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Implementation of School-Based Management in Improving The Quality of Learning in The City Of Bekasi

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Abstract

The importance of School-Based Management in providing innovative learning improvements in improving the quality of education, but the reality is that there are still elementary school educational institutions that do not know much about the benefits of implementing School-Based Management. The objectives of this study are 1) To determine how the implementation of School-Based Management improving the quality of learning; 2) To determine the factors supporting and inhibiting the implementation of School-Based Management in improving the quality of learning. The type of research used is descriptive qualitative research. The research data collection method was carried out by observation, interviews, and documents. Analysis of research data was carried out by collecting data, presenting data, reducing, and drawing conclusions. The research object used is one of the elementary schools in Bekasi City. The results showed that 1) The implementation of school-based management was carried out through well-executed planning, organizing, implementing, and supervising management process by the essence of management in an autonomous, flexible, participatory, transparent and accountable manner; 2) Supporting factors, namely the role of the community, parents and committees in school activities, complete class teachers and almost all of them meet academic quality. The inhibiting factor is active, creative, effective, and fun learning which requires a lot of funds, time, and energy because it has to be prepared but in implementation, it can be handled properly. This research is very important to continue to be carried out further to determine the implementation of school-based management throughout Indonesia.

Keywords: School-Based Management, Quality of Learning

1. Introduction

The implementation of education through the process of educating the nation's life in the context of the Indonesian state is the responsibility of the government (Asri, Kurnia Irmawati, & Novita Dewi, 2020; Hidayati, Waluyo, Winarni, & Suyitno, 2020; Life, 2015), educational services cannot be avoided from the limits of responsibility considering that each has a position and limitations. The government has made various efforts to improve the quality of education in Indonesia, one of which is through the implementation of school-based management policies.

School-based management is an approach to improving the quality of education through granting authority to schools to manage school resources, conditions and demands of the school environment (Abreh, 2017; Hermino, 2016; Suryono & Raharja, 2003; Waree, 2017). The implementation of school-based management can improve the quality of education through school independence and school initiatives in empowering all available resources, as well as being responsible for community awareness of education (Rey & Cabardo, 2016; Sunaengsih, Anggarani, Amalia, Nurfatmala, & Naelin, 2019).

The implementation of school-based management can be said to be an improvement in the quality of schools where the implementation is efficient and quality. Efficiency is obtained through the flexibility to manage resources and quality is obtained from community participation, flexibility in school management, and professionalism of teachers and school principals. School-based management in improving school quality has a unique bond because improving school quality is adopted from school-based management which results in efforts to improve school quality. Efforts to improve this quality can be seen by schools implementing it through school-based management in the educational institutions they manage.

School-Based Management provides opportunities for school principals, teachers, and students to innovate and improvise in schools, related to curriculum, learning, managerial and other issues that grow from the activities, creativity, and professionalism they have to improve the quality of education. The existence of School-Based Management is expected to produce quality students by the goals of national education and relevant to the demands and development of society.

With the implementation of School-Based Management in Bekasi City Elementary Schools, it is also hoped that problems related to education can be resolved or minimized. This is by the opinion (Koc & Bastas, 2019; Tasar, 2018) who stated that the implementation of School-Based Management the hope of many parties that the education crisis will be resolved or at least minimized. Implementation of School-Based Management also provides increased student-centered learning with Active, Creative, Effective, and Fun Learning strategies, improving the quality of education and increasing community participation in education in elementary schools.

The reality is that there are still basic education institutions that don't know much about the benefits of implementing School-Based Management (Ho, 2010; Rey & Cabardo, 2016; Sunaengsih et al., 2019). Many still think that School-Based Management is less effective and efficient to be developed in primary schools. The school's efforts to improve school quality through school-based management which are based on the vision and mission that exist in Bekasi City Elementary Schools are carried out by the existence of programs such as curriculum, student affairs which more precisely refer to the eight national education standards. Not only that, but programs in the application of school-based management in the form of conducting tests or exams, deepening the material, and testing or tryouts are also included in the effort to improve the quality of the school.

