



Principal Leadership in Improving the Quality of Education through School based Management at SMP Negeri 4 Takengon

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Abstract

The purpose of this study was to analyze the planning, implementation, and evaluation of the application of School-Based Management on the quality of education. This study used a qualitative research method with a descriptive approach. Data were collected through interviews, observations, and documentation. Data analysis was carried out qualitatively using thematic analysis techniques. The results of the study showed (1) The process of managing School-Based Management begins with planning. This is part of the process of planning actions to be taken to achieve the goals of the school program. (2) To improve the quality of education, all parts of society and government must work together. (3) To find out how effective and successful the school program is, the school-based management evaluation process is very important. The results of the evaluation are used by schools to determine the strengths and weaknesses of the program for improvement in the following year.

Keywords: leadership, quality of education, MBS.

Introduction

National education is implemented democratically and fairly and evenly without distinguishing between ethnicity, religion, race, gender, and socio-economic background. National education is a shared responsibility between the government, society, and parents. To realize quality education, efforts are needed to continuously improve the quality of education. One effort to improve the quality of education is through the implementation of School Based Management (SBM). SBM is a school management concept that provides autonomy to schools to manage their resources and education processes independently according to local needs and conditions.

SBM is a school management model that provides autonomy to schools to plan, manage, and develop their schools according to their needs and potential. SBM is one of the education programs that is the core reference for the implementation of the national education system.

According to Azhara (2022) MBS has several basic principles, namely (a) Participatory, All elements related to the school, namely the principal, teachers, students, parents, community, and government, play a role in decision-making and school management. (b) Transparent, The decision-making process and school management are carried out openly and can be accounted for. (c) Accountable, Schools are responsible for student learning

outcomes and school performance. (d) Flexible, Schools have the freedom to develop educational programs according to local needs and conditions. School-Based Management is characterized by the existence of full school authority or autonomy regarding school services both internally and externally to achieve educational goals at school, while still referring to statutory regulations.

MBS has the potential to improve the quality of education because it gives schools the freedom to manage their resources and educational processes independently. With this freedom, schools can focus more on improving the quality of education, such as (a) Improving the quality of learning. Schools can develop learning programs that are appropriate to student needs and local conditions. (b) Improving the quality of teachers. Schools can develop programs to improve teacher professionalism to improve the quality of learning. (c) Improving facilities and infrastructure: Schools can develop facilities and infrastructure that support the learning process.

MBS is expected to be able to overcome the problems that occur in the field. MBS provides autonomy to schools to manage and develop their education independently. With this autonomy, schools can focus more on improving the quality of education. In addition, MBS also involves the community in the decision-making process and school management. This is expected to increase the sense of ownership and responsibility of the community towards schools and encourage transparency and accountability in school management. This is expected to increase public trust in schools. Then, MBS seeks to improve the quality of teachers and school facilities and infrastructure. This is expected to improve the quality of learning in schools.

Previous research on School-Based Management has been widely conducted in Indonesia. Here are some previous studies on MBS (1) Research by Firda Quratu A'yun (2022) entitled "Implementation of junior high school governance based on MBS at SMP Negeri 2 Lamongan" Based

on the research results obtained, SMP Negeri 2 Lamongan implemented School-Based Management by realizing 3 principles, namely the principle of independence, the principle of partnership and the principle of participation. (2) Research by Syahru (2018) entitled "Implementation of School-Based Management in Empowering Teacher Potential at SMA Negeri 4 Bulukumba" found that MBS can increase the potential of teachers at the school. The increase in teacher potential can be seen from the increase in the quality of learning and student academic achievement. (3) Research by Hamirul and Dina Apriana (2019) entitled "Utilization of School Operational Assistance Funds (BOS) in Improving the Learning Process in the Framework of Quality 9-Year Compulsory Education" found that MBS can increase the utilization of BOS funds to improve the learning process. The increase in the use of BOS funds can be seen from the increase in the quality of school facilities and infrastructure and the quality of learning. (4) Research by Tour Hidayah, Muhyarsyah, and Eka Nurmala Sari (2016) entitled "Implementation of School Based Management (SBM) in Improving School Performance" found that SBM can improve school performance. The increase in school performance can be seen from the increase in student academic achievement and a more conducive school environment. In general, previous research on SBM shows that SBM can improve the quality of education in schools. The increase in the quality of education can be seen from various indicators, such as student academic achievement, quality of learning, quality of teachers, and a more conducive school environment.

