SCHOOL BASED MANAGEMENT IMPLEMENTATION TO IMPROVE SCHOOL QUALITY OF MULTI SITES STUDY IN SDN ALALAK SELATAN 2 AND SDN ALALAK SELATAN 4 BANJARMASIN CITY

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Abstract: The progress of a nation is greatly influenced by the quality of the human resources of the nation's people. School-based management is a management concept that offers autonomy to schools to make decisions in an effort to involve all components of the school effectively and efficiently to improve the quality of education. Research Objectives: (1) Describe the characteristics of school based management, (2) Describe participatory school decision making, (3) Describe the implementation of community empowerment, (4) Describe the implementation of the principle of accountability in the management of education, (5) Describe in depth the achievements education quality. The approach used in this research is a phenomenological qualitative approach with a multisite study design and a constant comparative method. Data was collected using in-depth interviews, role observation and documentation techniques. Informants were selected using purposive techniques combined with snowball sampling techniques. Data collected through various techniques, examined and carried out data reduction, data presentation, and data verification. Checking the validity of the data is done by using credibility, transferability, dependability, and confirmation. After review, the collected data was analyzed by a single case analysis and cross site analysis. The results obtained from this study indicate that schools have characteristics of school based management (outputs, processes and educational inputs), although they have not run effectively due to a lack of understanding of school members about school-based management. Schools implementing school based management have gone through the stages of school based management.

Keywords: School Based Management, Quality Improvement

1. Introduction

With the change in the national education system which was based on Republic of Indonesia Law Number 2 of 1989 concerning the National Education System, it was replaced with Republic of Indonesia Law Number 20 of 2003 concerning the National Education System. The above situation is encouraged by the experience of organizing education in the past which is completely controlled by bureaucratic officers outside the school.

School based management is a strategy to realize effective and productive schools. School based management is a new paradigm of education management, which provides broad autonomy to schools, and community involvement within the framework of national education policies. Autonomy is given so that schools are free to manage resources, sources of funds, learning resources and allocate them according to priorities, and are more responsive to local needs, Mulyasa (2007).

According to Made A (2007), management is the process of integrating unrelated sources into a total system to complete a goal. The meaning of the source here is to include people, tools, media, materials, money, and facilities.

Jalal, F & Supriadi (2001) stated that in this era of autonomy, community participation as a power of control in the implementation of various government programs became very important especially in the field of education

A product has quality if it is in accordance with predetermined standards, these quality standards include raw materials, production processes, and finished products, Nurhayati (2010). In the framework of integrated quality development management, education business is nothing but a "service" business that provides services to its customers, namely those who study in these educational institutions.

School based management is an education management model characterized by school autonomy to make decisions involving all components of the school as well as the involvement of committees and the government's response to symptoms that arise in the community, improving quality and equitable education. Increased efficiency, among others, is obtained through the flexibility of managing resources, community participation, simplifying bureaucracy.

With the existence of School Based Management, it is expected to be able to improve the quality of education which is also oriented towards the process of implementing education, not just input-oriented, which has so far happened to schools in Indonesia.

2. Methods

Observations/research conducted above are known as qualitative approaches. The qualitative research approach chosen is in accordance with several expert opinions, among others Sagala, S (2011) states that qualitative research is a research procedure that produces descriptive data in the form of writing about people or the words and behavior of people who appear. According to Bogdan and Biklen (2003) qualitative research describes the structure of people's social lives in an activity.

Johnson & Christensen (2004) argue that multi-site studies aim to describe more than one site; in obtaining the data can use interview techniques, observation and documentation. The advantages of this multisite design are very possible for researchers to maintain the holistic and meaningful characteristics of observed real life events.

This research is carried out dynamically and gradually and is continuously intertwined. Because this study uses a multi-site study design, the sampling technique is used in two stages. First, a single site study on the first site used purposive and cross-site sampling techniques.

Credibility test is an internal validity that is carried out by carrying out inquiry in such a way that it reaches a level of trust in its findings, and shows the degree of the findings by way of proving the double reality of the phenomenon / data studied.

3. Results and Discussion

School based Management Implementation to improve the quality of multi site study schools: site 1 SDN Alalak Selatan 2 and site 2 SDN Alalak Selatan 4.