The implementation of this Bekasi City Elementary School to improve quality is according to the plans and needs of the school, firstly it is coordination and planning and synergic cooperation with one another so that there is a continuous curriculum, student affairs, and programs up to related to the eight national education standards (Iryani, 2020).

School-based management that is applied in schools to achieve quality by the vision and mission of the school can be seen from the existing analysis of the school to find out this. To achieve school goals that are guided by the vision and mission made by the school since the school was first established. However, in achieving quality improvement with school-based management, there is a need for coordination between the school authorities, namely teachers and school principals to get a synchronization which leads to a decision taken so that it is better to bring schools towards the targets they want to achieve together.

Based on the explanation of the problem, the research title is Implementation of School-Based Management in Improving the Quality of Learning in Bekasi City. So that the formulation of the problems in this study is 1) How is the implementation of School-Based Management in improving the quality of learning in Bekasi City ?; 2) What factors support and hinder the implementation of School-Based Management in improving the quality of learning in Bekasi City? The objectives of this study are 1) To explain how the implementation of School-Based Management in Bekasi City in improving the quality of learning; 2) To explain the supporting and inhibiting factors for the implementation of School-Based Management in Bekasi City in improving the quality of learning.

2. Methods

This research is a qualitative descriptive field research (Sidk & Choiri, 2013). Researchers look for and use data in the form of words or expressions, opinions from research subjects, be it words orally or in writing. The study in qualitative research is naturalistic, dynamic, and holistic because in the research process there is an interaction between the researcher and the research subject in what conditions it is so that the data obtained is the original phenomenon. Qualitative research does not emphasize generalizations but more on the depth of information or meaning. The use of qualitative methods in this research is to obtain data that is more complete, in-depth, credible, and meaningful so that the research objectives can be achieved. This research was conducted in one of the elementary schools in Bekasi City. The object studied is the implementation of school-based management in

improving learning in Bekasi City Elementary Schools. The informants who can be used as references in this study are Principals, Teachers, Staff (Employees), Local Communities, School Guardians, Students, Guardians who can be contacted, School Committee.

Data collection methods, to obtain relevant data, namely: observation, in-depth interviews, and documentation. While the techniques used in checking the validity of data in research in order to maintain validity, namely: Extension of involvement or participation, persistence/regularity of observations, triangulation, peer examination through discussion.

Data analysis techniques, in qualitative data analysis researchers, use data reduction techniques, at the stages in reducing data, namely making summaries, coding, tracing themes, creating clusters, making partitions, and writing memos; the technique of presenting data, the presentation is carried out after the data has been collected, it is necessary to process or analyze the data, so that it can be used as information related to the problem under study; The technique of concluding the data is that after the data is presented, the data is compared with the theory that the researcher refers to, then conclusions are drawn and verified by looking for more in-depth data through the recollection of data, reviewing the field simultaneously to check the results of the conclusions. After the data is full (showing no differences), the data is concluded in the final form of discussion and presentation of the results in a descriptive analysis.

3. Result

3.1 *Implementation of School-Based Management in Improving the Quality of Learning in Bekasi City*

The data obtained by researchers in the study School-Based Management Implementation in Bekasi City are related to 4 things, namely curriculum and learning management, student management, management of educators and education personnel, as well as supporting and inhibiting factors in the implementation of School-Based Management in Bekasi City, are as follows :

Curriculum Management and Learning

Curriculum and learning management is one part of School-Based Management. Curriculum management and learning need to be done so that learning activities can be carried out effectively and efficiently. Curriculum and learning management includes planning, organizing, implementing, and monitoring activities.

At the planning stage, schools develop a national curriculum and local content. In developing curriculum and learning, schools describe curriculum content in more detail and operationally into learning tools in the form of annual programs, semester programs, syllabus, lesson plans, KKM, educational calendars, and lesson schedules.

At the organizing stage in curriculum management and learning related to organizing the management of educators and educational personnel. Organizing in the form of division of teaching duties for class teachers, namely to be responsible for teaching a particular class or for subject teachers (autonomy). Organizing is also manifested in the form of a school organizational structure. The researcher obtained a document on the distribution of teaching duties and the organizational structure of the elementary school in Bekasi City.

