School-Based Management in Improving School Quality

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ABSTRACT

School-Based Management (SBM) is a decentralized approach to education management that gives schools greater authority to manage resources and make decisions independently. SBM aims to improve the quality of education by empowering school communities to play an active role in planning, implementing, and evaluating educational programs. Implementing SBM is important because each school has unique social, economic, and cultural characteristics. Uniform education policies from the center often need to be more effective in overcoming local problems. Through SBM, schools can adjust the management and development of educational programs according to local needs and capabilities, making them more relevant and contextual. In implementing SBM, improving school performance and accountability is a very important aspect. With greater authority, schools are required to be transparent and accountable in budget management, curriculum development, and evaluation of teacher and student performance. Active participation of parents and the community in the educational process is also an important component. However, the implementation of SBM in Indonesia faces various challenges, such as the readiness and management capabilities of school principals and teachers, as well as support from regional and central governments.

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1. INTRODUCTION

School-Based Management (SBM) is a decentralized approach to education management that gives schools greater authority to manage resources and make decisions independently. SBM aims to improve the quality of education by empowering school communities to play an active role in planning, implementing, and evaluating educational programs. In Indonesia, the implementation of SBM has become part of educational reforms carried out to face various challenges in improving the quality of education evenly throughout the region.

The implementation of SBM is considered important because each school has unique characteristics, in terms of social, economic, and cultural aspects. Uniform education policies from the center are often ineffective in overcoming local problems. Through MBS, schools can adjust the management and development of educational programs according to local needs and potential, so that they are more relevant and contextual. This decentralization allows schools to be more responsive to changes and dynamics in the surrounding environment.

One of the crucial aspects of SBM is improving school performance and accountability. With greater authority, schools are required to be transparent and responsible in budget management, curriculum development, and evaluating teacher and student performance. This accountability is expected to motivate all school members to work better and be oriented toward improving student learning outcomes. This process also involves ongoing evaluation that helps schools identify strengths and weaknesses, as well as formulate appropriate improvement strategies.

Active participation of parents and the community in the educational process is an important component of SBM. It is hoped that more intensive involvement can strengthen cooperation between schools and the community, providing significant moral and material support for the success of school programs. This participation also opens up space for constructive dialogue to solve educational problems together, as well as fostering a sense of ownership and responsibility for educational progress in their community.

However, the implementation of SBM in Indonesia faces various challenges. The readiness and managerial capacity of school principals and teachers are crucial factors in the success of SBM. Many school principals and teachers do not have sufficient skills and knowledge to manage schools effectively under the SBM framework. Therefore, ongoing training and mentoring is needed to increase their managerial capacity.

In addition, support from local and central governments is still needed to ensure that schools have adequate resources. The government must provide a clear regulatory framework and adequate technical assistance to support SBM implementation. Coordination between various levels of government is also important to ensure that policies and programs implemented in schools are in line with national goals of improving the quality of education.

Evaluation of the implementation of SBM shows an increase in several aspects of education quality, such as increasing student test scores, improving school infrastructure, and increasing parental involvement. However, these results are still not evenly distributed in all regions. This indicates the need for a more holistic and coordinated strategy between various related parties to achieve the expected goals. Each region has different challenges and needs, so a flexible and adaptive approach is needed.

The success of SBM also depends on a school culture that supports innovation and collaboration. Schools must build an organizational culture that encourages active participation, open communication, and commitment to improving the quality of education. This requires a paradigm shift from a hierarchical management model to a more participatory and inclusive one. Teachers and school staff must feel ownership and responsibility for the success of the school.

The role of the principal as a leader is also very important in SBM. School principals must have a clear vision, good managerial skills, and the ability to empower teachers and school staff. They must be able to inspire and motivate the entire school community to work towards a common goal. Effective leadership can be the main driver in achieving increased quality of education through SBM.

SBM also opens up opportunities for innovation in teaching and learning. With greater freedom in developing the curriculum, schools can design learning programs that are more creative and appropriate to student needs. This innovation can include the use of technology in learning, developing more interactive teaching methods, and strengthening character education. Innovative schools tend to be better able to attract students' interest and motivation to learn, which in turn can improve learning outcomes.

