

Implementation of School-Based Management to Improve the Quality of Education at SMA Negeri 1 Woha

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Abstract

This research is descriptive qualitative research with data collection techniques through observation, interviews, and documentation. The purpose of this study is to provide an overview of the implementation of School-Based Management (SBM) at SMA Negeri 1 Woha, in an effort to improve the quality of education. The findings of the study show that SMA Negeri 1 Woha has been independent enough to meet the availability of teachers and other support staff, as well as sufficient and adequate in terms of the availability of facilities and infrastructure. Strong school collaboration, as evidenced by the direction, and internal relationships built with MGMP within the school. In addition, there is an MoU built with other partnerships to collaborate in the progress of the school. As well as the existence of physical support, and human resources from stakeholders for the implementation of education at SMA Negeri 1 Woha. Another thing is that SMA Negeri 1 Woha has the openness of the school to disseminate information through meeting activities and school bulletin boards, which is an indication of good school transparency. And school accountability is seen from the process of financial responsibility carried out through the preparation of school accountability reports. Meanwhile, the obstacles faced by SMA Negeri 1 Woha include several obstacles to the implementation of school-based management, namely: Lack of financial resources; Lack of human resources; Facilities and infrastructure; Lack of community support to support the implementation of school-based management (SBM).

Keywords: Management, School-based, Quality of Education.

INTRODUCTION

The progress of a nation is largely determined by the quality of its human resources. Efforts to create quality human resources are the responsibility of the education sector, especially in preparing students who play a role in presenting themselves as having competence, toughness, creativity, independence and professionalism. Therefore, education plays a very important role in the process of improving human resources, because increasing human resources cannot be separated from the process of improving the quality of human resources as well. Functionally, education is basically aimed at preparing humans to face the future so that they can live more prosperously, both as individuals and collectively as citizens, as well as between citizens.

This makes the assumption that if education must provide several things, *First*, teacher preparation, purchase of textbooks and teaching materials, as well as development of other infrastructure are met, then improvements in the quality of education will occur automatically. *Second*, the way national education is implemented is bureaucratic and centralized, meaning that bureaucrats'

decisions determine how education is implemented in schools. Sometimes the policies are out of date with the needs of local schools and the bureaucracy is quite lengthy. Thus, long-standing centralization and bureaucracy have made schools less autonomous and less creative and motivated. *Third*, lack of community involvement in the educational process, especially among students' parents. Parental involvement in education has so far been limited to financial support; they are not involved in decision making, monitoring, evaluation, And accountability. As a result, schools have little responsibility for the results of the educational process, which they must share with society and parents as interested parties. *Fourth*, leadership crisis, where school principals tend to be undemocratic, top-down policy systems either from principal to teacher or bureaucracy from above principal to school (Biltagy, 2013).

In terms of improving educational standards, the Director General of GTK, Ministry of Education and Culture, outlined four factors that need to be taken into account. *First*, national policies that regulate such things as curriculum and national examinations

as well as teacher distribution and recruitment practices. *Second*, a school principal with strong creative and innovative leadership has the ability to improve the quality of the school under his direction. *Third*, infrastructure that includes buildings and equipment related to laboratories, classrooms, and information and communications technology. *Fourth*, children's motivation can be driven by a creative and innovative learning process, which makes learning fun. However, the teacher's potential, abilities and skills also play a role in the learning process. Apart from fostering creativity, the educational process helps students acquire the four competencies needed to meet the challenges of the twenty-first century (Supriano 2018).

Therefore, School Based Management (SBM) actually relies on schools and communities and is far from bureaucracy and centralism. There are at least two reasons why school-based management needs to be implemented, firstly school-based management leads to better management and governance, and secondly it can create conditions that allow for better teaching and learning (Heyward, 2011). These two reasons are sufficient to provide an illustration regarding the main objective of school-based management, namely to increase management efficiency as well as the quality and relevance of education in schools, especially in the regions. Apart from that, (Pratiwi, 2016) explains several other benefits that can be obtained when implementing school-based management, among them providing opportunities for competent parties to make decisions that can improve the learning process.

Another obstacle to implementing SBM principles which emphasize aspects of independence, cooperation or partnership, transparency and school accountability is a lack of understanding among school residents, or teachers and staff. This causes inconsistent implementation of main duties and functions by educators and education staff, which will result in the implementation of school program activities that are less than ideal. In addition, a large number of graduates, or outputs, are

recognized and qualified to compete in higher education. It is hoped that by practicing School Based Management (SBM), it will be possible to improve educational standards by fostering school autonomy and initiative in managing and empowering available resources, increasing student and community involvement (school committees), fostering strong partnerships among stakeholders, and encouraging the development of schools that are transparent and accountable in implementing school programs (Mulyasa, 2011).