At the implementation stage, curriculum management and learning are manifested in the learning process. In addition to the learning process, it is also in the form of implementing programs for developing talents and interests of students through extracurricular activities and counseling service activities.

At the supervision stage, the teacher assesses the success of students in learning through assessment. Learning assessment carried out includes an assessment of the process and learning outcomes. Regarding student learning outcomes, the teacher monitors whether the student learning outcomes have reached the Minimum Completeness Criteria determined by the teacher, then follow up. The follow-up activities carried out by the school are remedial and enrichment services. Remedial services are aimed at students who have not achieved the minimum completeness criteria and

enrichment is aimed at students who have reached the minimum completeness criteria. Furthermore, student learning outcomes are reported to parents as a form of school responsibility to parents.

Student Management

The management of students in a school is needed to organize various activities in the student sector so that learning activities in schools are smooth, orderly, and orderly. Student management includes planning, organizing, implementing, and recording/reporting activities.

The student planning process is related to student acceptance and student orientation. The admission of new students provides opportunities for all elementary school-age children and a selection process is held. The new student orientation program is held for 3 days and 1 day of outbound, where new students are introduced to habits at school and the school environment.

The process of organizing classes at the Kota Bekasi Elementary School is carried out through meetings (autonomy). Class I was divided randomly, even though the school already knew the child's initial abilities through the entrance test. Class division is also based on familiarity between new students, usually, parents who propose to the school and the school does not force it. So there are no specific criteria for the class division. All new students are considered to have the same initial abilities.

The implementation process in student management is manifested in daily service activities in schools by paying attention to the talents/abilities and interests of the participants. Implementation in student management is manifested in daily service activities at schools by paying attention to the talents/abilities and interests of the participants.

The process of reporting or recording the condition of students. In addition to recording, schools also need to report as a form of school responsibility in the development of students (accountability). The documents for recording and reporting forms that the researchers obtained regarding the condition of students were student main book documents, student attendance lists (attendance), student grade lists, student mutation books, student statistics boards, and report cards.

Management of Facilities and Infrastructure

The facilities and infrastructure in the Bekasi City Elementary School meet the educational standards, namely a land area of 3,820 m2. While the building area is 2,235 m2 in a safe location, avoiding hazards that threaten health, life safety, and having access to the rescue in an emergency.

Financing Management

The leadership and management skills of a principal are essential in the proper use of resources. After the budget is planned, prepared, and received, a school principal is responsible for managing and monitoring the efficient use of various sources and evaluating program results in relation to the stated objectives. All expenses at the Bekasi City Elementary School are managed transparently and are reported regularly to all parents of students.

School and Community Relations Management

The essence of school and community relations is to increase, care, ownership, and support from the community, especially moral and financial support which has been decentralized in the past. What is needed is an increase in intensity and extensity. Therefore, the school is obliged to provide information about the goals, programs, needs, and conditions of the community. On the other hand, schools must also know clearly what the community's needs, hopes, and demands are, especially for schools. In other words, a harmonious relationship must be established between school and society.

Schools and communities have a reciprocal relationship to maintain the sustainability and progress of the community itself. Schools are organized to be able to maintain the positive values of society, with the hope that schools can pass down the values that society has properly and correctly. Schools also act as agents of change, where schools can make changes in values and traditions in accordance with the progress and demands of society in progress and development.

The school's relationship with the community is carried out to bridge the needs needed by the school and the community itself. The school communicates with the community in order to understand the needs of education and community development.

Cultural Management and School Environment

Primary schools in Bekasi City always create a school environment that upholds discipline. Discipline in everything that is applied in school, of course, cannot be separated from the role models set by a leader. For disciplinary students, it certainly leads to time discipline, for example going to school. For teachers and employees, discipline takes the form of administrative discipline, for example, lesson plans, syllabus, journals, whether or not they have a handbook. A leader in giving examples of discipline as a role model for students is an example that students can imitate and students will gradually become accustomed to it.

