School Based Management in Improving the Quality of Elementary Schools

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ABSTRACT

School-Based Management (SBM) is a decentralized approach to school management that provides greater autonomy to schools to improve the quality of education. This study aims to analyze the implementation of SBM in improving the quality of elementary schools. Using qualitative methods, data were collected through observation, interviews, and documentation studies in several elementary schools. The results of the study indicate that the implementation of SBM has a positive impact on improving the quality of education. Schools that implement SBM are able to develop curricula according to local needs, increase community participation, and optimize the use of resources. Principals, teachers, and school committees have strategic roles in decision-making and school management, thus creating a more conducive and effective learning environment. However, the success of SBM is also influenced by factors such as the competence of the principal, cooperation between school residents, and support from the government and community. This study recommends increasing training for principals and teachers and increasing community involvement in the education process as important steps to optimize the implementation of SBM. Thus, SBM can be an effective strategy to improve the quality of elementary schools in a sustainable manner

Keywords: School Based Management, Quality, Elementary Schools

INTRODUCTION

Improving the quality of education in elementary schools is one of the important agendas in the world of education. Elementary schools are the initial foundation that determines the quality of education at the next level. Therefore, efforts to improve the quality of education at this level are very crucial. However, in reality, many elementary schools still face various obstacles in achieving the expected education quality standards. Some of the problems that are often faced include limited resources, lack of community participation, and limited school autonomy in managing education.

School-Based Management (SBM) emerged as one of the solutions offered to overcome these problems. SBM provides greater autonomy to schools in managing and developing their potential. With the implementation of SBM, schools are expected to be more responsive to local needs and more flexible in managing existing resources. The main objective of SBM is to improve the quality of education through active participation from various parties, including principals, teachers, students, and the community. Through this approach, schools have the flexibility to design programs that are in accordance with the needs and characteristics of their students.

Although the concept of SBM has been introduced and implemented in various countries, including Indonesia, its success rate still varies. Some schools have successfully utilized SBM to improve the quality of education, while others still face various challenges in its implementation. The success of SBM is highly dependent on the school's ability to manage the autonomy given, including in decision-making, planning, resource management, and supervision. In addition, support from various parties, such as the government, community, and parents, also plays an important role in determining the effectiveness of SBM.

In Indonesia, the implementation of SBM is often faced with various obstacles, ranging from limited human resources to a lack of understanding of the concept and principles of SBM itself. Many principals and teachers do not fully understand how to implement SBM effectively. In addition, the lack of support and participation from the community in the education process is also a challenge in itself. Often, the community and parents of students are not actively involved in the decision-making process and school management, so that efforts to improve the quality of education through SBM are not optimal.

Meanwhile, the success of SBM is greatly influenced by the competence and leadership of the principal. Principals who have good managerial skills are able to manage schools more effectively and efficiently. They can facilitate the active participation of teachers, students, and the community in the education process. In addition, the principal's ability to innovate and develop educational programs is also a key factor in determining the success of SBM. Therefore, developing the principal's competence through training and further education is very necessary.

On the other hand, the implementation of SBM also opens up opportunities for increasing community participation in education. The community, including parents of students, can be involved in various aspects of school management, such as planning, supervision, and evaluation of educational programs. Community involvement in the educational process can create a more conducive learning environment and support the achievement of educational goals. However, to achieve this, systematic efforts are needed to increase community awareness and participation in education.

To face these challenges, a comprehensive and targeted strategy is needed in the implementation of SBM. Schools need to be given support and assistance in developing their capacity to manage the autonomy they have. In addition, efforts need to be made to increase collaboration between schools, the community, and the government in order to create a more effective and efficient education system. Thus, SBM can truly be an effective tool in improving the quality of education in elementary schools.

This research is important because it can provide an overview of how SBM is implemented in the context of elementary schools in Indonesia and what factors influence its success. Through a deeper understanding of SBM and the various challenges it faces, it is hoped that appropriate recommendations can be formulated to improve the effectiveness of SBM in efforts to improve the quality of elementary

schools..

