IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT (SBM) AT SDN 253 SABBAMPARU OF NORTH WARA PALOPO

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Abstract

The objectives of this research were to know the description of MBS’s implementation from curriculum management, academics management side, educational personnel management side, financial and accounting management side, structure and infrastructure management side, specific services management side and factors influencing MBS. This research was descriptive qualitative with headmaster, teachers, students, and school committee of Elementary School 253 Sabbamparu and other relevant parties (stakeholder) as the subjects. Techniques of collecting data of this research were interview, observation, and documentation study. The result of the analysis showed that the implementation MBS at Elementary School 253 Sabbamparu in Subdistrict Wara Utara Palopo have been done optimally.

The implementation MBS in curriculum management refers to KTSP; in which in teaching and learning process, teacher provided teaching tools in RPP form, had enrichment or remedial, and evaluated and analyzed the study result. The implementation MBS in academics management formed preeminent class, new students’ reception was done by keeping mind on the students’ age and the distance between the school and their addresses, process of students’ leadership was done in extracurricular and religious activities. The implementation MBS in educational personnel management were done by pointing and placing the school personnel according to their own capabilities. The implementation MBS in financial and accounting management based on RAPBS, by having people who were responsible in each of activity items, structure financed were academic and non-academic activities, responsibility of activities were done avowedly. The implementation MBS in structure and infrastructure management were sufficient enough, but there were some weaknesses that still need attention from stakeholder, parents and the government. The implementation MBS in from specific services management involved society in activity collaboration, the headmaster as the leader always had supervision as means of developing the teacher’s work in educating the students.

Keywords: school based management

Introduction

Improving the quality of education is the goal of development in the field of national education and an integral part of efforts to improve the overall quality of Indonesian human. It has been announced by the Minister of National Education in the "Movement for Quality Improvement of Education" on May 2, 2002 and is focused again after mandated in Law No. 20 Year 2003 on National Education system in section 3, it is explained that the National Education serves to develop the ability and shaping the character and civilization of the nation's dignity in the context of the intellectual life of the nation, aims to develop students’ potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens.

Effective school management has a significant impact on educational outcomes. The changes which are only determined at the level of mere learning are often fail because of lack of support from the school management. By considering this fact, the
government launched a policy aimed at improving the quality of education which is called the School-Based Management.

In the implementation of SBM, the authority rests on the schools which is considered to have a high degree of effectiveness and to provide benefits such as stated by Fattah (in Mulyasa, 2002: 24), namely: (1) the policy authority of the school that brings direct influence to educators, (2) it aims at giving information on how to utilize local resources, (3) it is effective in the use of coaching learners such as in thinking, learning outcomes, dropout rates, teacher morale and school climate, (4) the existence of mutual concern to make decisions in empowering teachers and school management.

School based quality improvement is meant for any more sophisticated changes and the increase of quality in education through its management which are focused on the school itself. SBM implementation is a strategy to achieve effective and productive schools, and also to create a learning environment that is based on the culture surrounding the school.

Problem Statement
Based on the description in the background, the problems of this study are elaborated into the following statements:
1. Implementation of SBM seen from the aspect of curriculum management
2. Implementation of SBM seen from the aspect of student management
3. Implementation of SBM seen from the aspect of school staff management
4. Implementation of SBM seen from the aspects of financial management and funding
5. Implementation of SBM seen from the aspect of infrastructure management
6. Implementation of the SBM seen from the aspects of management of special services
7. The factors that influence the implementation of the SBM

Significances of Research
1. The theoretical contribution
   a. To add or enrich academic study of theory in the field knowledge, especially regarding the implementation of SBM.
   b. As a reference for further research in a broader scope in relation to the implementation of SBM.
2. Practical contribution
   a. As an input to headmasters on the implementation of SBM in primary schools, especially in the District of North Wara, Palopo.
   b. As for the teacher to get input for further consideration in choosing the proper socialization for further implementation of SBM.

Research Methods
This research is qualitative in method, which is research that describes a variety of conditions and circumstances, then lays out the concrete conditions of the object of study and will be generating description of the object of research. This research was conducted at SDN 253 Sabbamparur, Palopo.