A. Characteristics of School Based Management

The optimal performance results in this school, do not conflict with the teacher's understanding of the implementation of school-based management. The learning process went well, because the teachers were given guidance such as training, seminars on the implementation of the 2013 curriculum to be applied in schools. Management of good and correct learning resources is very encouraging in teaching and learning activities at school. Availability of sufficient teachers and graduates who are in accordance with education is very influential on good results in the education process. Management of good facilities and infrastructure is very influential in the success of a learning process.

There are few constraints regarding the implementation of School Based Management, only a few can understand how to implement School Based Management, although in case 2 it has been seen long enough in implementing School Based Management, on site 1 the use of the 2013 curriculum learning model is still in the learning process and on site 2 there are some teachers and schools that have not applied the 2013 curriculum, there are profound differences regarding the availability of learning resources by schools, most of the teachers have experience in their fields, there are even those who have taught for decades, and on the academic field they are already graduated , the condition of facilities and infrastructure on site 1 can be said to be insufficient, due to the lack of books, school teaching aids, and inadequate teacher rooms, libraries and living rooms. Whereas on site 2 the facilities and infrastructure can be said to be sufficiently fulfilled, because only a part of them are still not fulfilled, such as administrative and computer rooms that are not yet adequate. So that found the case in both schools is the need for funds to complete the facilities and infrastructure that still do not meet in school.

Independent schools can be seen from the fulfillment of the school's resource needs, which include the availability of educators and education staff, the availability of school facilities and infrastructure, and the availability of school funds in accordance with the demands of the program. In the management of facilities and infrastructure in these two schools found there were similarities in the management of facilities and infrastructure in accordance with the capabilities possessed by each school.

Table 1:Findings of Cross Site Data Characteristics of School Based Management

School Based Management Implementation	Site 1 SDN Alalak Selatan 2	Site 2 SDN Alalak Selatan 4
Characteristics of School Based Management	• School performance has looked optimal. • The learning process has gone well. • Available learning resources are very lacking or not yet fulfilled. • The professionalism of teaching staff is very good. • Facilities and infrastructure are not sufficient	• School performance has looked optimal. • The learning process has gone well. • Available learning resources are quite complete. • The professionalism of teaching staff is very good • Facilities and infrastructure in schools can be said to be sufficiently fulfilled

In the Characteristics of School Based Management data is obtained as contained in the following picture:
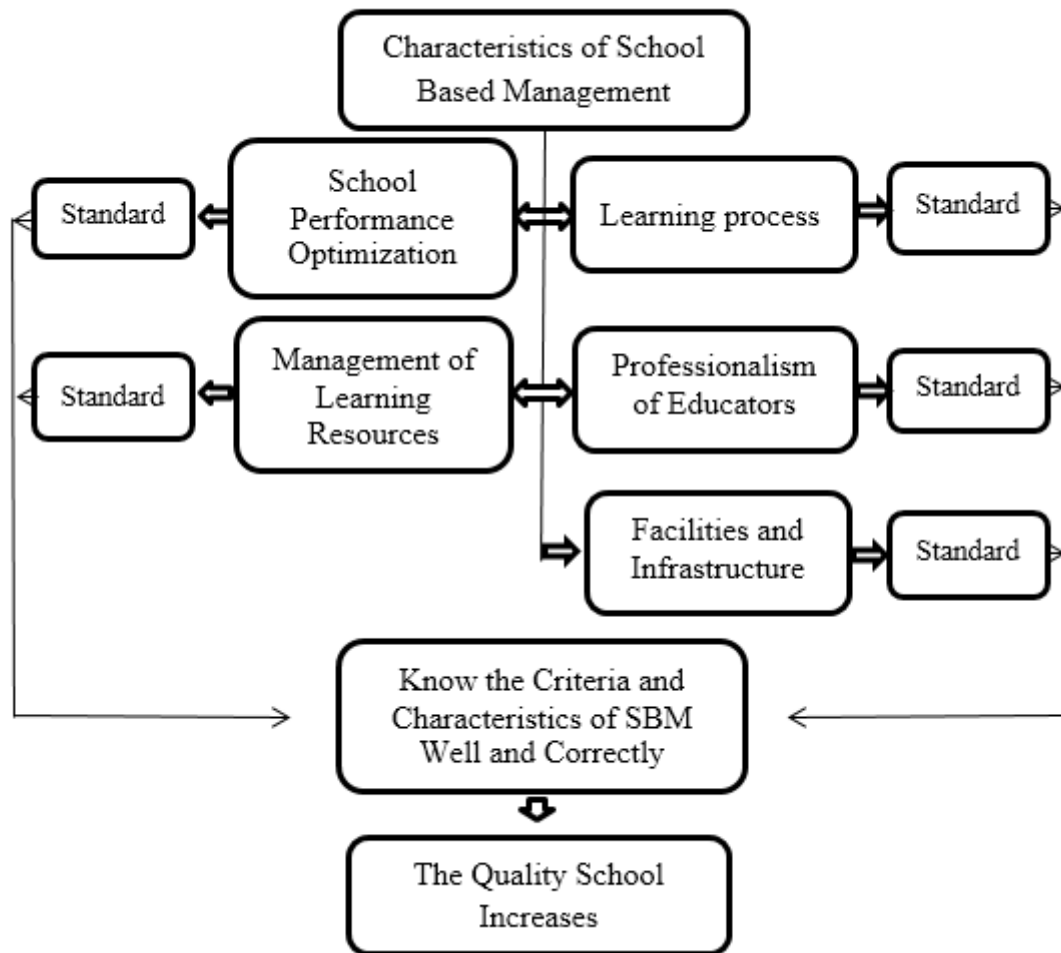
Picture: 1 Characteristic Diagram of School Based Management

