

The Implementation of School Based Management Program (MBS) in Improving School Quality

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Abstract: This study aims to explain the Implementation of School Based Management (SBM) Program in Improving School Quality in SMA Negeri 1 Terbanggi Besar, Central Lampung. The method used in this research is qualitative method. Data collection techniques in this research are interview techniques, observation and documentation. The data analysis technique used in this study is quality analysis through data reduction, data presentation and conclusion. The results of this study indicated that: (1) School independence in complying the availability of teaching and educational staff was sufficient, and school independence in complying the availability of facilities and infrastructure was sufficient and adequate. (2) School partnership/cooperation was already good, it can be seen from the internal relationship of the school that has been well established through the working meeting, briefing and MGMP. Whereas with external parties, it can be proven that schools have cooperated with 8 institutions with a proven MoU. (3) Form of Participation can be seen through the existence of financial support, facilities and personnel provided by school stakeholders in the implementation of school programs. (4) Transparency conducted by schools has also been good, it can be seen from the openness of schools in conveying information through meeting activities, school notice boards and school websites. (5) School accountability, financial accountability was done by making a report in the form of a school accountability report (school LPJ), then the results of the report were reported to the central education office, the provincial education office, the school committee, and BPK (the Supreme Audit Board).

Keywords: School Based Management (SBM), Education Quality, School Quality

I. INTRODUCTION

One aspect that functions and plays a role in preparing quality of human resources (HR) is education. In other words, education has a strategic role to create quality of human resources. Recognizing the importance of the improving process of the human resources quality, the government together with the private sector seeks to build education towards higher quality, including through the development and improvement of curriculum and evaluation, improvement of educational facilities, procurement of teaching materials, and training for teachers and other education personnel. But in reality these government efforts have not been significant enough in improving the quality of education (Zamroni, 2013: p. 18).

The approach for improving the quality of education in accordance with these paradigms and ideas is the implementation of School Based Management. Since 1999,

the concept of SBM has been piloted in Indonesian schools. SBM is defined as the organization and harmonization of resources independently by the school through a number of management inputs to achieve the goals of the school in the context of national education by involving all interest groups directly in the decision making process.

The meaning of quality can be seen based on the concept of absolute and relative. In the absolute concept, something (goods) is called quality if it meets the highest and perfect standards. When applied in education, the concept of absolute quality is elastic. In a relative concept, quality means meeting specified specifications and in accordance with the objectives (fit for their purpose). Quality in the relative concept is related to the producer, so quality means according to the specifications set by the customer. Quality schools have criteria: focusing on customers, problems preventions, resources investment, having quality strategies, explaining quality characteristics in all areas of the organization, having quality policies and plans, quality improvement processes involve everyone, having quality facilitators, having rules and clear responsibilities, having a clear evaluation strategy, taking quality as a way to increase customer satisfaction.

In the context of education, the quality of education includes good education inputs, processes and outputs. Management of education quality towards a good direction, of course, can not be separated from the consistency of educational institutions with the National Education Standards. National Education Standards (SNP) are the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia (Article 1 of the Republic of Indonesia Government Regulation No. 13 of 2013, for amendments to Government Regulation No. 19 of 2005: p. 3). National Education Standards function as a basis for planning, implementing, and supervising education in the context of realizing quality national education. National education standards relating to the implementation of 8 standards. The scope of the SNP includes graduate competency standards, content standards, process standards, teacher and education staff standards, facilities and infrastructure standards, management standards, financing standards, and education assessment standards.

The eight (8) SNPs serve as a benchmark for managing inputs, processes, and outputs of education. This standard is once again the minimum requirement that must be increased in every educational institution. However, the implementation

and distribution of these 8 SNPs encountered many obstacles, especially management or unmanageable management, so there are many imbalances. Likewise, at SMAN 1 Terbanggi Besar. In the pre-research activities, researchers 'see' that there are factors, both inputs, processes, outputs that have not been managed according to SNP.

Achievement of education quality at SMAN 1 Terbanggi Besar has not yet reached maximum results. Some sides run the management well, but some also have not reached the SNP which is a reference of every educational institution in the management of education. This has become a study of the problem which upon researchers conduct research. Suitability in managing input factors, processes, and outputs that have not yet fully implemented 8 SNPs, and management of SBM in these educational institutions.

Schools that implement SBM will have advantages: (1) more initiative and creativity in improving school quality, (2) schools have flexibility in managing their resources, (3) schools are more aware of strengths, weaknesses, opportunities and threats to schools sustainability so that they can do so in anticipation, (4) schools are more aware of their needs so that they can adjust to what conditions must be available and can more effectively meet their needs through independent decision making, (5) schools can use school resources more effectively because there is control from various parties and or school residents, (6) schools are more responsible for the quality of education to school stake holders directly so that schools will make more efforts to achieve quality education through school programs, (7) schools can more quickly respond to the aspirations of school residents and a very dynamic and rapidly changing environment (Dharma, 2003: 56).