Based on the results of field observations conducted at SMP Negeri 4 Takengon, there is still a lack of understanding and participation from stakeholders regarding the quality of education. Furthermore, the problem in implementing MBS is the lack of understanding of the MBS concept among principals, teachers, and the community.

This causes MBS to not be implemented optimally. MBS is expected to involve all stakeholders, namely the government, community, and schools, in the decision-making process and school management. However, in reality, there are still many stakeholders who do not understand the MBS concept in depth, so they cannot participate effectively in the decision-making process. This can be caused by various factors, such as lack of socialization and training on MBS, as well as low levels of education and public awareness. Increasing educational disparities. MBS gives schools autonomy to develop curriculum, learning methods, and assessments. This is expected to improve the quality of education evenly. However, in reality, the implementation of MBS can increase educational disparities. This can be caused by various factors, such as differences in the socio-economic conditions of schools, differences in teacher competencies, and differences in support from local governments.

Several studies conducted related to the facts found in the field are as follows: (1) Achadah (2019) with the research title "school-based management (mbs): basic concepts and their implementation in educational units" in its application, School-Based Management requires a broad understanding of its basic concepts. The article aims to discuss several basic concepts in the application of School-Based Management by recommending one example of an institution that has successfully implemented it. Through a literature review, the results of the study provide explanations regarding the basic concepts of Management and School-based Management and the problems of its implementation as one of the policies for decentralizing the implementation of education. Examples of its application in educational units show that schools that implement this model are able to make schools a place to empower their human resources and are able to create a pleasant learning atmosphere for students. (2) Research by Ade Adriyan and Nono Hery Yoenanto (2022) entitled "Optimizing the

implementation and Management of School-Based Management: Literature review" in this study it is explained that one of the efforts that can be made in an effort to reform the education system in order to realize effective education implementation through independent education implementation. Challenges or obstacles that hinder the implementation of MBS are generally related to curriculum and learning management, student management, management of educators and education personnel, management of facilities and infrastructure, financing management, public relations management, and management of school culture and environment.

Research Methods

This study uses a qualitative research method with a descriptive approach. Data were collected through interviews, observations, and documentation. Data analysis was carried out qualitatively using thematic analysis techniques. Qualitative research is research that aims to understand phenomena in depth by describing them in the form of words and language, in a specific natural context and by utilizing various natural methods (Cresswell, 2016; Moleong, 2014; Silverman, 2018). The subjects in this study were the principal, teachers, school committee, and students.

The data validity technique of School-Based Management (SBM) research in improving the quality of education at SMP Negeri 4 Takengon can be done in several ways, namely (1) Triangulation. Triangulation is a data validity checking technique that utilizes something other than the data for checking purposes or as a comparison to the data. Triangulation can be done in various ways, namely (1) Method triangulation: Using two or more data collection methods to obtain the same data. For example, using interviews, observations, and documentation to obtain data on community participation in decision-making at school. (2) Source triangulation: Using two or more data sources to obtain the same data. For

example, interviews with the principal, teachers, and students to obtain data on the implementation of SBM at SMP Negeri 4 Takengon. (3) Theory triangulation: Using different theories to interpret the same data. For example, using educational management theory, educational sociology theory, and educational psychology theory to interpret data on curriculum implementation and learning at SMP Negeri 4 Takengon. (2) Member check. Member check is a technique for checking the validity of data by providing data to research subjects to get responses or clarification. For example, researchers provide interview results to research subjects to get responses or clarification. Next, data analysis. Qualitative data analysis is descriptive data consisting of three activities that take place simultaneously. The three activities are data reduction, data presentation and drawing conclusions.

Results and Discussion

Research Results

School Based Management Planning

Based on the results of interviews with the principal of SMP 4 Negeri Takengon. The initial planning carried out by the principal as a manager at the school is started by making school program plans, managing and utilizing human resources (HR) or existing facilities and infrastructure, implementing programs that have been designed and agreed upon by the components at the school, and controlling and evaluating the implementation of school programs.

In terms of educational goals, the achievement of an educational institution depends on the effectiveness of education, and the results or output are determined by many factors, such as students, teachers, curriculum, facilities (infrastructure), and the environment. In the world of education, learning facilities can be considered as components that help students' success, or students' learning achievements (Hamalik, 2014:34).

Implementation of School based Management

Based on the results of interviews conducted at SMP Negeri 4 Takengon, the implementation of school-based management has been carried out properly and as expected. This is evidenced by the results of interviews between researchers and teachers at SMP Negeri 4 Takengon. The school-based management studied was in terms of financial management and community relations management.

