

Application of School Based Management (SBM) in Improving the Quality of Education at SMP Negeri 4 Palu

Fahrul Fahrul^{1*}, Rustina Rustina² & Sagaf S. Pettalongi³

¹ Islamic Education Management Study Program State Islamic University Datokarama Palu, Indonesia

² State Islamic University Datokarama Palu, Indonesia

³ State Islamic University Datokarama Palu, Indonesia

*Corresponding Author: Fahrul, E-mail: fahruluind@gmail.com

ARTICLE INFO

Volume: 2

KATAKUNCI

School Based Management,
Quality of Education

ABSTRAK

School-based management is the granting of full autonomy to schools to actively and creatively innovate and improve in various education sectors. The implementation of SBM at Palu 4 Public Middle School in improving the quality of education is managing school resources, teaching and learning processes, increasing the participation of school members and the community with an emphasis on school independence/autonomy within the framework of national education. This journal is a study on "Application of School-Based Management in Improving the Quality of Education at SMP Negeri 4 Palu". The main problems are 1) How is the implementation of SBM in improving the quality of education at SMP Negeri 4 Palu. 2) Obstacles and solutions to implementing SBM in improving the quality of education at SMP Negeri 4 Palu. This study uses a qualitative approach, data collection techniques through observation, interviews, and documentation. The data analysis technique used is qualitative analysis through; data reduction, data presentation, and drawing conclusions. The results of the research show that SMP Negeri 4 Palu has implemented SBM in improving the quality of education by means of; 1) The implementation of SBM at SMP Negeri 4 Palu can be carried out effectively and efficiently by involving all school members and education *stakeholders* through incentive communication. 2) The obstacles to the implementation of SBM in improving the quality of education are related to the quality of existing human resources that have not been optimally fulfilled because of limited experts, lack of parental participation, and there are still apathetic educators.

1. Introduction

Awareness of the importance of education, which can provide hope and better possibilities in the future, has encouraged various efforts and attention from all levels of society towards every move and development in the world of education. Education is one of the efforts to improve the quality of human life, in essence it aims to humanize humans, mature them, change behavior, and improve quality for the better.

In fact, education is not a simple endeavor, but a dynamic and challenging activity. One of the educational problems faced by the Indonesian nation is the low quality of education at every level and educational unit, especially primary and secondary

¹ Fahrul is a Student Candidate of Islamic Education Management Study Program at Postgraduate School, State Islamic University Datokarama Palu, Indonesia. This paper was presented at the 2nd International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2023, as a presenter, held by the Postgraduate School State Islamic University Datokarama Palu, Indonesia.

education. Various attempts have been made to improve the quality of national education, for example the development of national and local curricula; increasing the competence of educators through various training; procurement of books and learning tools; procurement and improvement of educational facilities and infrastructure; as well as improving school management (Hasbullah, 2007).

The problems facing education in the regions now relate to the low quality of graduates, the deplorable physical condition of schools, the shortage of educators and their inadequate qualifications, the uneven distribution of education, issues of relevance, curriculum, and other matters, which is quite heavy homework. for regional governments within the framework of implementing regional autonomy. UU NO. 20 of 2003 concerning the National Education System explicitly mandates that in order to face global challenges, education management is directed at empowering schools as an effort to achieve the goals of national education, namely developing the potential of students to become human beings of faith and piety to God Almighty, have noble character, are healthy. , knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

In an effort to maximize the implementation of this decentralized education, the concept of school-based management (SBM) was developed, which seeks to increase the role of schools and the surrounding community in managing education, so that the delivery of education is better and the graduates are of higher quality. With the implementation of school-based management, schools are expected to know their strengths and weaknesses, potentials, opportunities and threats they face as a basis for determining the educational policies they will take.

The implementation of education and learning in schools requires educators and school principals to pay attention to and understand the National Education Standards (SNP) contained in PP No. 19 of 2005, along with the elaboration that has been stipulated in the regulation of the minister of national education. National education standards include various standards, namely: graduate competency standards, content standards, process standards, educator and educational staff standards, facility and infrastructure standards, management standards, financing standards, and assessment standards (Dedi Mulyasa, 2012).