RESEARCH METHOD

The research was conducted at SMA Negeri 1 Woha, Bima Regency which was carried out in September-November 2024. This research is thesis research in the final project on the Master of Innovation Management Postgraduate Sumbawa University of Technology. This research uses qualitative methods with descriptive analysis. Qualitative research is a research method that is based on philosophy postpositivism, used to examine the condition of natural objects, where the author is instrument key, data collection techniques are carried out triangulation (combined), data analysis is inductive/qualitative, and qualitative research results emphasize meaning from generalization.

This research will describe everything, both situations and certain areas of the population, that are factual in a systematic and accurate manner. This research can also be interpreted as research that looks at social reality in a more real and in-depth way. This research began by collecting data and in-depth exploration according to the researcher's focus and questions through interviews, observation and documentation. After collecting and collecting data, the author carried out in-depth analysis, then interpreted the data which was then linked to theory to produce conclusions and recommendations.

Because activities are carried out to create plans that can be used as a reference for taking action. Execution of actions is activity carried out by the teacher based on the design

or plan that has been prepared. Observation is an action carried out by the teacher to observe and record things that are necessary and occur in the process of implementing the action. Reflection is the process of looking back or reviewing changes that have occurred in the process of actions that have been carried out. Data collection instruments are tools used to collect data and information. This research uses several data collection instruments, namely: 1) Interview Sheet Instrument, 2) Observation Sheet Instrument, 3) Documentation Instrument (Sugiyono, 2015:337).

RESULTS AND DISCUSSION

Implementation of School-Based Management (MBS) in Efforts to Improve the Quality of Education at SMA Negeri 1 Woha

By adopting School Based Management (MBS), SMA Negeri 1 Woha continues the era of educational autonomy while continuing to strive to improve teaching standards. Five guiding concepts are prioritized in implementing school-based management, including school independence, collaboration or partnership, involvement, openness and school accountability.

School independence

The availability of teachers at SMA Negeri 1 Woha meets the specified qualification level, namely that there are 118 educators holding Bachelor's certification, while 7 have Master's qualifications. Thus, all have fulfilled the S1 requirements. Apart from that, educational staff have met the standards, which are for educational staff with S1 qualifications though there is a diploma person III, and 11 other people who are high school graduates are school security and cleanliness guards, so the percentage in accordance with standards," the availability of educational staff at SMA Negeri 1 Woha has met these standards.

School independence in meeting the needs of school facilities and infrastructure is one of the efforts to meet school resources. The implementation of school-based management

really gives schools authority to manage their facilities and infrastructure but is adjusted to applicable regulations. The availability of facilities and infrastructure at SMA Negeri 1 Woha is complete, both facilities and infrastructure to support learning, and also to support employee work.

The above is in accordance with what was stated by Rohiat (2014: 60) that the completeness of school facilities and facilities that meet the relevant criteria indicates that SMA Negeri 1 Woha has the availability of good facilities and infrastructure, which is a characteristic of school-based management within the authority (independence) of the school. For schools to be self-sufficient, they must have sufficient resources to do their work. Strong school independence is one sign that SBM has been successful in school.

Partnership or School Collaboration

Collaboration between personnel schools, such as principals, teachers, staff, and students, are known as internal collaboration. Every school member works together with each other to fulfill their respective tasks, showing positive internal collaboration and communication relationships within the school and the absence of difficulties at SMA Negeri 1 Woha. The findings show that the cooperative relationship between school members is very good and harmonious, this can be seen from the implementation of the teaching and learning process well.

Meanwhile relationships cooperation externally with outside parties is also intensively carried out. There are various school programs available and also seeks to collaborate with external parties. This can be seen in the well-run collaboration with the government, and the implementation of all school programs supported by the education department. Apart from that, the cooperative relationship with the community runs well, with community support the school programs can be implemented. For this reason, it is clear that a communication network with related parties is a prerequisite for maintaining cooperative relations with related institutions. Therefore, it is hoped that the developing

partnership will last for a long period of time.

Overall, SMA Negeri 1 Woha has done a good job in forming relationships with outside organizations. It is demonstrated that the school has expanded its alliance network to include a variety of outside organizations, including school committees, provincial education offices, and other organizations and businesses that collaborate with the school. The memorandum of understanding, or MoU, is another proof that these parties want to deepen their collaborative relationship.