The focus of this study is to examine the implementation of the SBM from the aspects of management in curriculum, students, staff, finance and funding, facilities / infrastructure and specialized services, and the factors that influence it.

Sources of data in this study were school principals, teachers, students and school committee SDN 253 Sabbamparur and other parties concerned (stakeholders).

The data collection technique was conducted through interview, observation and documentation study.
1. Interviews were conducted using interview guide to collect data about the implementation of the SBM in SDN 253 Sabbamparu, Palopo related to curriculum management, student affairs, infrastructure, finance and funding, staff, special services.

2. Observation was the most widely used techniques in qualitative research.

3. Documentation was the data collected which were relevant to the focus of the research, in the form of letters, books, photographs and others like it (secondary data).

Data collected through interview, observation and documentation were analyzed with descriptive qualitative method. The results of the data analysis were described in accordance with the problem and research objectives.

1. Triangulation

Mechanical examination of the validity of data in this study was using the technique of triangulation. Triangulation techniques the technique of data collection utilizing all aspects outside the data for the purpose of checking the validity or various comparisons to data. Triangulation as investigation techniques makes use of data sources, methods, investigations, and theories. Each researcher needs standards to see the degree of truth or truth of any research results. In qualitative research, the standard is called the validity of the data.

2. Member check

Members check is data checking process that aims to determine the extent of the correctness of the data provided by informants. In this study, member check is carried out by the researcher to make a summary of the early stages of data collection which is further confirmed by the informant or source data. From the results of the member check, if there is data that does not match, the informant is given the opportunity for member check. The correct data after correction will be used as the data in this study. To check the correctness of the data that have been obtained previously, researchers summarize. The objective of members check is that the information obtained which will be used in the writing of the report is in accordance with what is meant by data source or informant. Members check is carried out starting from the head, teachers and school committees.

Results and Discussion

Based on the results of the field study, information was obtained in the implementation of SBM, all teachers are active in the planning teaching and learning. It is in the sense that each subject teacher at the beginning of each class has prepared a learning plan in the form of Lesson. Completeness of the learning process is fully prepared by each teacher. According to teachers at SDN 253 Sabbamparu, they said "... the teacher before starting lessons always prepares teaching materials" (Interview, 06-07-2010).

Teachers in the teaching and learning activities illustrate some important points related to teaching and learning activities, namely (1) describing the basic competencies that must be learned, (2) explaining the main points of the essentials of each chapter (3) giving the lessons related questions that have been exceeded.

According to teachers at SDN 253 Sabbamparu, "... extracurricular activities can provide incentives to improve the performance of both the academic and non-academic. Activities that had already been carried out were analyzed for its relevance to teaching and learning."

Extracurricular activities are institutional activities that have an impact on teaching and learning interactions in the classroom. The school did a careful scheduling by using vacant hours so it does not interfere with teaching and learning.

SD Negeri 253 Sabbamparu until now has a number of teachers and staff of 23 people, consisting of 20 teachers, one administrative staff member and one security guard.
This amount consists of 17 permanent teachers and six non permanent teachers. Educational background can be seen in the following table:

<table>
<thead>
<tr>
<th>Educational Background</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate (S1)</td>
<td>16 people</td>
</tr>
<tr>
<td>PGSD (Elementary School Teacher)</td>
<td>3 people</td>
</tr>
<tr>
<td>Education/D II</td>
<td>-</td>
</tr>
<tr>
<td>SPG (trained teachers)/SGA(trained religion teacher)</td>
<td>2 people</td>
</tr>
<tr>
<td>SGO/ SMOA</td>
<td>-</td>
</tr>
<tr>
<td>SMA(senior high school degree)/STM(vocational high school degree)</td>
<td>2 people</td>
</tr>
<tr>
<td>PGA</td>
<td>-</td>
</tr>
<tr>
<td>SMP</td>
<td>-</td>
</tr>
<tr>
<td>SD</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: Rules of venture, potential board 2010

School effort in making financial plans for the financing programs involves residents and school committee in the form of consent, either in relation to the source of funds as well as details of the plan, and its use. This budget management was always controlled by the school committee. According to the treasurer of SD 253 Sabbampar, school financial accountability from the planning stage, the use, until the end of the program to citizens and school committees are all written down.

