

Implementation of School-Based Management in Educational Units

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ABSTRACT

This research discusses the implementation of school-based management in educational units. School-Based Management (SBM) has become an important approach in improving the quality of education in Indonesia, and many countries have implemented school-based management. This study reviews the implementation of SBM in the context of educational units with a focus on the rate of change in the implementation of educational reform in the post-autonomy period. The implementation of school-based management in educational units requires cooperation and participation of school stakeholders, personnel consisting of administrators, teachers, students, staff and the general public in carrying out their responsibilities. The implementation of school-based management is expected to improve the quality of education of the Indonesian people, where responsibility and educational resources are delegated to local governments in each province. Through a literature synthesis, this research explores the concepts, principles and methods underlying SBM and their impact on educational quality.

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1. INTRODUCTION

Education is the process of teaching a person or group of people how to live a humane life through a teaching and learning process, as well as carefully selected methods, procedures and materials. Thus, education will teach humans how to behave in their daily lives or businesses (Abdullah, 2019). In simple language, management is the use of daily resources in an efficient manner to achieve goals, or targets that are fully committed to business and organizational operations. In short, management refers to the process of planning, implementing, and using other daily procedures of an organization to achieve the goals set for the organization. Management exists as a tool used by a team working to achieve certain goals. Internal management functions as a means of fostering, helping, defending and developing failing organizations (Achadah, 2019).

In its implementation, education currently uses a management system where regulations are applied in each school, or School Based Management (SBM), taking into account the surrounding environment, circumstances and conditions of the school concerned. According to Law Number 20 of 2003 concerning the National Education System, SBM is the process of efficiently allocating resources to schools in order to achieve the goal of providing greater autonomy to schools and facilitating the delivery of participatory evaluations secretly by all schools. personnel, including administrators, teachers, students, staff and the general public in carrying out their duties (Malaikosa, 2021). The focus is on each school component in the area. Therefore, SBM represents the collective desire of the general public and professional educators to increase the pace of change in the implementation of educational reform in the post-autonomy period. This process is carried out independently while consulting with relevant stakeholders.

School-Based Management, or commonly known as SBM, was first introduced by the Indonesian government through the Department of National Education in collaboration with UNICEF

and UNESCO in 1999. The aim of the SBM program is to improve the quality of education of the Indonesian people. high school by focusing on three main areas: school administration, community involvement in education, and the student learning process at school (Makmur Jaya et al., 2021). At this point, Indonesia is transitioning towards a decentralized government system, which includes educational decentralization, where educational responsibilities and resources are delegated to state/local governments in each province. All lines of education, including those that can influence the new system in question, where the policies and programs below are in line with the policies of each province or city.

The government has made various efforts to improve education in Indonesia over the last few years, including raising student quality standards, increasing access to education, and improving school administration. Several studies have been conducted in Indonesia, mainly focusing on fundamental aspects of education, including access and delivery of education. As time goes by, we can observe that the amount of money lost due to various circumstances always increases. Therefore, it is very important for us to save and be grateful to the government. As stated earlier, one of the most important things a manager needs to know when starting any organization, including educational organizations.

However, the weakness of SBM is that it weakens every component of the existing educational program. Thanks to the SBM program's emphasis on critical thinking, schools are better able to understand the importance of strengths, weaknesses, opportunities, and threats. Schools also understand the needs of the school better and from an economic perspective, this management will be more efficient and effective because it is carried out secretly by, for and by the school itself. In addition, the disinterest of school staff and the general public in discussing various topics and opinions will hinder decision making every two or more times.

The aim of the SBM program is also to provide more autonomy to schools in expressing their desire to improve educational services as stated previously. Along with increasing participation of the general public and young students in education, SBM also helps ensure that education is more rigorous and runs as it should. Not only that, this MBS will also help school managers become more professional and democratic in their leadership, because they will be able to better overcome all the problems that arise in the operations of the learning organizations mentioned above. (Pratiwi, 2016).