Therefore, the successful implementation of SBM principles relating to partnerships with internal and external parties, established by SMA Negeri 1 Woha, is in line with Usman's statement (2011:629) that the success of school partnerships is a key indicator of progress in school-based management. This is reinforced by Mulyasa (2011:57) who states that good relationships between teachers need to be created so that a conducive and enjoyable working climate and atmosphere is established.

Participation

Financial sources in financing SMA Negeri 1 Woha: first, the central government provides BOS; second, school committee money in the form of BPP. BOS funds are distributed every three months or every quarter, where the central government distributes its financial support to the school. All student-related activities, including extracurriculars and programs for teaching and learning, are funded in part by grants. Apart from that, investments in schools can be made with BOS funds. Teacher's salary or honorarium of other staff members cannot be covered by BOS funding. Therefore, schools will use alternative funding, particularly through school committee money, for payments that cannot be made with BOS money.

There is support from various parties to develop school-based management at SMA Negeri 1 Woha in implementing educational programs, there is no doubt that their duties and functions are carried out well. SMA Negeri 1 Woha greatly benefits from the

involvement or assistance of the school community (teachers and students), education offices, school committees, and institutions, as shown by several of the characteristics above. This is evident in the volume of assistance provided to implement and oversee educational initiatives, including staffing, infrastructure and funding.

This is in line with Usman (2011: 629) that SMA Negeri 1 Woha has been a successful practice. Participatory principles with a significant level of community involvement are one way to measure the effectiveness of SBM in schools. Participation is a way for stakeholders to support educational initiatives implemented in schools.

School Openness

In terms of transparency, SMA Negeri 1 Woha opens up space to bring together all school members, including teachers, staff and committees, in making school budgets and activities to promote school transparency. In socializing school programs and finances, SMA Negeri 1 Woha carries it out through joint meetings with both the school community and the school committee. The aim is to make all parties involved in managing school programs more careful of the environment of the school. All things considered, SMA Negeri 1 Woha has been a successful practice school-based management (SBM) implementation strategy, namely creating transparency for all parties involved. This is demonstrated by the school's initiative to involve school residents and committees in implementing school activities.

Thus, overall, SMA Negeri 1 Woha has succeeded in implementing the SBM implementation strategy, which requires the application of transparency to all stakeholders. This is demonstrated by the school's initiative to involve school committees and residents in implementing its programs. This is in line with what was stated by Mulyono (2010: 250) that one of the strategies in implementing school-based management is that schools must have at least transparency and accountability which are manifested in annual accountability reports, therefore, in line with the efforts made

by schools to realize transparent schools.

School Accountability

One tactic in implementing SBM effectively is to place a strong emphasis on school responsibility. The school accountability report regarding the implementation of the program as well as the responsibilities of teachers and staff in carrying out their duties provides insight into the implementation of accountability at SMA Negeri 1 Woha. Written reports, such as those detailing a school's funding sources and the amount of money allocated to program activities, serve as the basis for school accountability in program and financial management.

In the explanation mentioned above, teacher accountability for carrying out their roles and responsibilities has a significant impact on school accountability. In this situation, teachers are tasked with teaching and educating students and compiling reports about their condition, which includes monitoring student attendance and participation in class and evaluating how involved students are with teaching and learning. Research findings show that SMA Negeri 1 Woha has a high level of accountability, which is demonstrated by the preparation of school reports on the implementation of its programs and the efforts of its citizens in carrying out their work as a means of efficient school-based management.

The accountability practiced by SMA Negeri 1 Woha is in line with the views of Bafadal (2013: 10), which states that accountability can be carried out verbally, for example by holding meetings with stakeholders, or in writing with supporting documentation, including physical evidence (such as buildings, benches, and laboratory equipment). The level of trust in schools is closely related to school responsibilities. It is acknowledged from the data collected that SMA Negeri 1 Woha operates with good accountability. This shows how successful the institution has been in carrying out its accountability to stakeholders.

Challenges in Implementing School-Based

Management (MBS) in Efforts to Improve the Quality of Education at SMA Negeri 1 Woha.

Implementing school-based management is the task of all school members. If school-based management can be implemented optimally, the quality of the school will increase. However, in its implementation there are several factors that hinder school-based management. Based on the results of research conducted at SMA Negeri 1 Woha, several were obtained inhibitor implementation of school-based management, namely: Financial sector; Lack of human resources; Facilities and infrastructure; Lack of community support.