This was supported also by one informant; chairman of the school committee stating that: "Implementation of school programs on SD 253 Sabbampar is considered fairly successful, because basically the program has the support of all parties, school parties, school committees, and stakeholders, and this is because the school is always transparent to present the various activities that have been done so far and were commonly delivered through accountability activities (interviews, 07-07- 2010)."

The state of school facilities and infrastructure can be seen in the following table:

The guidance that the Principal is supervision with an emphasis on the improvement and development of professional performance in fostering learners. Supervision is done by the school headmaster varies as proposed by teacher of SDN 253 sabbampar: "... The principal in supervision sometimes make a visit in the classroom and make contact individually. The visits in the classroom are not done routinely, sometimes there is a notice, but sometimes also without notice. In the individual contact relationship, the principal always provide direction and guidance (interview, 2010)"
Table 2. The state of school facilities and infrastructure at SDN 253 Sabbamparu

<table>
<thead>
<tr>
<th>No</th>
<th>Kinds of Facilities</th>
<th>Amount</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Book sources</td>
<td>572</td>
<td>good copies</td>
</tr>
<tr>
<td>2</td>
<td>Office room</td>
<td>1 unit</td>
<td>good</td>
</tr>
<tr>
<td>3</td>
<td>Study room</td>
<td>9 rooms</td>
<td>6 good, 3 lightly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>broken</td>
</tr>
<tr>
<td>4</td>
<td>Praying room</td>
<td>1 unit</td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>UKS</td>
<td>1 unit</td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>Canteen</td>
<td>1 unit</td>
<td>Good</td>
</tr>
<tr>
<td>7</td>
<td>Teachers official residence</td>
<td>1 unit</td>
<td>Good</td>
</tr>
<tr>
<td>8</td>
<td>Bulletin board</td>
<td>1 unit</td>
<td>Good</td>
</tr>
<tr>
<td>9</td>
<td>W.C</td>
<td>1 unit</td>
<td>Good</td>
</tr>
<tr>
<td>10</td>
<td>Table / chair for 1 person</td>
<td>202 units</td>
<td>Good</td>
</tr>
<tr>
<td>11</td>
<td>Table / chair for 2 people</td>
<td>80 units</td>
<td>Good</td>
</tr>
<tr>
<td>12</td>
<td>Tables / Chairs for 3/4 people</td>
<td>7 unit</td>
<td>Good</td>
</tr>
<tr>
<td>13</td>
<td>Sports equipment</td>
<td>1 unit</td>
<td>Good</td>
</tr>
<tr>
<td>14</td>
<td>Mathematics teaching aids</td>
<td>3 unit</td>
<td>Good</td>
</tr>
<tr>
<td>15</td>
<td>Teaching aids for Bhs. Indonesia</td>
<td>2 unit</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>Subject</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Supervision activities carried out by the headmaster according to the researchers had the benefit of the teachers’ personal and institutional strategies improvement. In this case the researchers also conducted interviews with the School Committee saying that: "... a supporting factor in the implementation of school-based management in developing the quality of schools is the school's resources, meaning that the elements in school support employees, because we know that the role of the school is wider and no longer must be identical to that set by the government .... "

From observations and interviews of researchers in the field shows that the implementation of SBM on SDN 253 Sabbamparu. There are several factors that inhibit SBM in improving the quality of the school. As the interview with the school principal states that: "... factor that inhibits SBM implementation in improving the quality of the school is on teachers, mostly school teachers are the majority of women, and sometimes they often take a leave, and also sometimes time they take their children to school ..."

Thus, it can be concluded that the level of economic welfare is less assured teachers that would be an obstacle to the intensity of teachers’ involvement in the development of the school.

Discussion

The discussion presents the results of research based on the description of the variables. Discussion of results of this study were developed from research findings which are then connected with the main points outlined in the background of the problems accompanied with the relevant theoretical basis.