Literature Review

School-Based Management (SBM) is a decentralized approach to education management that gives schools autonomy to organize and manage their own resources. According to Caldwell and Spinks (1988), SBM allows schools to make faster and more precise decisions according to local needs, thereby increasing the effectiveness and efficiency of school management. In this context, schools act as organizational units that are given full responsibility to manage all aspects of education, including planning, human resource management, finance, and learning programs. The autonomy provided through SBM is expected to facilitate innovation and improve the quality of education in schools.

The implementation of SBM is often associated with the theory of educational decentralization. Decentralization is the process of delegating authority from the central government to local governments or school units in terms of decision-making and management of education (Fiske, 1996). Decentralization of education aims to bring decision-making closer to stakeholders, such as principals, teachers, parents, and the community. Through this approach, schools have the flexibility to determine policies and programs that are in accordance with local needs and potential. Decentralization also allows community participation in education management, which can improve accountability and the quality of education services.

In educational management theory, SBM emphasizes the importance of the role of the principal as a leader and manager. Principals have a strategic role in implementing SBM, because they are responsible for managing resources, designing programs, and making decisions that affect the quality of education (Bush, 2003). Effective principal leadership is the key to the success of SBM. According to Leithwood et al. (2004), principals who have transformational leadership are able to inspire and motivate teachers and students to achieve educational goals. In addition, the principal's managerial ability in managing resources, both human and financial, greatly influences the effectiveness of SBM.

In addition to the principal, teachers also play an important role in the success of SBM. Teachers act as learning facilitators and agents of change in schools. According to Fullan (2007), teachers who are actively involved in the decision-making and school planning process will have a stronger sense of ownership of school programs and policies. This can increase teacher motivation and performance in implementing programs to improve the quality of education. Therefore, active participation of teachers in SBM is one of the key factors in creating a conducive learning environment and improving the quality of learning.

Community participation in SBM is also an important aspect emphasized in various literatures. According to Epstein (2001), the involvement of parents and the community in education can provide moral and material support for schools. This involvement includes various forms, ranging from involvement in decision-making, participation in school activities, to contributions in the form of resources. Community participation can increase school accountability and ensure that educational programs are implemented in accordance with the needs and expectations of the community. However, community involvement in SBM requires efforts to increase community awareness and understanding of the importance of their role in education.

Government support in the implementation of SBM is also no less important. According to UNESCO (2005), the government needs to provide a clear framework and provide adequate resources to support the implementation of SBM. The government also plays a role in providing training and assistance to principals, teachers, and school committees in developing their capacity to manage schools effectively. Policies and regulations that support decentralization and school autonomy are important elements in creating a conducive environment for the implementation of SBM.

In the context of elementary schools, SBM is expected to provide flexibility for schools to develop curriculum and learning programs that are in accordance with the characteristics and needs of students. According to Piaget's theory of child development (1952), elementary school age is an important phase in children's cognitive development. Therefore, a contextual learning approach that is in accordance with

students' needs is very necessary. SBM allows schools to integrate local-based learning and develop innovations in the learning process, so that it can provide a more meaningful learning experience for students.

Overall, the theoretical study shows that School-Based Management is a comprehensive approach in an effort to improve the quality of education. SBM involves various aspects of education management, including autonomy, decentralization, leadership, community participation, and government support. The success of SBM is highly dependent on the ability of schools to manage the autonomy given and the active participation of various stakeholders. Thus, SBM can be an effective strategy in improving the quality of education in elementary schools if implemented properly and supported by adequate frameworks and resources.

RESEARCH METHODOLOGY

This study uses a qualitative approach with the aim of gaining an in-depth understanding of the implementation of School-Based Management (SBM) in improving the quality of education in elementary schools. The qualitative approach was chosen because it allows researchers to explore the phenomenon comprehensively, understand the context, and gain perspectives from various related parties, such as principals, teachers, school committees, and parents of students.

1. Research Design

The research design used is a case study. Case studies were chosen to allow researchers to conduct an in-depth exploration of the implementation of SBM in several elementary schools that are the subjects of the study. With this approach, the study can explore how SBM is implemented, what factors influence its success or failure, and how it impacts the quality of education in these schools.