II. RESEARCH METHODS

This study uses a qualitative descriptive approach, which is research that promotes the collection of data or the reality of the problem based on the disclosure of data revealed by informants and written or oral words from people or observed behavior with actual reality. Moleong (1993: 3) states that "The qualitative descriptive method is a research procedure that produces descriptive data in the form of written or oral words from people and behaviors that will be observable".

This type of research will be able to capture a variety of qualitative information with clear and nuanced descriptive, which is more valuable than just a statement of the number or frequency in the form of numbers. The formulation of this research will be carried out by making observations of the evidences, while collecting data and conducting analysis.

The population is the whole of the research subjects whose characteristics are to be assumed. So the population is not only people but also other natural objects. Sources of data obtained through informants, events, documents or archives. The population in this study was SMAN 1 Terbanggi Besar, Central Lampung.

The sample in this study was the principal, vice principal, teacher, school committee chair, and student council at SMAN 1 Terbanggi Besar, Central Lampung. The sampling technique used in this study is purposive sampling. Purposive sampling is used because by considering a sample of data sources with certain considerations, in order to choose informants who are considered most knowledgeable about what we expect. In this case students, teachers, principals, vice principal, and school committees. Data collection methods are used to collect research data are interview methods, observation methods, and documentation.

III. RESULTS AND DISCUSSION

Based on the results of the description and analysis of data that has been presented, there were a number of research findings related to the implementation of SBM in the effort to improve the quality of education in SMAN 1 Terbanggi Besar, Central Lampung. In the research findings, there were several impacts of SBM implementation in improving the quality of education in SMAN 1 Terbanggi Besar, Central Lampung, which were as follows:

- a. The school had independence in developing human resources. SMAN 1 Terbanggi Besar, Central Lampung had been good in developing its human resources by providing training to teachers and employees through internal training from the school, and external training held by the education office, private institutions, etc.
- b. Growing a sense of responsibility in teaching and educational staff in carrying out their duties and functions. The implementation of SBM in SMAN 1 Terbanggi Besar, Central Lampung had an impact on school accountability both from accountability in learning and accountability in school finance. The accountability in learning can be seen from teachers who always carry out work in accordance with their tasks and monitor students. Then financial accountability was done by making a written report through the school accountability report.
- c. The development of school creativity in implementing programs. SMAN 1 Terbanggi Besar, Central Lampung had an English Club Program to be excellent in international languages, especially English. One of the efforts to make the program run effectively, the school invited foreign teachers with the help of English teachers to provide knowledge related to English to students and teachers at the school. Then SMAN 1 Terbanggi Besar, Central Lampung established a partnership with private institutions engaged in the field of foreign languages, one of which was Primagama.
- d. Achievement raised by the school. The impact of implementing an effective SBM can improve school performance. This was proven in 2017 that SMAN 1 Terbanggi Besar, Central Lampung won 10 championship titles, while in 2018 won 12

championship titles. When compared between the achievements achieved in 2016 and 2017, there was an increasing in the achievements of the school. This achievement was achieved by various competitions that were contested both in the academic and non-academic fields.

- e. Schools have accountability in increasing graduates absorbed in state and private universities. The implementation of SBM had an impact on school accountability in improving the quality of its output. The quality of graduates can be seen from the large number of graduates absorbed in top state and private universities. SMAN 1 Terbanggi Besar, Central Lampung during the last 2 years had experienced an increase in channeling graduates to several universities.

IV. CONCLUSIONS AND SUGGESTIONS

The results of this study indicated that: (1) School independence in complying the availability of teaching and educational staff was sufficient, and school independence in complying the availability of facilities and infrastructure was sufficient and adequate.

(2) School partnership/cooperation was already good, it can be seen from the internal relationship of the school that has been well established through the working meeting, briefing and MGMP. Whereas with external parties, it can be proven that

schools have cooperated with 8 institutions with a proven MoU. (3) Form of Participation can be seen through the existence of financial support, facilities and personnel provided by school stakeholders in the implementation of school programs. (4) Transparency conducted by schools had also been good, it can be seen from the openness of schools in conveying information through meeting activities, school notice boards and school websites. (5) School accountability, financial accountability was done by making a report in the form of a school accountability report (LPJ school), then the results of the report were reported to the central education office, the provincial education office, the school committee, and BPK (the Supreme Audit Board).

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