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THE IMPLEMENTATION OF SCHOOL BASED MANAGEMENT POLICY IN ENHANCEMENT OF EDUCATIONAL QUALITY IN KEDIRI MUNICIPAL (A STUDY ON NATIONAL STANDARD SCHOOL SMA NEGERI 1 KOTA KEDIRI)

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ABSTRACT

This research is motivated by the state of education faced by the Indonesian; it is the still low quality of education. Various attempts have been made to improve the quality of national education, among others, through training and upgrading the competence of teachers, procurement of books and learning instruments, improvement of educational infrastructure and enhancement of the quality of the educational management. The problems in this study are: (1) How is the Implementation of School Based Management (SBM) at SMAN 1 Kediri?; The approach used in this study is qualitative, because according to the problem and the purpose of the study is to describe and analyze, and interpret the phenomena related to the implementation policy of School Based Management (SBM) at SMAN I Kediri. The results of this study indicate that there are significant differences compared with the existing models in Chapter V. The differences are in the input originally consisted of inputs, those are : input of economic capital, input of social and human resources, and it is necessary to be added with input of technological capital which is an essential part of the management and implementation of School Based Management (SBM). In the learning process of School Based Management (SBM) the strengthening of school committee participation should be constantly increased, it is based on the finding that the participation of school committee in these activities are still not optimal yet. The utilization of technological capital with AECAL still relatively low, therefore the utilization of that capital in the learning process should be constantly improved by conducting the training and upgrading for the teachers and the other supporting teams.

KEYWORDS: School Based Management (SBM), Implementation, Improve, Quality of Education

INTRODUCTION

Since 2001 the government has been implementing the management system which provides wide authorities to the school to manage its own household affair that is later known as School Based Management (SBM). The implementation of School Based Management is based on The National Educational System Act No. 74 paragraph 51 article 1, 2003 (UU SISDIKNAS No.74 pasal 51 ayat 1 Tahun 2003). In this paragraph it is mentioned that "the management of the Early Childhood Educational units, the primary education, and the secondary education are implemented based on the minimum service standard with the principle of School Based Management (SBM).

In the context of national educational system reforms, the implementation of SBM was triggered by the fact that Indonesian educational stakeholders have been struggling with the quality of national education over the past two decades. Therefore, on the basis of a legislative framework enacted in 1999, with Law No.22/1999 on Regional Governance, education was considered an area for decentralization aimed at encouraging the participation of community members in accommodating local needs. School Based Management (SBM) provides an alternative model to manage school in order to

achieve autonomy, flexibility, participation, effectiveness, leadership satisfaction, productivity, and accountability. In the other hand, school operator has confronted the problems and challenges in School Based Management (SBM) implementation. It stated that the problems and challenges need to be diagnosed to explore the contextual challenges appropriately, so that School Based Management (SBM) can be redesigned effectively for implementation.

School Based Management (SBM) is considered an effective system to delegate authority to local school in making their own decision that gives wider authority to the school stakeholders to manage their school. Therefore, the school administrator is not the only individual responsible in making their own decision but educational specialist, principal, teachers, parents; students that are attracted in the educational affair are also given authority in running education.

School Based Management (SBM) is an effective strategy in improving the performance of qualified school which is sustained with budget, human power resource, and adequate curriculum or teaching.

Previous Research

The research which was carried out by previous scientists that covers the development of educational quality will be used as reference and comparative material with this study.