SDN 253 Sabbamparu, North Wara district of Palopo as a research site is located in a strategic position because it is located on a fairly dense residential and is easy to reach, target schools a place of research is one of the schools with the status of National Standard School (NSS).
1. Management curriculum

In the implementation of curriculum and instruction, the teacher continues to actively prepare lesson plans as a material equipment of the teaching process. Lesson plan is tailored to the educational unit level curriculum that have been compiled on the basis of the indepth study results through collaboration between national education goals as well as the needs of students, community, parents and the government. Glaffom (in Fattah, 2003) focuses on the curriculum as guidance material to be taught to students, as teaching guides that have been agreed, something that has been reflected and shaped by the resources allocated, analyzed, to uncover all the changes in values, perceptions and students behavior which are taught in school.

In implementation of curriculum management, enrichment process improvement activities are also done and, it is intended as an improvement that is specialized to students who experience delays of teaching activities, evaluation activities are conducted regularly. The stage in reporting results of student evaluation is done every semester, which will be used as the internal needs of the school and the education report material. In addition, in the teaching process in the classroom, teachers have the responsibility in the class management that is communicative, conducive, and orderly before and during teaching.

2. Student Management

For the implementation of student management, the number of students and the number of classrooms in a school show the ability of schools to accommodate the children of school age. The more students they have, the greater responsibility that the schools have in terms of improving the quality of education in terms of both quality and quantity. Management student at SDN 253 Sabbamparu do some strategic steps and activities and make efforts in improving the quality of students at SDN 253 Sabbamparu by forming excellent class reserved for students of classes V and VI. This step was taken to provide stimulus to the students to always be able to compete well and was able to show a good performance. Student management aims to organize various activities in the field of student learning activities in schools in order to be able to run smoothly, orderly and organizedly. On the admission of new students, the school focuses on the aspects included within the school and the child's age. Mentoring activities undertaken by the school is through extracurricular activities that touch on developing abilities and interests of students including English course, Scouts, Red Cross, UKS and religious activities.

3. Management of educational personnel

SBM success is largely determined by the success of its leaders in managing the educational staff at the school. Management of education personnel at SDN 235 Sabbamparu indicates that it has adequate personnel and employees. Adequacy of teachers and administrative staff support the implementation of the SBM in the school, both of these components is spearheading the educational process at school. In improving the skills of employees, then the headmaster gives great opportunities to teachers and employees who have not completed undergraduate degree (S1), this effort was done as a demand for more teachers to continue with the current demands of rapid changes taking place in society. The task of the headmaster in relation to the management of education personnel is not an easy task because it is not only effort to achieve the objectives of the school, but also the purpose of education personnel in personal. Thus the task of educators is the school authority to manage and utilize education held effectively and efficiently in order to get optimal results.

4. Financial management and funding
Financial and funding are some of the resources that directly support the effectiveness and efficiency of education management. Financial education provision and funding are potentially very decisive and is an integral part in the study of management education. Financial components in a school production that determine the implementation of teaching and learning in schools. In other words, all activities conducted in schools require a fee, either consciously or unconsciously, these components need to be managed properly so that the existing funds can be used optimally to achieve a real educational purpose. Implementation of the SBM in finance and funding at SDN 235 Sabbampar have basically been clearly detailed about its purpose of the funding program and its implementation in accordance with the needs / priorities contained in the budget. In general, funding has been referring to the rules and planning schools, although there are some which have not been consistent in referring to the existing guidelines and previous school planning, but it is only a small part, even then because of technical constraints. This type of activity is an activity funded academic and non-academic. A form of accountability is done in the format of proposals, progress reports, final reports, and others. The financial plan for financing the program involving residents and school committee in the form of approval. Budget management was always controlled by the school committee.

5. Management of facilities and infrastructure

Management of educational facilities is aimed in maintaining facilities and infrastructure in order to contribute optimally and it means that it is in the way of the educational process. This management activity includes planning, procurement, monitoring, inventory storage and deletion and structuring. Good management of infrastructure is expected to create a school that is clean, tidy, beautiful so as to create favorable conditions for both teachers and students in a school environment. In terms of facilities and infrastructure available in SDN 253 Sabbamparu, it can be regarded as sufficient to support the implementation of school quality. However, there are still shortcomings which certainly is in need of attention from government, parents of students, including stakeholders in general. The government's policy on the management of school facilities and infrastructure in accordance with UU No. 29, 2003, about the national education system Article 45 paragraph (1) "any educational institution of formal and non-formal should provide infrastructures that can meet the needs of education in accordance with the growth and development of the potential physical, intellectual, social, emotional and psychological learners."