A safe, comfortable, and orderly school environment creates a conducive teaching and learning process that can be created by cultivating the factors that foster this climate. For example, there has been a school theft or not and how to monitor tight security, and how the school creates a clean and orderly school environment.

Furthermore, in addition to security, cleanliness is also very necessary, because by cultivating cleanliness, a comfortable atmosphere will be created so that all school residents feel at home.

3.2 Supporting and Inhibiting Factors for Implementation of School-Based Management in Bekasi City

Curriculum Management and Learning in Bekasi City

Supporting and inhibiting factors in the implementation of curriculum management and learning. The supporting factors are 1) the participation of the community, both parents and committee. The community around the school is aware of education, so they are very supportive of the activities at this school. 2) The class teacher is complete so that every class must have a class teacher, and no teacher can teach more than one class, except subject teachers. As for the inhibiting factors, among others: 1) Many activities such as competitions or reporting administration tasks that should not be carried out by class teachers, which ultimately interfere with academic/learning activities. 2) Active, Creative, Effective, and Fun Learning requires a lot of money, as well as a lot of energy and time because there are many things that need to be prepared.

Student Management

Supporting and inhibiting factors in the implementation of student management. The supporting factors are: 1) The existence of community participation in developing the abilities of students. The environment around the school is aware of education. Parents care and support their children's education. While the inhibiting factors are: 1) There are students who are not orderly towards school regulations. 2) Sometimes there are parents who are not in line with school policies, for example, parents do not agree if their children participate in competitions or activities at school because the parents are afraid that their children will be left behind in academic matters.

Management of Educators and Education Personnel

Supporting and inhibiting factors in the management of educators and educational staff. The supporting factors are: 1) The teacher is complete and active. 2) The teachers have met all academic qualifications, all have S1 and some even have S2. The inhibiting factor is almost nonexistent, only the lack of school guards and traffic guards.

Management of Facilities and Infrastructure

Seeing developments in Bekasi City Elementary Schools which are progressing rapidly with complete and adequate facilities and infrastructure is a supporting factor for the process of teaching and learning activities which in turn improves the quality of learning.

Financing Management

In terms of financing, the Bekasi City Elementary School did not encounter many obstacles. Apart from government money (BOS), the awareness of students' parents in sending their children to school has been ready since the first entry into this school by filling in voluntary donations, development money, and activities. Children are trained in donations every Monday and Friday, every in class there is also a donation. This greatly supports the implementation of school-based management in Bekasi City Elementary Schools in improving the quality of learning.

Meanwhile, the inhibiting factor of this financing management is the existence of parents who are less able to pay each month. However, the Bekasi City Elementary School was able to anticipate this with cross-subsidies. Where is more able to help the less fortunate. So that in terms of financing, Bekasi City Elementary School is well established.

Management of School Relations with Community

The supporting factor for school and community relations is to increase the awareness, ownership, and support of the community, especially moral and financial support which has been decentralized for a long time. What is needed is an increase in intensity and extensity. Meanwhile, the inhibiting factor for school and community relations is the difficulty of gathering parents and committees for deliberation, because there are different interests and work matters.

Cultural Management and School Environment

Supporting factors for cultural and environmental management in Bekasi City Elementary Schools always creates a school environment that upholds discipline. Discipline in everything that is applied in school, of course, cannot be separated from the role models set by a leader. For disciplinary students, it certainly leads to time discipline, for example going to school. While the inhibiting factor is the personal presence of teachers or children who are less disciplined by arriving late and there are still those who do not maintain cleanliness by throwing garbage out of place.

4. Discussion

In the research on the implementation of School-Based Management in the Elementary Schools of Bekasi City, the components of school management studied were curriculum and learning management, student management, and management of educators and educational personnel. Apart from the school management component, other things examined were the supporting and inhibiting factors in the implementation of School-Based Management.

Curriculum Management and Learning

From the research results, it shows that curriculum management and learning are carried out through 4 management processes, namely planning, organizing, implementing, and supervising and by the essence of School-Based Management, namely autonomy, flexibility, participation, transparency, and accountability. Planning activities can be seen when schools develop curriculum and learning that involves several parties, namely the principal, teachers, and school committees through a curriculum development team meeting. Curriculum development and learning take into account the characteristics of students, teaching staff, school environment, community, and regional potential (flexibility).