The implementation of SBM at Palu 4 Public Middle School also experienced several obstacles related to eight national education standards, especially in the financing sector, then there was still a lack of parental participation in the importance of education, to overcome these obstacles an evaluation was carried out related to the problems faced by schools to solutions are sought to overcome all these obstacles, with the hope that the quality of education at Palu 4 Public Middle School will continue to be fostered and developed so that they have a more prominent role in developing human resources in their environment and even become a barometer, so that they become an integral component, mutually build and complement each other with the educational component other schools in the city of Palu.

2. Literature Review

School-based management (SBM) is school empowerment by providing greater autonomy besides showing the government's responsiveness to community demands it can also be shown as a means of increasing efficiency, quality, and equity of education (B. Suryosubroto, 2004).

School-based management is one of the government's efforts to achieve excellence in the nation's community in mastering science and technology, as indicated by political statements in the Outlines of State Policy (GBHN), this can be used as a basis for the development of quality and sustainable education in Indonesia. both macro, meso, and micro (E. Mulyasa, 2014). The macro framework relates to the decentralization of authority from the central government to the regions, the meso aspect relates to regional policies at the provincial level to the district level, while the micro aspect involves all sectors and educational institutions at the lowest level, but at the forefront of implementation, namely schools.

School-based management which is characterized by school autonomy and community involvement is the government's response to symptoms that arise in society, which aims to increase the efficiency, quality, and equity of education (Wiji Suwarno, 2013).

3. Methodology

The type of research used in this study is a qualitative method, namely an approach by looking at the object of study as a system, meaning that the object of study is seen as a unit consisting of related elements and describes existing phenomena. The location of this research is SMP Negeri 4 Palu which is located on Jalan Jend. Gatot Subroto No. 6 Palu, Besusu Tenga Village, East Palu District.

Data collection techniques used in research are observation, interviews, and documentation. Technical analysis of data in research there are three stages, namely data reduction, data presentation and data verification.

4. Results and Discussion

4.1 Application of School-Based Management in Improving the Quality of Education at SMP Negeri 4 Palu

Management or management is an integral component and cannot be separated from the overall educational process. The reason is that without management it is impossible for educational goals to be realized optimally, effectively and efficiently. For this reason, it is necessary to understand the main functions of management, namely planning, organizing, implementing, monitoring/evaluating and coaching. As stated by the principal from the results of interviews conducted by the author as follows:

"As a school principal, I have duties and responsibilities in implementing school-based management which are inseparable from four important factors which are guidelines for improving the quality of education in a sustainable manner in this school, namely: planning, organizing, implementing, monitoring/evaluating and coaching all the potential that exists in schools ranging from students, educators, employees and especially myself as a figure of a leader, because being a leader is not an easy matter, but how to be an example that reflects the values of the leadership of the Prophet both in the school, community and family environment "

Based on the principal's explanation that the implementation of school-based management at Palu 4 Public Middle School in improving the quality of education has been carried out well, of course this cannot be separated from good management, intensive communication between all existing parties, within this framework there is growing awareness of the importance of SBM which gives full authority to school principals and educators in managing education and teaching and implementing learning in accordance with school goals, so that schools that implement SBM can achieve educational goals effectively and efficiently.

4.2 Barriers and School-Based Management Solutions in Improving the Quality of Education at SMP Negeri 4 Palu

4.2.1 Barriers to the Implementation of SBM

Obstacles in implementing SBM at Palu 4 Public Middle School in terms of existing human resources, where educators are the spearhead in educating students, so as to produce better quality have not fully kept up with technological developments, because so far there are still educators who only teach and lack of awareness to strive to develop self-potential towards a better direction so that it becomes a quality and accomplished person. As the results of interviews with the vice principal of the curriculum are as follows:

"The problem that I observe is that not all educators can update something new regarding technological developments, because there are still educators who are apathetic towards the progress of the times, lack of motivation in themselves to learn because of the uneven ability of knowledge to always update something new. that, where one of the causes is the age factor and economic problems".