2. Research Location and Subjects

This study was conducted in several elementary schools in Indonesia that have implemented SBM. The selection of elementary schools as research locations was based on the consideration that elementary schools are a level of basic education that greatly determines the quality of education at the next level. The subjects of the study included principals, teachers, school committees, and parents of students. The selection of these subjects was carried out by purposive sampling, namely selecting informants who were considered to know the most and play a direct role in the implementation of SBM in schools.

3. Data Collection Techniques

Data were collected through three main techniques, namely observation, in-depth interviews, and documentation studies: Observation: Observation was conducted to directly observe the process of implementing SBM in schools.

Observation focused on various school management activities, such as planning, decision-making, resource management, and community participation. This observation aims to obtain a real picture of how SBM is implemented and how the interaction between the principal, teachers, school committee, and community.

In-depth Interviews: Interviews were conducted with the principal, teachers, school committee, and parents of students. These interviews were semi-structured, with interview guidelines compiled based on the focus of the research. The interviews aimed to explore the views, experiences, and perceptions of informants regarding the implementation of SBM, the factors that influence it, and its impact on the quality of education.

Documentation Study: Documentation study was conducted by collecting and analyzing related documents, such as school work plans, activity reports, school policies, and other documents that support the implementation of SBM. This documentation study aims to strengthen the data obtained through observation and interviews.

4. Data Analysis Techniques

Data analysis was carried out through the following steps:

a. Data Reduction: Data obtained from observations, interviews, and documentation were reduced

to focus on information relevant to the research objectives. Excessive and irrelevant data were filtered to make the analysis more efficient.

b. Data Presentation: The reduced data was then presented in the form of narrative descriptions, tables, or diagrams to facilitate understanding and interpretation. This data presentation aims to provide a clear picture of the research findings.

c. Conclusion Drawing: Conclusions were drawn based on the data analysis that had been carried out. These conclusions include interpretations of the implementation of SBM, factors that influence its success, and its impact on the quality of education in elementary schools.

5. Data Validity

To ensure the validity of the data, this study used data triangulation, namely comparing and confirming data obtained through various sources and data collection techniques. Triangulation was carried out by comparing the results of observations with interview data and relevant documents. In addition, re-checking of informants was also carried out to ensure the consistency and validity of the data that had been collected.

6. Research Ethics

This research was conducted by considering the principles of research ethics, such as informed consent, confidentiality, and anonymity. Before data collection was carried out, the researcher asked for approval from the school and the informants involved. The data obtained were treated confidentially and the informants' identities were kept from being known by unauthorized parties.

With this research method, it is expected to obtain a comprehensive picture of the implementation of SBM in elementary schools, as well as the factors that influence its success or failure in improving the quality of education.

RESULTS AND DISCUSSION
Result

Based on data obtained through observation, in-depth interviews, and documentation studies, the results of this study indicate that the implementation of School-Based Management (SBM) in elementary schools has a positive impact on improving the quality of education. The following are the main findings of this study:

1. Increased School Autonomy and Independence

The results of observations and interviews with principals and teachers indicate that SBM provides schools with greater autonomy in managing resources and decision-making. Schools have the flexibility to plan and develop educational programs that are appropriate to the needs of students and the local environment. For example, several schools that were the subjects of the study have developed a curriculum based on local wisdom and the needs of the surrounding community. This creates a more contextual and relevant learning process for students. This autonomy is also seen in financial management, where schools can allocate funds according to priorities and needs, such as the procurement of facilities and infrastructure and improving teacher competence.

2. Active Participation from Various Parties

One of the positive impacts of SBM is the increased participation of the community, including parents of students and the school committee, in the school management process. Interviews with the school committee and parents of students showed that they were more involved in school activities, such as program planning, supervision, and evaluation of activities. This participation also includes contributions in the form of donations of funds, manpower, and ideas. With more active participation, school accountability increases, and the community feels that they have an important role in improving the quality of education. The community becomes more confident and supportive of the programs implemented by the school.