Lack of funding

The financial obstacle that occurs at SMA Negeri 1 Woha is that the source of school funding only comes from BOS funds and the school committee. So these funds are only used for school operational needs. So the activities that the school wants to develop cannot run due to lack of funds. As found in these findings, there are obstacles in implementing school-based management (SBM), especially the low level of government assistance for educators, especially honorary teaching staff and employees. Apart from that, the funding obtained from BOS funds still does not maximize the needs required by schools.

This is in line with what was conveyed by Gamega regarding difficulties in adjustment, limitations in decision making, lack of knowledge, low involvement of parents and the community, lack of government budget, dependence on central government, and limited time in the implementation process (Gamaga et al, 2021).

Lack of human resources

The existence of quality and adequate human resources in each institution will create balance in carrying out each school program. Therefore, the lack of adequate human resources (HR) at SMA Negeri 1 Woha in managing school-based management at the school is an inhibiting factor in implementing all aspects of school-based management. Schools that implement SBM require

educators who have a deep understanding of SBM concepts and relevant management skills. On the other hand, SMA Negeri 1 Woha's lack of special training in this matter can hinder the effectiveness of SBM implementation.

SMA Negeri 1 Woha has an over capacity student capacity with the number of teachers who meet the undergraduate qualification standards (S1). However, this is not comparable to the lack of human resources who take part in training that supports the implementation of school management which is slightly hampered. In addition, based on observations by researchers, several teachers' ages there have reached retirement age so they don't understand the flow of school management. Especially when faced with things related to technology.

As a result, activities are hampered. Young teachers have greater involvement in everything related to digitalization. Based on this, it results in suboptimal performance in managing school-based management in elementary schools. For this reason, quality education is the pathway to every progress and increase in the value of human resources (HR). Quality human resources are human resources who are able to compete in the digital era (Yanti & Mansur, 2020).

Lack of supporting facilities and infrastructure

Lack of facilities and infrastructure such as school buildings, teaching and learning facilities and other supporting equipment is also an inhibiting factor in implementing school-based management. School-based management (SBM) aims to provide autonomy to schools in decision making, planning and resource management. However, when facilities and infrastructure are inadequate, several obstacles will arise. This is in accordance with the results of observations that the infrastructure facilities at SMA Negeri 1 Woha are quite complete, but there are several facilities that are missing and some equipment is damaged. Limited physical facilities hinder interaction between teachers, students and school staff. Space limitations can

limit flexibility in implementing learning activities and extracurricular activities. Hot classroom conditions cause students to sometimes not focus on learning. Apart from that, many supporting equipment such as projectors experience problems. This happens because schools experience limited funds for maintenance and development of facilities, so that sustainability and improving the quality of facilities and infrastructure becomes difficult to realize.

Lack of support parent and support from the community

One of the characteristics of a good school is the high contribution of parents in providing education for their children. Thus, the extent to which the local community can be involved in the learning cycle will be a sign that the school board has good quality. As that was found Of SMA Negeri 1 Woha, that support from the community is very difficult to work with due to various factors, including; "The relationship between schools and the community is varied, for example cooperative relationships in terms of educating children, then cooperative relationships with the community in terms of development and guidance in community culture. However, expecting maximum support is not easy because of obstacles such as economic factors, time demands, norm factors, intergenerational factors and many more.

Meanwhile, the involvement of parents, guardians, the community and stakeholders regarding changes in the education system and the lack of stakeholder involvement in school management can also hinder the implementation of school-based management. This is due to inadequate understanding of the implementation of school-based management and minimal involvement of parents and the community due to limited information provided so that schools have not been able to implement school-based management completely (Bandur, 2018).

CONCLUSION

Based on the results of the research above, it can be concluded that SMA Negeri 1

Woha has demonstrated sufficient and adequate freedom in meeting the availability of teachers and other educational personnel, as well as independence in meeting the availability of facilities and infrastructure. School partnerships and collaboration are strong; work meetings, briefings, and MGMP have all contributed to the development of internal school relations. As well as carrying out MoUs with partnerships that have been formed by schools with other institutions to support the implementation of effective education. The participation of all school members is by providing resources, staff and facilities to support the implementation of school activities. The school's openness in disseminating information through meetings and school bulletin boards is an indication of good school transparency. Furthermore, financial accountability, which is demonstrated by producing school accountability reports, shows school accountability. However, there are challenges faced in efforts to implement SBM at SMA Negeri 1 Woha, including several inhibitor implementations of school-based management, namely: Financial sector; Lack of human resources; Facilities and infrastructure; Lack of community support.

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