Result of Previous Relevant Research

Based on the previous research: (1) Bandur (2009), in educational matter, lack coordination and teachers and stakeholder's intervention with national educational department. Also less obvious in weakness and greatness between school and local government. (2) Sooksomechitra (1997), the development of School Based Management (SBM) requires moral supports and implementation of School Based Management (SBM) is necessary for the school management, (3) Andorio (2008), students parents participation must be suitable and also inclusive education, closed relationship to the stakeholders, (4) Sergio Cardenas (2008), School Based Management (SBM) implementation is implementation of certain model (5). Coleman, et al., (Cochran and Malone, 1995) discussed about a. educational policy; b. administrative leadership; c. communication and integration of the minor racial group about the policy. (6). Joffres and Houghey (2002), about educational insight prestige enhancement through education, (7). Osborne and Plastrik (1996), concerning with incentive, accountability and control is necessary for education, (8). Lange dan Ysseldyke (Osborne and Plastrik, 1996), concerning with the attitude of students satisfactory, (9). Suryadi dan Tilaar (1997), stating incentive and time allocated for teacher training is important, (10). Chubb dan Moe (Osborne and Gaebler, 2003), the school and students are essential factor which must be well managed. (11). Harry Firman, Burhanuddin Tola (2008), reformation is important for enhancement of educational quality, (12). L. A. Luminkewas (2005). Educational is influenced by capitalistic idealism, improvement of teacher professionalism is essential, (13). A. Hanan (2003), Fita F. (2008), Friska. F (2009), B. Ferdinand (2009), and M. Mafud (2010), School Based Management (SBM) is a system which has autonomy and component such as curriculum management, teaching staff and so on is important to be governed transparently, so that this study has equality and difference as followings:

- **Its Equality:** (a) enhancement of educational quality through School Based Management (SBM), (b) the lack of coordination between school committee and principal, (c) it needs knowledge enhancement and technological mastery for school stakeholder.

- **Its Difference:** (a) the low role of the school actor, (b) there are many obstacles in the implementation of School Based Management (SBM).

Research Method

This research uses qualitative naturalistic method which has natural background (setting), because the source of data was found directly. The life background and daily interaction process, especially technical team, other elements of governmental stakeholders, from elements of government and elements of non - government and other stakeholders which was made to be research population is natural data which really has natural character without any trick. In other sense, the approach in this study can also be called as natural approach (Lincoln & Guba, 1985). This approach was chosen to reveal the descriptive data from informant, either in oral or in writing about what they do, they feel, and they undertake toward research focus without manipulation to aim their orientation component.

The approach in this study is qualitative approach which will gain comprehensive description in the research subject, so it can describe the research focus, that is: able to answer the problem that was formulated previously so that the objectives of the research can be achieved, especially the analysis and interpretation of the phenomena related to the implementation policy of School Based Management (SBM) at SMAN I Kediri.

Research Focus

The research focus of this study is SMA Negeri 1 Kediri with the profile as follows:

- The actors' roles (government, principals, school committees) to the policy implementation of School Based Management (SBM) in SMA Negeri 1 Kota Kediri

- Implications of the School Based Management (SBM) implementation to the enhancement of educational quality in SMA Negeri 1 and to the educational development in Kota Kediri

- Obstacles and supporting factors in implementing the School Based Management (SBM) policy in SMA Negeri 1 Kota Kediri.

Source of Data

The Informants are consisted of the followings:

Principal of SMA Negeri 1 Kota Kediri, with the consideration that the principal has an important role in making the school program. Head of Kota Kediri educational department, Mayor of Kediri municipality, Vice mayor of Kediri municipality, head of the school committee, and educational supervisors with the consideration that these informants have very important roles in making the school policy and program. Parents, members of the local societies with the consideration that these informants have active roles in making the school programs.

Data Collecting
Interview

Interview is a two ways conversation between two sides (writer and the informants) for certain purpose, in this case is between writer and the informants The conversation is not only answering the questions proposed and evaluating the conversations, but it is a deep conversation that writer can comprehend others' experiences and the meaning of the experiences. The purpose is to collect or to enrich information or materials (data) in very detailed that are used in the

qualitative analysis. This type of conversation will help writer to uncover what really happens, what is experienced or felt by someone behind the real phenomena (observation). We do it to find things that are impossible we get through direct observation (Sutrisno, 1984 p. 232).

Observation

It is observation activities investigating the work location or direct visits, by understanding the way of life and performance of the educational apparatus. Mainly in the policy implementation of the educational enhancement through the program of School Based Management (SBM) in SMA Negeri 1 Kota Kediri.