School based Management Evaluation

Based on the results of interviews conducted by researchers at SMP Negeri 4 Takengon, school-based management can improve the quality of education. This is in line with the results of the interview which explained that for every work program that has been realized, the principal carries out a routine by presenting all components of the school, such as teachers, school committees and parents or guardians of students to attend evaluation meetings to find out how much progress the work program has made and performance that needs to be improved.

In School based Management, the evaluation process is an important step to find out how effective and successful the school program is. SMP Negeri 4 Takengon conducted a comprehensive evaluation that includes managing all aspects of education, including technical education or implementation of the curriculum and learning procedures, finance, education, and facilities. The evaluation results are used by the school to determine the strengths and weaknesses for improving the program the following year. These results are also used as a basis for making plans for developing and improving the quality of education. This is in line with Umaedi's explanation (2012: 6.24), which states that the results of school evaluations are used as a whole to help improve or perfect the school's work program the following year, as well as to perfect the relevant education unit management policies.

Discussion

School based Management Planning

The success of the principal in school-based management planning, one of

which is in terms of teacher and education personnel management which is very important for the success of education in schools (Mulyasa, 2004:151). Thus, increasing productivity and work performance is done by improving the behavior of educators and education personnel in schools. The performance of the principal is very important in managing schools to improve the productivity and work performance of educators and education personnel. Therefore, the performance of a Principal in running school operations involves various parts of the school that are interested, which is done through continuous communication and cooperation between the principal and employees, which is very important for schools that want to build competitive advantages through the role of school resources that are oriented towards customer needs. According to Peters and Austin (1986), the focus of quality improvement is close to customers. Principal performance is the core of school-based management. This is done to improve quality and get closer to customers. Karnama and Prihamdani (2019) that the implementation of MBS is based on the fact that schools have uniqueness, characteristics and conditions that are different from each other so that schools need to manage their own institutions to achieve optimal educational processes. This has an impact on the emergence of high and tight competition among educational institution organizers.

Implementation of School based Management

The success of the implementation of School-Based Management is highly dependent on the ability of the principal to actively participate in school management by providing support to all elements involved. All parts of society and government must work together to improve the quality of education. The government must try to improve the curriculum gradually, adjust learning methods, improve facilities and infrastructure, improve the quality of teachers, develop their professionalism, and distribute high-quality

books. (Tilaar, 2014:96).

Based on the learning implemented at SMP Negeri 4 Takengon, it currently refers to the 2013 curriculum. This curriculum allows schools to adjust their educational programs to the characteristics, potential, and needs of students. This curriculum emphasizes inventive, efficient, and enjoyable learning. Thus, it is expected that students will not only have academic abilities, but also have emotional and spiritual intelligence.

School based Management Evaluation

The evaluation process in school-based management is very important to find out how effective and successful the school program is. SMP Negeri 4 Takengon conducted a comprehensive evaluation to manage all aspects of education, including technical education or implementation of the curriculum and learning procedures, finance, education, and facilities. The results of the evaluation are used by the school to determine the strengths and weaknesses of the program for improvement in the following year. In addition, the results of the evaluation are used as a basis for making plans for developing and improving the quality of education. This is in accordance with the opinion of Nugroho (2009: 535-536), the main purpose of the evaluation is to determine how far the difference is between the achievements and expectations of public policy. Furthermore, the task is how to reduce or fill the gap. Therefore, public policy evaluation should be considered as something positive because the goal is to find deficiencies and cover them.

As the results of the interview conducted at SMP Negeri 4 Takengon, the researcher found that school-based management can improve the quality of education. The results of this interview are in line with the interview findings which show that the principal routinely invites all parties to the school, including teachers, school committees, and parents or guardians of students, to attend evaluation meetings to find out how far the progress has been achieved. As According to Dunn (2003:609-

610), evaluation provides valid and reliable information about policy performance, namely how far public actions have met needs, values, and opportunities. Evaluation helps determine to make explanations and criticisms of the values that shape goals and targets; and evaluation helps in the application of other policy analysis techniques, such as problem formulation and suggestions.

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Conclusion

Based on the results of the research and discussion, the conclusions are (1) The process of managing School-Based Management begins with planning. This is part of the process of planning actions to be taken to achieve the goals of the school program. (2) The success of this implementation is very dependent on the ability of the principal to actively participate in school management by supporting all parties involved. To improve the quality of education, all parts of society and government must work together. (3) To find out how effective and successful the school program is, the school-based management evaluation process is very important. The results of the evaluation are used by the school to determine the strengths and

weaknesses of the program for improvement in the following year.

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