The implementation process in curriculum management and learning is in the form of implementing the learning process. The learning process at the Bekasi City Elementary School is carried out with flexibility and participation. The learning strategies used to provide opportunities for students to participate actively, interactively, creatively, and independently. This is by the characteristics of School-Based Management expressed by (Iryani, 2020) that in general the learning and teaching process must be centered on student services (student-centered), which emphasizes the activeness of students in the learning process. The learning activities of students vary, for example, interviews, observations, role play, discussions, presentations, and so on according to the

competencies to be developed. In the learning process, the teacher develops students' personal and social competences by providing direction, understanding, and motivation. The teacher makes use of various learning resources such as the surrounding environment, textbooks, magazines, resource persons, and the internet according to the developed competencies. The teacher uses learning aids in the form of props, LCDs, pictures, posters, original objects, videos, and student worksheets according to the competencies developed. In addition to the learning process, it is also in the form of implementing programs for developing talents and interests of students through extracurricular activities and counseling service activities.

Student Management

The management of students in a school is needed to organize various activities in the student sector so that learning activities in schools are smooth, orderly, and orderly. Student management is carried out including planning, organizing, implementing, and supervising processes as well as by the essence of School-Based Management, namely autonomy, flexibility, participation, transparency, and accountability.

The student planning process is related to the acceptance and orientation of students. Admission of students provides opportunities for all elementary school-age children from various backgrounds, economic status, social status, religion, nationality/ethnicity (flexibility). In Bekasi City Primary School, there is a test selection process or activity for selecting prospective students to determine whether they are accepted or not based on applicable regulations. Prospective elementary school students must be at least 6 (six) years old. Not all prospective students who register at Bekasi City Elementary School are not accepted. This is by the statement (Nurkholis, 2003) which states that to enter elementary school, the principal requirements are the age used and there is no rejection in terms of admission of students, and the position, position or income of the parents / guardians may not be used as the basis for conducting the selection. The procedure for admitting new students starts from the announcement of registration. The school first makes a report on the prediction of new student admissions, then the school makes leaflets and banners about the announcement of new student admission information from such and such dates. Also, the school usually provides socialization through the website and brochures which are distributed to all grades I-VI when the distribution of odd semester report cards (transparency).

Organizing students can be in the form of placement. Placement of students is an activity grouping students into classes or it can be called class division. Class division is done through meetings (autonomy).

Services can be in the form of daily services at school, through extracurricular activities, competition activities, guidance and counseling service activities, and student discipline guidance. Supervision is carried out by evaluating the activities of students as well as recording and reporting. Evaluation of student activities related to curriculum management and learning, namely through assessment. Through assessment, the teacher knows student learning outcomes. Regarding student learning outcomes, teachers need to monitor whether the student learning outcomes have reached the predetermined KKM. For students who have not reached the KKM, the teacher provides remedial services. Meanwhile, for students who have reached KKM, teachers provide enrichment services. Recording and reporting of students in a school is very necessary. (Suryono & Raharja, 2003) stated that the recording of the condition of students was carried out so that the school could provide optimal guidance. Meanwhile, reporting is carried out as a form of school responsibility so that related parties can find out about the development of students in the school. The forms of recording and reporting at Bekasi City Elementary School are student master book documents, attendance lists (attendance), student grade lists, student transfer books, student statistics boards, and report cards (accountability).

Management of Educators and Education Personnel

The management process for educators and education personnel consists of planning, organizing, implementing, and supervising. Planning begins with compiling an analysis of employee

needs in the form of a report. The next plan is the procurement of employees. The Bekasi City Elementary School already has teaching staff and educational staff.

Educator organizing is done by placing teachers and dividing teacher duties in schools. The placement for PNS teachers is by the Decree (SK) received. Meanwhile, the distribution of teacher duties at the Bekasi City Elementary School is determined through a teacher council meeting (autonomy).