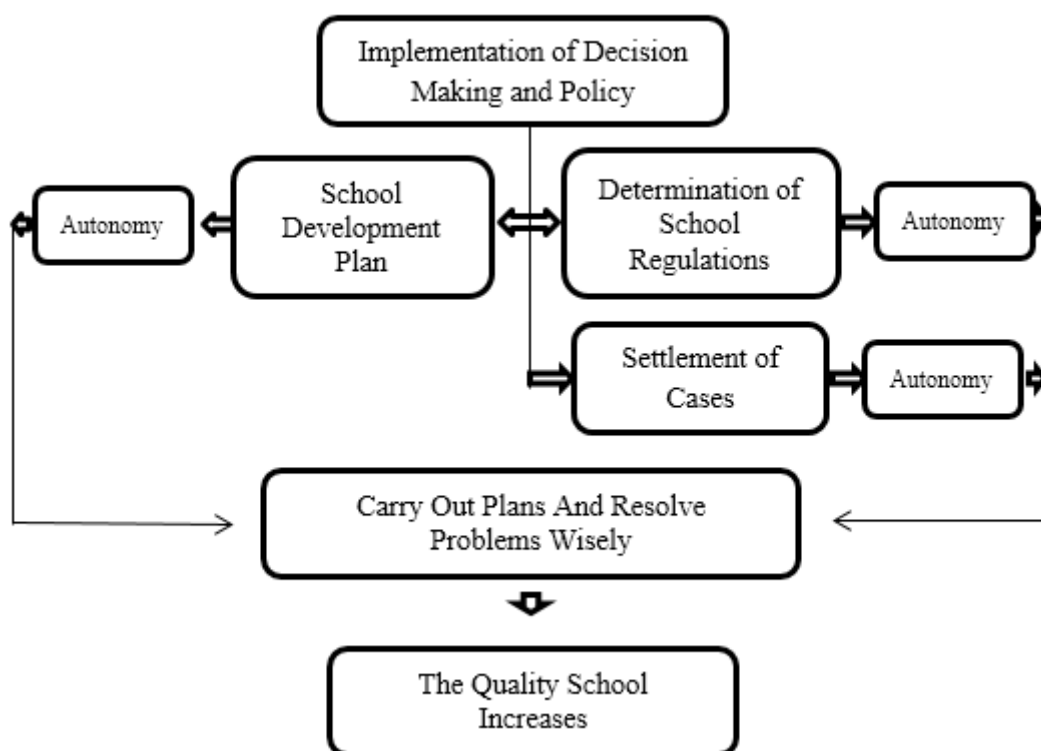B. Implementation of Decision Making and Policy

The existence of a long-term school plan, will determine the success of qualified graduates, the School always has rules that have been approved by the school community and must be carried out by all school members, so that good cooperation is needed between school members in implementing school regulations in order to realize disciplined schools, Management problems that are in school such as completing cases that are often faced by the school will help in the running of teaching and learning activities at school. Like completing the case of students who drop out of school, the teacher is obliged to investigate the cause and encourage students to continue to carry out learning activities at school.

