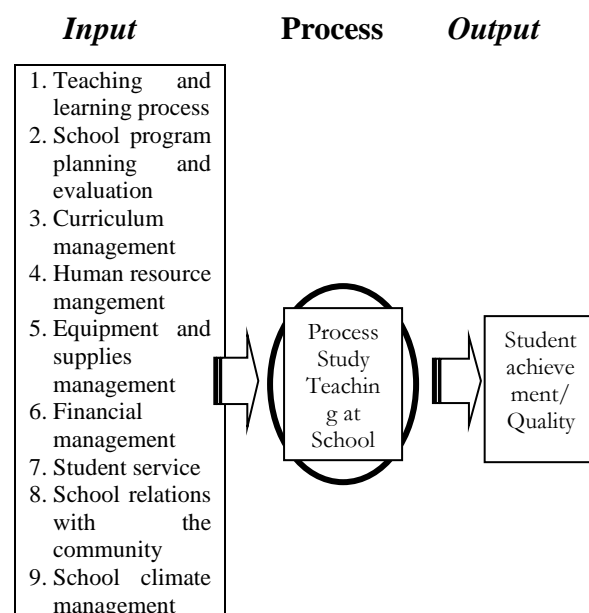

Figure 1. School Authorities and Responsibilities

DISCUSSION

The implementation of SBM has the potential to improve staff performance, offer direct participation to stakeholders and increase public understanding of education. The implementation of SBM can affect the quality of education (Iswan et al., 2021). In managing school resources, it is expected that schools are flexible and according to school needs. Supporting factors in the implementation of SBM include the participation of committees, parents, community in schools, complete teaching staff, facilities and infrastructure (Hamengkubuwono, 2021). The most convincing indicators for implementing school-based management are the type of policy, policy impact, transparency, division of tasks, substance policy, school independence, school quality improvement, policy scope, policy implementation and teacher development (Sumarsono et al., 2019).

School financing is aimed at strengthening schools in allocating funds in accordance with agreed and determined priorities in order to improve quality. Schools are required to have accountability to the government and the community to show that the funds used are in accordance with policies and become information to the public regarding the use of funds and activities that have been implemented. Thus, accountability reports need to be submitted and communicated to parents of students, the community, donors and the government as well as activity programs in the process of improving the quality of education in schools.

Curriculum development needs to be carried out both from the content of the curriculum and the delivery process. Material development must be appropriate and meet the needs of students. This can be done by creating a pleasant learning atmosphere and being able to develop the potential possessed by students. Curriculum achievement can be seen from the results of tests conducted nationally which cover cognitive, affective and psychomotor aspects (Amon & Bustami, 2021). The test results achieved will provide information for schools, parents, the community and the government regarding school performance related to the process of improving school quality.

In implementing SBM, schools are responsible for fostering and developing the competence of school personnel on an ongoing basis or continuously based on initiatives from the school. SBM in improving the quality of education gives schools the authority to manage school resources flexibly in meeting the needs of

schools and the community (Koc & Bastas, 2019). This can be done by recruiting temporary teachers for special skills or local content or sending teachers to attend certain trainings in order to increase teacher competence.

The principal has the power to make decisions if it is supported by the participation of various parties, both teachers, parents of students and the community. Schools need to pay attention to several principles in implementing SBM. These principles are the principle that all activities are carried out focusing on quality, bottom-up planning and decision making, community empowerment and participation, democratic, transparency and accountable management and continuous quality improvement. Principals and all school personnel must have the awareness to improve quality in a sustainable manner through the development of human resources by means of various trainings or workshops to equip teachers and education personnel to support the implementation of quality learning (Romlah & Latief, 2021). The availability of accurate and transparent information will make it easier for schools to carry out monitoring, evaluation, accountability and increase public trust and participation in school

management. This shows that there is a positive relationship between school-based management and school effectiveness (Arar & Nasra, 2020).

The condition of the people who want educational change and innovation in improving the quality of education provides an understanding that effective school management will be able to accommodate the aspirations of the community appropriately in improving the quality of education. The education unit or school has a responsibility and an important role in achieving the vision, mission and goals of educations and provides education components in schools according to the minimum standards of national education through a monitoring and quality control system. Schools must design quality standards and become quality centers to achieve the vision and mission in preparing and meeting the needs and improving the abilities of students in the future (Hasnadi, 2021). The end of the management of all components is down to the quality of education.

CONCLUSION

School Based Management is basically a concept that can be used as an alternative to improve the quality of education in schools by empowering all

school resources so that educational goals in schools can be achieved effectively and efficiently. In the application of School Based Management, it is expected that school principals, deputy principals, teachers, school committees and all school managers can carry out planning, implementation, evaluation and follow-up activities on school quality independently, transparently and accountably in accordance with the state of school resources. The school managers need to collaborate with all school personnel and stakeholders by empowering, developing and providing flexibility to school committees as partners and involving them in every decision making in order to build schools and support the achievement of quality education in schools.

The role of school leaders and education policy makers, school personnel and school committees is very important in supporting the accomplishment of School Based Management to enhance the school education quality. School committees can play a role as school supporters in providing educational services, giving considerations in decision and policy making, as well as mediators between the community and the environment and the school. Therefore, the researcher suggests to further researchers to conduct further research on the role of school committees and school administrators in supporting and implementing the concept of School Based Management as a solution for advancing the integrity of education in schools.

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