Participant observation technique is used as complement or to examine the data results through the interview that is given by informant that is not complete or doesn't describe the whole types of situations or even that is out of the target (Moleong, 1989). Participant observation is character of social interaction between writer and the subjects in research environment.

The Implementation of School Based Management (SBM) in SMAN 1 Kediri.

School Based Management (SBM) is new educational paradigm which gives wider autonomy (authority and responsibility) to schools, provides flexibility to schools and support direct participation of the school communities (teachers, students, school principal, and staffs) and societies (parents, societies figure, scientist, entrepreneur) to the school in order to be able to freely manage human and financial resources by allocating it in accordance with the needs priority.

In line with the above statement, School Based Management (SBM) in SMAN 1 Kediri can make it achieve the 8 national standards of education, but it still needs the strengthening in standard of process and standard of management. Then how is the concept of School Based Management (SBM) implemented in the institution of SMAN 1 Kediri? In this analysis writer will divide into two implementation categories. They are the implementation of School Based Management (SBM) seen as a system and the implementation of School Based Management (SBM) thought as a process of educational quality enhancement.

In parallel with Islamy (1996), that the success of a program is much affected by stakeholders participation. It is strengthened with the following statement: "The educational success in SMAN 1 Kediri is much affected by the performance of school principal, teachers and teaching staffs, students, parents, and societies. However, it is necessary to improve again the stakeholder's performance in order to be more constant, so that the whole school programs can be achieved in relation with good school management principles which include the stakeholder's participation.

The results of this study indicate that there are significant differences compared with the existing models in other discussion. The differences are in the input originally consisted of inputs, those are : input of economic capital, input of social and human resources, and it is necessary to be added with input of technological capital which is an essential part of the management and implementation of School Based Management (SBM). In the learning process of School Based Management (SBM) the strengthening of school committee participation should be constantly increased, it is based on the finding that the participation of school committee in these activities are still not optimal yet. The utilization of technological capital with Attractive Effective Creative Active Learning (AECAL)is still relatively low, therefore the utilization of that capital in the learning process should be constantly improved by conducting the training and upgrading for the teachers and the other supporting teams.

DISCUSSIONS AND FINDINGS

Providing an opportunity for students to further develop their talents and interests, schoolSMAN1Kediriorganized several program sekstrakurkuler very diverse activities, among others: Islamic Studies, Dance, Basketball, Theater, Taek Kwondo, Silat, Scientific Youth, Red Cross teens, Math Olympiad, Physics Olympiad, Chemistry Olympiad, Biology Olympiad, the Olympic Economy, astronomers Olympics, Olympic Earth, Olympics Information and Communication Technology. With so many variations of this option will be offered to students to develop themselves to the fullest potential. Thus it can be said the school has provided facilities to develop themselves to the fullest that will be significantly positive for the future if the student has graduated.

According to Grindle (1997) that the capacity building is mainly aimed at the development of human resources, through improved knowledge in order to improve performance. With the private sector's role as mentioned in point6.2.7of human resources at SMANegeri 1Kedirigainsignificantsupportin terms of capacity building. Teachers who are competent, experienced professionals and trusted, respected and professionally commendable ability and independence. In general, responsible for the work and can steer themselves autonomously (self-driven). For those who should be given the freedom to make them more autonomous creations, bold initiative seeking innovative new findings. Obstacles to the Implementation of School Based Management (SBM) are the high cost of education, geography, and education policy. The limiting factor may affect the achievement of improvements in the quality of education.

As for what is meant by the Administrative and management technology, namely: First, the software (software) such as models, methods, analysis techniques, approaches, strategies, system information, programs, evaluation and so on. Second: Hardware (hardware) such as print media (text book), library materials, and electronic media (computers, films, OHP, LCD) and so that support administrative and management activities. If the Implementation of School Based Management (SBM) has met eight national education standards, limiting factors can be overcome, enabling factors can be improved, giving a significant contribution, increasing the role of the actor as the implementer of the improvement of the quality of education can be achieved.