3. Improving Teacher Competence and Performance

SBM also has an impact on improving teacher competence and performance. The results of the documentation study show that several schools use SBM as a basis for developing teacher professional development programs, such as training and workshops. Effective principals encourage teachers to continue to improve the quality of learning through innovation and collaboration. Teachers who are actively involved in planning and decision-making at school feel more appreciated and motivated to improve the quality of their teaching. This has an impact on improving the quality of learning in the classroom and student learning outcomes.

4. Improving the Learning Environment

Observations show that schools that implement SBM tend to have a more conducive learning environment. With the autonomy they have, schools can optimize the use of resources to improve educational facilities, such as classrooms, libraries, and play areas. In addition, the involvement of the community and school committee also helps in maintaining and improving the quality of the school environment. This conducive learning environment has a positive impact on student motivation and achievement.

5. Challenges in Implementing SBM

Although SBM has various positive impacts, this study also found several challenges in its implementation. One of the main challenges is the lack of understanding and managerial skills of principals and teachers in managing the autonomy given. Some schools still have difficulty in planning and managing effective and sustainable programs. In addition, community participation, although increasing, in some schools is still sporadic and not well organized. Other factors such as limited resources and government support are also obstacles faced in implementing SBM.

Discussion

The results of the study indicate that the implementation of School-Based Management in elementary schools brings a number of benefits to improving the quality of education. The autonomy given to schools in SBM allows schools to be more flexible in managing resources and designing programs that are appropriate to local needs. This finding is in line with the theory of educational decentralization which states that school autonomy can improve the effectiveness and efficiency of education management (Fiske, 1996). Through this approach, schools can develop innovations in curriculum and learning that are appropriate to the characteristics of students and the community.

Active participation from various parties, especially the community and school committee, is an important element in the success of SBM. The results of this study indicate that community involvement can improve the accountability and quality of school management. This finding supports Epstein's theory (2001) which states that the involvement of parents and the community in education contributes to improving the quality of education. Community participation in SBM not only provides moral and material support for schools, but also encourages transparency and accountability in school management.

Improved teacher competence and performance is another positive impact of SBM implementation. Principals who are effective in managerial roles and transformational leadership are able to encourage teachers to continue to improve their competence. This is in line with the view of Leithwood et al. (2004) who emphasized the importance of principal leadership in encouraging improvements in the quality of learning. By involving teachers in the decision-making process at school, they feel they have a greater role in school development, which ultimately has a positive impact on the quality of learning and student learning outcomes.

Nevertheless, the challenges faced in the implementation of SBM also need to be considered. Some principals and teachers still need training and mentoring to improve their managerial skills in managing school autonomy. This shows the importance of the government's role in providing adequate training and resources to support the implementation of SBM. In addition, suboptimal community participation in several

schools indicates the need for a more effective strategy in increasing community awareness and involvement in education.

Overall, this study reveals that SBM has great potential to improve the quality of education in elementary schools. However, the success of its implementation is highly dependent on the ability of schools and stakeholders to manage the autonomy given and collaborate to achieve better educational goals. By overcoming existing challenges and optimizing supporting factors, SBM can be an effective strategy to create a more quality and sustainable educational environment

CONCLUTIONS

This study shows that School-Based Management (SBM) has a positive impact on improving the quality of education in elementary schools. Through SBM, schools are given autonomy to manage resources, plan programs, and make decisions tailored to local needs. This allows schools to be more responsive and innovative in the learning process. The findings of this study reveal that the implementation of SBM can increase community participation, including parents and school committees, in education management. This active participation not only increases school accountability but also creates a more conducive learning environment.

In addition, SBM contributes to improving teacher competence and performance, with their involvement in school planning and decision-making. Teachers feel more appreciated and motivated to improve the quality of learning. Effective principals also play a key role in the success of SBM through their managerial skills and transformational leadership. However, this study also identified several challenges in the implementation of SBM, such as limited managerial skills of principals and teachers, and community participation that still needs to be improved.

Therefore, to maximize the potential of SBM in improving the quality of education, comprehensive efforts are needed, including increasing the managerial capacity of principals and teachers, government support, and effective strategies to increase community involvement. By addressing these challenges, SBM can be an effective strategy for creating quality education in primary schools in a sustainable manner.

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