Another obstacle encountered was the existence of government regulations by abolishing the school committee for the past year which in this case has been very helpful in terms of financing, so that the application of the eight educational standards has not been realized optimally, even though they have been implemented well. As the results of interviews with the vice principal of curriculum said that:

"If the wishes of the eight national education standard schools have been implemented well, however in this case there are several parts that need emphasis, because it involves many parties. An example of management, where this management standard involves many parties because of its standardization as well as the facilities and infrastructure needed by outside parties. But the eight standards at SMP Negeri 4 are very good, although they have not been realized to the fullest, because they collided with regulations from the government, if I give a score from 1-100 vulnerable, the eight standards at SMP

Negeri 4 Palu have been realized with a score of 90 not yet up to 100 ”.

As well as the obstacles felt by SMP Negeri 4 is the lack of participation from parents of students and the community about the importance of their involvement in improving the quality of education.

The inhibiting factors in the implementation of SBM in SMP Negeri 4 Palu are very serious problems to be considered by competent parties by initiating and providing effective and efficient repair maneuvers, and of course planning is needed in such a way that the implementation of SBM in SMP Negeri 4 Palu really well implemented and achieved a goal that had been aspired to in the vision and mission of SMP Negeri 4 Palu.

4.2.2 Solutions in Implementing SBM

The implementation of SBM in Palu 4 Public Middle School contains various challenges that require attention and participation to foster and explore the limitations that the school has to make it a further improvement so that program achievements can run optimally.

The obstacles that exist are the problems faced by SMP Negeri 4 Palu, the school does not give up. However, effort after effort continues to be made for changes in the future. In this case, schools make efforts to find solutions to their problems by intensifying good communication between parents and schools, schools and the government, schools and committees. In addition, every year the school holds a school work meeting which of course also has an agenda for obtaining solutions to existing problems. In fact, at each student's report card receipt, parents are required to attend student report card receipt so that this moment is used by the school to convey information about the student's achievements while at school.

5. Conclusion

Based on the results of the analysis and findings that refer to the discussion, the following conclusions can be drawn. The implementation of SBM at SMP Negeri 4 Palu has been well implemented, where the school principal in the management of SBM is transparent by involving all school members in making decisions related to programs carried out by the school. The principal and all school members continue to make efforts to make improvements in various education sectors, so that the quality of education can continue to be improved both in terms of academic and non-academic achievements. Guidance and arrangement are also continuously carried out both in terms of human resources and infrastructure with reference to eight national education standards in continuously improving the quality of education in order to satisfy all education *stakeholders*. The implementation of SBM at SMP Negeri 4 Palu also experienced several obstacles, including there were still educators who were apathetic towards advances in technology and science, lack of parental participation, and the presence of local government regulations that abolished school committee funds as a source of funding for extracurricular activities, so that SMP Negeri 4 Palu only hopes for school operational assistance funds (BOS), which of course already has a distribution in each program. The solution to overcoming these obstacles is to establish intensive communication with school residents and the community as much as possible.

References

- Hasbullah. (2007). *Educational Autonomy: Regional Autonomy Policy and Its Implications for the Implementation of Education*, Jakarta: PT Raja Grafindo Persada.
- Mulyasa, E. (2014). *School Based Management: Concept, Strategy, and Implementation*, Bandung: Rosdakarya.
- B., Suryosubroto. (2004). *Education Management in Schools*, Jakarta: PT Rineka Cipta.
- Suwarno, Wiji. (2013). *Fundamentals of Education*, Yogyakarta: Ar-Ruzz Media. Sugiono.
- (2014). *Understanding Qualitative Research*, Bandung: CV Alfabeta.
- RI Law No. 20 of 2003 Concerning SISDIKNAS (National Education System), Bandung: Media Focus.