Overall, School Based Management offers a promising approach to improving school quality. By taking advantage of the freedom and responsibility given, and with full support from all stakeholders, SBM can become a driving force for positive change in the education system. For this reason, a strong commitment is needed from all parties, both at the school, regional, and central government levels, to continue to improve and perfect the implementation of SBM in order

to achieve quality and equitable education throughout Indonesia. Through close collaboration and continuous efforts, SBM has great potential to bring significant change to the world of education.

2. METHOD

The research method used in this writing is a literature study. Literature study is a research method carried out by investigating and analyzing various literature sources related to the research topic. In applying this approach, researchers carry out in-depth reviews of scientific journals, books, articles and other scientific sources. The literature research method allows researchers to summarize, synthesize, and evaluate previously published research findings. Therefore, this research will provide insight into the conceptual and theoretical framework behind the research topic and identify knowledge gaps that still require further exploration. Through a library research approach, it is hoped that this paper can make a significant contribution to the development of understanding and knowledge relevant to the problem under study.

3. RESULT AND DISCUSSION

1. School-Based Management

According to (Nurkolis, 2006) management is a process that utilizes all existing resources effectively and efficiently to achieve a goal/target. In (Malayu, 2005) it is explained that management is an art, the art of managing all existing resources, both human resources and other resources according to their respective functions so that they can effectively and efficiently achieve goals. Management is the process of planning, organizing, directing, and controlling organizational resources and activities to achieve predetermined goals. Management involves managing various operational and strategic aspects of an organization to achieve the management of resources and processes so that organizational goals can be achieved optimally. So management is a process that carries out systematic control so that all components of available resources can be utilized efficiently and effectively in order to achieve an expected goal.

Management is coordinating and harmonizing resources through a number of management inputs to achieve goals or meet customer needs. Based means based on or focused on. School is the lowest organization in the ranks of the Ministry of National Education which is tasked with providing basic skills to students on the basis of legalistic and professionalistic provisions. So the meaning of school-based management is the coordination and harmonization of resources carried out autonomously by the school through a number of management inputs to achieve the school's goals in national education, with the school directly in the decision-making process.

2. Objectives of School-Based Management (SBM)

The main objective of School-Based Management (SBM) is to increase the efficiency, quality, and equality of education. Increased efficiency is obtained through the freedom to manage existing resources, community participation, and simplification of bureaucracy. Quality improvement is achieved through parent participation in schools, flexibility in school and classroom management, as well as increasing the professionalism of teachers and school principals. Nurkholis stated that the main goal of SBM is to improve school performance and especially improve student learning performance for the better. School-Based Management (SBM) is expected to make schools more independent, by empowering school potential by giving schools greater authority (autonomy) and encouraging schools to start "making participatory decisions" that involve all school members and the community they serve (stakeholders)

According to Kustini Hardi (in Sri Minarti), there are three objectives for implementing MBS, namely:

a. Developing the abilities of school principals together with teachers and school committee elements in aspects of school-based management (SBM) to improve school quality.

b. Developing the abilities of school principals together with teachers and school committee elements in implementing active and enjoyable learning, both at school and in the local community.

c. Developing more active community participation in general school issues from school committee elements in helping to improve school quality.

3. **Principles of school-based management**

According to (Nurkolis, 2006) there are at least 4 (four) principles used in school-based management to manage schools, namely:

1. Equifinality Principle is a principle that states that there are differences in the methods used by school principals to achieve goals, therefore authority is given to school principals so that they can manage the school well.
2. Decentralization Principle is a principle which states that in managing schools there will be no
3. Free from difficulties and various kinds of obstacles, therefore decentralization is needed in its implementation.
4. Principle of Independent Management System, this principle states that school-based management provides autonomy to schools to be able to develop goals, and strategies and utilize the resources they have.
5. Human Initiative Principle, this principle emphasizes the utilization and development of the capabilities of human resources.

Educational input is everything that must be available because it is needed for a process to take place. The things in question are resources and software as well as expectations to guide the process. Resource input includes human resources (school principals, teachers, counselors, employees, students) and other resources (equipment, equipment, money, materials, etc.).

The educational inputs include:

1. Resources are available and ready.
2. Competent and highly dedicated staff.
3. Have high expectations of achievement.
4. Focus on customers (especially students).
5. Management input (tasks, plans, programs, provisions, control/supervision).