It is true, there are still many problems that need to be resolved regarding the drive to improve quality, access and student management. This means that the low quality of education, which is one of the main problems inhibiting educational growth in our country (especially before the APBN was implemented in order to increase the level of education), is the low level of community participation in the progress process. education, low levels of poverty and deprivation which are essentially rampant, and low quality of learning and teaching. The problems above have resulted in a significant decline in education in Indonesia. The aim of this program is to support government and community efforts in implementing SBM to overcome problems that arise in the context of improving the level of education in Indonesia. This article will focus the study on the implementation of school-based management (SBM) in education units both in terms of theoretical framework and application.

2. METHOD, DATA, ANALYSIS

This article uses research methods in the form of quantitative methods using library research and literature studies. Here the author concludes various references regarding the implementation of school-based management in educational units. The references that have been obtained are carefully studied to obtain various explanations related to the implementation of school-based management in educational units. With reference to this study, the researcher then formulated various views regarding how to implement school-based management in educational units. Data analysis was carried out interactively, data analysis used in this research used factual analysis.

3. RESULT AND DISCUSSION

Result

School-Based Management is a concept in which there is autonomy at the school level in making proactive decisions in meeting objectives in improving quality in accordance with national education policy. In its implementation, SBM has the aim of improving the quality of education through school independence and initiative to manage and empower existing resources. available now. School management has functions that must be understood by the implementing school. In other words, for schools to successfully implement SBM, several SBM characteristics must be well researched and understood. Discuss the characteristics of MBS which cannot be differentiated from effective schools.

If SBM is considered as a container/framework, then the content is an effective school. Therefore, the characteristics of SBM include the elements of an effective school which are divided into input, process and output (Hamid, 2018). Only training input needs to be available as it is required to run the process. The question is resources and software and expectations for managing the process. Input resources include human resources (principals, teachers, counselors, staff, students) and other resources (equipment, equipment, money, materials, and so on) (Hamid, 2018).

A process of changing "something" into "something else". Something that influences the progress of a process is called input, while the results of the process are called output. In the implementation of school education, the educational process is related to four things, namely: 1) The decision-making process. 2) Institutional management process. 3) Program management process. 4) Learn to work and study. Educational outcomes are school achievements achieved in the learning process and its management. School output can be measured by school performance, which consists of: (1) efficiency; (2) Quality; (3) productivity; (4) Efficiency; (5) renewal; (6) quality of work life; and (7) Work ethic.

There are several principles in implementing MBS, including:

1. School autonomy
2. Community Participation
3. Accountability
4. Transparency

The principle of school autonomy has the authority to regulate and manage the interests of the school community in accordance with the conditions of the school environment. Apart from that, community participation is key in implementing SBM, where parents, students and also the community can be involved in decision making for the school. Accountability itself leads to the responsibility of the school community in accordance with the conditions of the existing school environment. Likewise with transparency related to openness in managing resources and decisions taken. In implementing school-based management, of course we hope to improve the quality of education by involving all existing school components and the community in managing the school independently, democratically. However, there are challenges faced in its implementation, namely, the readiness of human resources, lack of funding and regulations that support the implementation of MBS in the field.

SBM seeks to improve the quality of education, especially in the regions, because schools and communities do not need to wait for orders from the center, but can develop an educational vision that is appropriate to regional conditions and implement the educational vision independently. Supriono and Sapari emphasized that the aim of implementing SBM is to improve management efficiency and the quality and importance of teaching in school education. Nurkolis also noted that the aim of implementing SBM is also to improve the quality of teaching in schools in general. quality of education, quality of the curriculum, quality of teachers and other teaching staff as well as quality of educational services in general. The aim of school management is to strengthen the school, especially its human resources (principals, teachers, staff, students, parents and the surrounding community), provide authority, freedom and other resources to face the challenges faced by the school concerned. elements can contribute to improving the quality, efficiency and equity of education.