Rationality is roughly defined as attention or partiality in the selection of certain behaviors from a system of values that can be evaluated. The teacher plays a role in serving students and parents of students in all matters. One of them is in solving cases that are in school. In research in two schools, there were various cases experienced by each school and the teacher was responsible for investigating and resolving cases experienced by the school. So that helps in the course of teaching and learning activities in schools, design steps and identify through 4 stages: Making a diagnosis, finding alternative solutions, analyzing and comparing alternatives and choosing plans taken. Therefore it is necessary to balance between individual interests and the goals to be achieved by the organization.

Table 2: Findings of Cross Site Data for Participatory Decision Making Policy

School Based Management Implementation	Site 1 SDN Alalak Selatan 2	Site 2 SDN Alalak Selatan 4
Participatory Decision Making Policy	• The school's long-term plan is expected to be a coveted educational institution for the community. • School regulations have been applied to both teachers and students. • There is a problem that is differences in attitudes for children who attend learning.	• The school's long-term plan is to establish good relations between school people in determining school policy. • School regulations have been implemented by all school residents. • Found a problem, namely the frequent occurrence of commotion in school

The implementation of decision making and policy on the two sites found data as contained in the picture below:

Picture: 2. Implementation Decision Making and Policy Diagram

C. Increasing School and Community Relations

Increasing school relations with parents of students to improve student learning activities such as establishing communication between teachers and parents of students about student learning outcomes, and for the progress of the school then deliberations were conducted which also needed the parents' role in decision making, Improving school relations with surrounding communities schools can be established through community relations provided by the community, so that good cooperation between the school and the community can be carried out. Improving school relations with other parties can be carried out by collaborating with various parties which of course benefit one another.

The authority that relies on schools is at the core of SBM which is seen as having a high level of implementation and provides the following advantages: 1. School policies and authorities have a direct influence on students, parents and teachers, 2. Aiming at how to utilize local resources, 3. Effective in guiding students such as attendance, learning outcomes, repetition rates, dropout rates, teacher morale and school climate, 4. There is shared attention to making decisions, empowering teachers, school management,

school redesign and planning changes. Program for cooperative relations between schools and communities and conflict resolution. A conflict involving the relationship between the school and the community can be resolved through various means, namely by rational decision making, persuasion, and negotiation.

Table 3: Findings of Cross Site Data on School and Community Relations

School Based Management Implementation	Site 1 SDN Alalak Selatan 2	Site 2 SDN Alalak Selatan 4
Increasing School and Community Relations	• The relationship between the school and the parents of students can be said to be lacking. • The relationship between the school and the surrounding community looks quite good. • School relations with certain parties are going well.	• The relationship between school and parents is very good. • The relationship between the school and the surrounding community can be well established. • School relations with certain parties are going well.

D. Application of School Accountability

To enforce the transparency of the program implemented by the school, information is provided openly on school education activities to related parties and involves parents of students and the community in developing plans regarding school programs. To maximize the transparency of school finance with the subsequent planning of school budgets in one year which are arranged into a draft of school budget activities so that they can be submitted to the education office to request approval, such as granting school operational costs funds which will later be reported back to the parties concerned regarding acceptance and expenditures used by schools.

The results of the study on program transparency in both cases did not differ. Both schools make plans that will be implemented and accounted for by reporting to relevant parties.