4. **Implementation of school-based management**

In order for the implementation of school-based management (SBM) to run effectively and efficiently, cooperation between all educational components is needed, starting from school principals, educators, teaching staff, parents, and the community. Apart from these components, the availability of adequate facilities and infrastructure also influences the sustainability of the implementation of school-based management. The school principal as a leader certainly has an important role in utilizing all educational components. The school principal must have the ability to plan, implement, coordinate control, and evaluate the implementation of school-based management. Apart from school principals, teachers as educators also have an important role in implementing school-based management by improving teaching abilities, updating teaching methods, and making the classroom atmosphere as comfortable as possible. The implementation of school-based management can be seen in how the school optimizes its performance, manages human resources and other resources, and manages the teaching and learning process well.

5. **Strategy for implementing school-based management**

The main strategies used in implementing school-based management are:

1. Socialize the SBM concept to all school members.
2. Carry out an analysis of the school and out-of-school situation, the results of which are real challenges that must be faced by schools in changing central-based management to SBM.
3. Formulate situational goals to be achieved from the implementation of school-based management based on the challenges faced.
4. Identify those who need to be involved to achieve situational goals and whose level of readiness still needs to be researched.
5. Determine the level of readiness of each function and its factors through SWOT (Strength, Weakness, Opportunity, and Threat) analysis.

6. Choose problem solving steps.

7. Make short, medium, and long-term plans and programs.

8. Implement programs to realize short-term MBS plans.

9. Monitoring of the process and evaluation of SBM results.

According to (Mulyasa, 2002) so that school-based management can run optimally, a strategy is needed in its implementation, including:

1. Grouping is intended so that schools can be grouped based on the school's ability to manage their school so that it will be easier to know which schools require more attention in implementing school-based management.

2. Phasing and implementation of school-based management is carried out through stages, starting from short-term stages to long-term stages

3. Implementation, after carrying out implementation trials on the implementation of MBS the next step is to carry out permanent implementation which requires binding regulations. From the description above, it can be concluded that the implementation of school-based management is essentially choosing the best alternative for schools in developing their schools. School-based management must be carried out continuously so that it will result in an improvement in education.

6. **Improve the quality of education**

In order for the quality of education to increase as desired, various supports from educational components are needed. Schools should do something to improve the quality of education, namely:

1. Strong School Leadership, the principal leader must be able to utilize and carry out his function as a leader so that he can encourage and carry out decision-making in improving school quality

2. Effective Management of Educational Personnel, educational personnel, especially teachers, need to be managed well. Starting from their needs when teaching, improving their teaching abilities by attending training, evaluating performance, rewarding their services, and so on.

3. Schools Have Authority, schools have their own authority to improve themselves so that they can develop their respective abilities.

4. Schools have openness. The openness that is meant is transparency in the management process, such as in the process of making decisions, in the use of school finances, in evaluating the implementation of activities.

5. Schools carry out continuous evaluation and improvement, not only evaluating student learning outcomes, but schools also carrying out evaluations of educational programs. This is useful so that later the school can develop and be better.

6. Good Communication, the school must establish good communication with both internal school parties and external parties. Well-established communication aims to ensure that all school activities to be held can be carried out well because all existing components are involved.

4. CONCLUSION

School-Based Management (SBM) is an education management approach where schools are given autonomy to manage resources effectively and efficiently to achieve national education goals. According to Nurkolis (2006), management is the process of utilizing all existing resources to achieve goals optimally. In the school context, this management includes planning, organizing, directing, and controlling various resources and activities. SBM aims to improve the efficiency, quality, and equality of education by reducing bureaucracy, increasing community participation, and strengthening the professionalism of teachers and school principals. SBM principles include equifinality, decentralization, self-management systems, and human initiative, all of which aim to empower schools to achieve better performance. Implementing SBM requires cooperation from all educational components, availability of facilities and infrastructure, as well as a strong leadership role from the school principal. Implementation strategies include concept socialization, situation analysis, goal formulation, and ongoing evaluation. SBM is expected to improve the quality of

education through effective leadership, management of educational staff, school authority, and openness, as well as good communication with all related parties.

5. ACKNOWLEDGE

Thank you for your attention and the time taken to read this article. Hopefully, the information presented is useful and can provide new insights for all of us in understanding and implementing School-Based Management. Let's work together to improve the quality of education for a better future.

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