Supporting and inhibiting factors

Supporting and inhibiting factors in the implementation of School Based Management in Bekasi City Elementary Schools are grouped into three, namely supporting and inhibiting factors in curriculum and learning management, student management, and management of educators and educational personnel. However, the supporting and inhibiting factors of the three management components are related.

Supporting factors in curriculum management and learning that there is community participation, both parents and school committees in school activities are also supporting factors in student management. This is by the objectives of implementing School Based Management according to the Ministry of National Education (Nurkholis, 2003) namely increasing the awareness of school members and the community in the delivery of education. The existence of community participation in school activities will be able to improve the quality of learning from these schools. However, among the parents of students who care and support their children's education, sometimes some parents disagree with school policies when their children participate in school activities outside of class hours because they are worried that the child is left behind in academic terms. This can hinder the development of students.

The next supporting factor is that the class teachers and their subjects are complete and almost all of them meet academic qualifications, so that every class must have a class teacher, and no teacher teaches more than one class, except subject teachers. These supporting factors are supporting factors for curriculum and learning management as well as the management of educators and education personnel. With complete class and subject teachers, the learning process can run smoothly.

The inhibiting factor is the assumption that Active, Creative, Effective and Fun Learning requires a lot of money, as well as a lot of energy and time because many things need to be prepared. However, in its implementation, Bekasi City Elementary Schools apply Active, Creative, Effective and Fun Learning in the learning process. The next inhibiting factor is the presence of students who are not orderly towards school regulations. Although there are still several inhibiting factors, Bekasi City Elementary Schools still gain trust from outsiders in the implementation of School Based Management.

5. Conclusion

5.1 Implementation of School Based Management in Bekasi City in improving the quality of learning

Curriculum Management and Learning

School autonomy can be seen during curriculum development and learning and the division of teaching tasks for classroom and subject teachers. Flexibility is seen when developing the curriculum by considering the characteristics of students, teaching staff, infrastructure, school environment, community and regional potential as well as the learning process using PAKEM. Community participation is manifested during curriculum development meetings and extracurricular activity training. transparency and accountability of schools when providing student learning outcomes through daily tests, UTS, and report cards.

Student Management

School autonomy is carried out at the time of placement of students. Flexibility is seen at the time of admission of students who provide opportunities for all elementary school age children,

services to students and the preparation of class rules. Participation is realized when working with MBC to carry out intelligence tests of students. The procedure for admitting students is carried out in a transparent manner starting from the announcement of admission selection to the announcement of admission. The accountability of the school is that the school makes notes and reports on the condition of students.

Management of Educators and Education Personnel

School autonomy can be seen during the recruitment of Wiyata Bakti teachers and the division of teacher teaching duties. Participation is realized through teacher training activities to foster and develop teacher skills, but the KKG activities this semester are less active because teachers are making PKG and PKB. Flexibility, that is, the principal allows teachers to ask questions about the difficulties faced in arranging tools and implementing learning which is not done formally, but can be via telephone or sharing directly when relaxed. About teacher coaching, schools have not implemented a written or material reward system for educators who excel. Transparency and accountability, namely the school has an agenda of regular meeting activities to evaluate and structure school performance.

5.2 Supporting factors and obstacles to the implementation of School Based Management in Bekasi City in improving the quality of learning

The supporting factor in the Implementation of School-Based Management in Improving the Quality of Learning in Bekasi City Elementary Schools is the participation of the community, both parents and committee in school activities and the class teachers are complete, active, and almost all of them meet academic qualifications. Administrative staff and school guards are also complete.

The inhibiting factor is the assumption that Active, Creative, Effective, and Fun Learning requires a lot of funds, time, and energy because there are many things that need to be prepared, but in practice, Bekasi City Elementary School can handle it well.

The way to overcome this is: (1) in terms of funds for the Bekasi City Elementary School at the beginning of each semester have budgeted for the learning process with the committee so that it can be co-financed. (2) in terms of time, the teacher has made a Learning Implementation Plan and other learning tools properly and systematically so that the learning implementation process can run well and smoothly according to the appropriate time allocation. (3) in terms of staff, one teacher with another teacher shares and helps to solve existing difficulties and problems, so that it feels light in carrying out their duties.

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