The findings in this research show that there are the difference is in the input which originally consisted of input: economic capital, social resources and masnusia, capital input should be added that technology is an important part of the management and implementation SBM. In the learning process of strengthening the participation of school committees SBM needs to be improved, it is based on the findings that indicate that a participatory school committee in these activities is still not optimal. Capital utilization technology still relatively low, therefore the use of capital in the learning process could be improved further by passing the training and capacity building of teachers and other support teams. It is no less important is financial transparency, given that finance is an important factor affecting the sound of an organization. From the findings of this study revealed that the management of school finances less transparent, in a way that stakeholders Events monitoring and evaluation difficult. Financial transparency in relation to the operation of the learning activities in SMA Negeri1 Kediri absolutely necessary to improve accountability and management of the delivery of education at the school. Another important factor is the need kepeminp in and emocratic, SMA N1type of leadership that are used tend to promote" among Roso" which tend omission emergence of interest groups that it is not democratic in the division of labor in relation to the management of learning in school.

This study rests on Grindle model, where success is determined by a program of policy implementation, policy context and content, the model essentially Recommeded Grindel strengthen the model, by adding the CIPP model of

evaluation of education policies, the addition and strengthening of democratic leadership, financial transparency, and strengthening the role of committees school education policy-making.

CONCLUSIONS

- Implementation of School Based Management (SBM) in SMA Negeri 1 Kota Kediri is as system which has been realized by establishing structures of organization / management that fulfills the criteria of School Based Management (SBM) such as (a) the formulation of the school vision, mission, and destination; (b) establishing independent School Committee; (c) organizing all elements of educational institution in the school referring to the tupoksi (main task and function). The implementation of School Based Management (SBM) in enhancing the educational quality is realized by conducting the program of full day school, the fulfillment of the 8 national standards of education is nearly ideal, the establishment of special recruitment for qualified students and implementation of special institutional curriculum in SMA Negeri 1 Kediri.

- Various roles involved in the implementation of the School Based Management (SBM) is :

  o **The Educational Department of East Java Province:** socializing the development of the School Based Management (SBM) program to all involved sides, giving input and advices to the program development, committing supervision and evaluation.

  o **The Educational Department of Kediri Municipality:** giving advice and instruction about the program in order to be able to run in accordance with the local governmental development; studying the proposal of the School Based Management (SBM) development program; permitting and legalizing the proposal that is considered potential to develop the School Based Management (SBM); giving instruction and evaluation to schools in implementing the School Based Management (SBM) in order to be appropriate time and target.

  o **The Important Role of School Committee:** formulating the school vision, mission, and goal; formulating and agreeing the school annual program and budget; designing strategy planning for the school development.

  o **Meanwhile the Important Role of the School Committee as Independent Institution Is:** giving consideration, instruction, and power support, media and infrastructures, as well as supervision to the school education; together with the school formulating the development proposal of the School Based Management (SBM) program, formulating and submitting report of the previous year implementation program of School Based Management (SBM).

  o **Principal's Role as: Leader:** it is the school top management. At such his position, in one side he is a policy maker all at once he is a decision maker that should formulate the school policy; a manager in the school governance is to implement various educational policy (regulation and decision) which has been determined by central government; a supervisor, in this case a principal supervise the implementation of the whole policies which has been applied by government.

  o Teacher's role is as a class manager that is professional in integrating between managerial skill and technical skill. In addition, teacher should be able to apply theoretical knowledge about leadership art and teaching art in his class in an integrated way.

- Several implications of implementation of the educational quality enhancement in SMA Negeri 1 Kota Kediri to the educational development in Kediri municipality are: the priorities of the three sectors in Tri Bina Kota Kediri where one of them is to make Kota Kediri as the educational center can already be realized; the program of human resources development through education as his commitment and his attention to the educational vision and mission of Kota Kediri can fulfill public wish.

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