The implementation of SBM aims to provide several benefits, (a) empowering qualified people in schools to make decisions that can improve learning, (b) providing opportunities for the entire school community to make important decisions, (c) focusing responsibility for decisions. taken, (d) channeling creativity in program design, (e) directing resources to support the achievement of predetermined goals developed by each school, (f) real budget\n so that parents and teachers are aware of the school's financial situation, limits on expenditure and program costs, and (g) increasing teacher morale and encouraging the emergence of new leaders. SBM is a management model that provides greater autonomy to schools, including madrasas, in managing schools and madrasas and encourages schools and madrasas to increase the participation of school or madrasah residents and community members to achieve school and madrasah goals. national education framework.

Components of implementing School Based Management

- a. Curriculum and Curriculum Management. The council continues to implement the curriculum, but the school itself has undertaken development projects.
- b. Training management. Schools are more efficient and effective in the use of their human resources and also strive to increase their potential to increase the effectiveness of their human resources.
- c. Student leadership. There are differences in accepting new students, but the school is very good at seeking growth and development in the students' educational process.
- d. Financial management and financing. The school has funding sources from foundations, student guardians and the government, is managed independently and transparently.

- e. Management of educational institutions and infrastructure. In meeting needs and in the process of providing infrastructure, schools strive to be independent, without government assistance or interference. However, meeting school needs is faster because there is no need to be late.
- f. Management of school-community relations. In relational management, schools try to ensure that the community, especially parents and committees, care and participate in improving the quality of education so that their children can graduate productively and with high quality.
- g. Management of special service educational institutions. Special school services for students are very effective because all special services such as library, health, safety and guidance and counseling are very easy to access so they can help in good teaching and learning.

Implementation of SBM in Education Units

- 1) Schools are given the authority to regulate the curriculum, budget, human resources and other management components.
- 2) Formation of a school committee that involves parents and the community in school management.
- 3) Independent preparation of a school development plan (RPS) in accordance with the needs and conditions of the school.
- 4) Regular and transparent evaluation of school performance.

Challenges of SBM Implementation

- 1) Readiness of human resources (school principals, teachers and education staff) to manage the school independently.
- 2) Adequate funding to support school independence in management.
- 3) Government regulations and policies that support the implementation of SBM in schools.
- 4) Active participation of the community and stakeholders in school management.

Discussion

School-Based Management (SBM) is a formal alternative in managing distributed education delivery structures by placing schools as the main unit for improvement (Malik Fajar, 2002). SBM is school management, including madrasas, which describes the collection of practices of many people at the school and madrasa level to make decisions about schools and madrasas. SBM began with decentralization, which gave state governments clear authority over schools and madrasas in various matters.

SBM has the aim of improving the quality of education through school independence and initiative to manage and empower currently available resources. The community does not need to wait for orders from the center, but can develop an educational vision that is appropriate to regional conditions and implement the educational vision independently. Supriono and Sapari emphasized that the aim of implementing SBM is to improve management efficiency and the quality and importance of teaching in school education. Nurkolis also noted that the aim of implementing SBM is also to improve the quality of teaching in schools in general. quality of education, quality of the curriculum, quality of teachers and other teaching staff and the quality of educational services in general.

4. CONCLUSION

School-Based Management (SBM) refers to a concept where schools are given the freedom to make decisions together to improve educational standards in accordance with national policy directions. With the aim of raising educational standards, SBM empowers schools to manage their own resources with initiative. However, distinguishing SBMs from schools that are already effective is not always easy. Conceptually, MBS includes the elements of an effective school, including input, process, and output. The input involves human resources, equipment, and funding, while the process includes decision making, institutional management, program management, and learning processes. The output can be measured through various aspects of school performance, such as efficiency, quality, productivity, innovation, learning environment and work morale. The principles on which SBM is based include school autonomy, community participation, accountability and transparency. School autonomy gives schools the freedom to manage their own internal affairs according to the needs of the local context. Community participation involves the role of parents, students and the community in the school decision-making process. Meanwhile, accountability and transparency emphasize responsibility and openness in resource management and decision making. Even though it faces several obstacles such as the availability of adequate human resources, funding constraints, and regulations that support its implementation, the implementation of SBM aims to improve educational standards by involving all school and community stakeholders. In the midst of these challenges, SBM

strives to improve educational standards, enable participation of all parties in decision making, and encourage teacher morale and develop new leadership.

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