6. Special Service Management

SBM is full of values and concepts that can put school as how it should be that is an institution which comes from the people and to meet people's needs. Management can push and open the faucet that had been silenced by the existing rules and policies. The demands at this time requires institutional independence. Special services include the management of library, health and security of the school. These components are an important part of and efficient SBM effective. Another special service management is the health and safety of the school as an educational institution which is in charge and responsible for implementing the learning process, not only in charge of developing the knowledge, skills and attitudes alone, but it must maintain and improve the physical and spiritual health of students. This is consistent with the objectives of the national education which is to develop human being as their nature. In addition, the school also provides security services to students and staff in the school so that they can learn and perform tasks with quiet and comfortable.

7. Factors affecting the implementation of the SBM
Implementation of SBM will be greatly influenced by several factors that can be internal in the school environment, or external factors from outside the school. In general, several contributing factors of SBM implementation are as follows: (1) leadership and management of a good school. SBM will be successful if it is supported by the professional capability headmaster in leading and managing the school effectively and efficiently, and are able to create an organizational climate in the school that is conducive to teaching and learning, (2) social, economic, and public appreciation of education. External factors that will help determining the success of SBM is the condition of the educational level of parents and the community. The ability to pay for education, as well as the rate of appreciation in encouraging children to continue learning, (3) support the Government. These factors determine the effectiveness of the implementation of the SBM especially for schools in which the ability of parents / communities are relatively not ready to contribute towards educational establishment. The allocation of government funds (state budget, budget) and the granting of authority in school management becomes a critical success, (4) professionalism. This factor is very strategic in order to determine the quality and performance of the school. Without the professionalism of school headmasters, teachers, and supervisors will be difficult to achieve high-quality of teaching and learning as well as student achievement.

Conclusions and Recommendations

Based on the results of research and discussion by several conclusions are derived as follows:

1. Implementation of the SBM of curriculum and instruction at SDN 253 Sabbamparu is tailored to the educational unit level curriculum, teaching and learning process for teachers in preparing teaching equipments in the form of lesson plans, enrichment materials, as well as the evaluation and analysis of learning outcomes.

2. Implementation of the SBM has been conducted in SDN 253 Sabbamparu by forming excellent class, mechanism of new admissions made by considering students’ age as well as the distance between schools and residences, in order to mentor students, it is done in extracurricular activities and religious activities.

3. Implementation of the SBM in management of education personnel at SDN 253 Sabbamparu indicates that the placement of school personnel in accordance with their respective areas of expertise, with due regard to their ability and professionalism in working to achieve optimal results, effectively and efficiently.

4. Implementation of SBM in financial management and funding has been done by RAPBS, by having each post in charge of activities of those are financed are academic and non academic activities, and they are carried out transparently accountable to the relevant parties.

5. Implementation of the SBM in the management of infrastructure at SDN 253 Sabbamparu is adequate, but there are shortcomings that still need attention from stakeholders, parents and the government.

6. Implementation of the SBM in management of special services conducted by the SDN 253 Sabbamparu is to involve and engage the community in the form of cooperative activities in which the headmaster as leader always supervise a development effort in fostering teacher performance in educating student.

7. Factors affecting the implementation of the SBM SDN 253 Sabbamparu are the support and a high spirit of the school element in guarding SBM, inhibitant factors are that educators are always on leave, funds, infrastructure is still lacking, public participation has not yet fully involved.
Suggestions

Based on the results of research and discussion that have been stated above, it proposed some suggestions with regard to the implementation of the SBM in SDN 253 Sabbamparu North Wara, Palopo as follows:

1. The school administrators need intense academic transformation with the institutional community through the organization of school committees so that people's understanding of responsibility for school success can be tied up.

2. The implementation of SBM demanded school management professionalism. Teaching management with regard to the learning process where the teacher must be able to follow the development of educational demands.

3. Implementation of the SBM is a demand of democratization in education where community involvement should play an active role as the manager of the partners in the development / construction of schools. It is specifically involved as representatives of the community in the school committee which is expected to more optimally understanding their duties and functions of each both technically and conceptually.

References


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