Table 4: Findings of Cross Site Data for Application of School Accountability

School Based Management Implementation	Site 1 SDN Alalak Selatan 2	Site 2 SDN Alalak Selatan 4
Application of School Accountability	• Transparency of the program is to make plans that will be implemented by the school together with the community • The form of transparency is by inviting the committee and parents of students in planning to prepare the school budget.	• Transparency of school programs is to provide information openly regarding accountability for school activities • • Forms of transparency are always reporting to teachers, committees and parents of students regarding plans and reports on the use of BOS funds

E. Quality of Education

Achievement of quality seen in the aspect of academic achievement has succeeded in graduating 100% of students in national examination activities each year. Achievement of quality seen in aspects of non-academic achievement is in the top 5 in the city level, as evidence that schools can create a balance of education between academic and non-academic. Quality in the field of education includes the quality of inputs, processes, outputs, and outcomes. Educational inputs are declared as quality if they are ready to process. Quality education process if able to create an atmosphere that is Active, Creative, and Fun Learning. Output is declared quality if academic and non-academic learning outcomes. Outcome is declared quality if graduates are recognized by all parties.

Table 5: Findings of Data Between Educational Quality Sites

School Based Management Implementation	Site 1 SDN Alalak Selatan 2	Site 2 SDN Alalak Selatan 4
Quality of Education	• Academic Quality Graduated from the 100% National Examination in the past three years and the UN results were equivalent to the superior schools. • Quality of Non Academic Champion 1 of the O2SN men's badminton competition. Alalak Group 2017. Champion of hope 2 Mathematics Science Olympiad competition. Banjarmasin Alalak cluster 2018	• Academic Quality Graduated from UN 100% of students for five consecutive years. • Quality of Non Academic Champion 3 women's O2SN Badminton competition. Alalak 2018 Group. Champion 2 in drawing competition at the SD / MI level in Banjarmasin city 2017

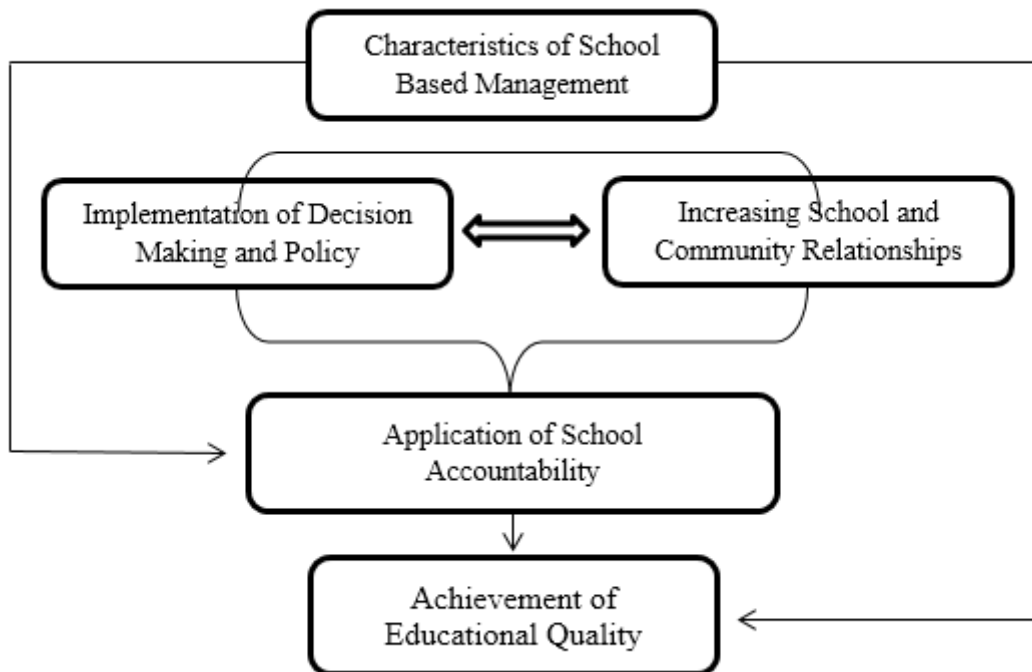The quality of education at these two sites is highly developed as shown in the picture below:

Image: 3 Educational Quality Diagram

4. Conclusion

The implementation of school-based management applied in the Alalak Selatan 2 Banjarmasin state primary school and the Alalak Selatan 4 Banjarmasin elementary school that deals with the characteristics of school-based management, formulation of decision and policy making, improvement of school relations with the community, implementation of school accountability, quality of education already underway well and has fulfilled the criteria and education standards of a school institution.

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