



Implementation of School Based Management in Elementary School 2 Penujak District Praya Barat, Central Lombok Regency

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Abstract

This study aims to determine the implementation of School Based Management (SBM) in the field of curriculum and learning, students, and educators and education staff at elementary school 2 Penujak, Praya Barat District, Central Lombok Regency. Research uses a qualitative approach using a case study. The type of data of this research are primary data and secondary data. The primary data material in this study was in the form of interviews with the principal, teachers and administrative staff. The secondary data material in this study is data on the state of elementary school 2 Penujak, organizational structure, human resources and so on. Data collection techniques in this study are: (1) interviews, (2) observations and, (3) documentation studies. Various data collection techniques (triangulation), and carried out continuously until the data is saturated. Checking the validity of the data in qualitative research includes four techniques, namely credibility, transferability, dependability, and confirmability. The results showed that the implementation of School-Based Management in SD Negeri 2 Penujak was carried out through 4 management processes, namely planning, organizing, implementing, and monitoring as well as in accordance with the essence of School-Based Management (SBM) namely autonomy, flexibility, participation, transparency and accountability.

Keywords: *Implementation; School Based Management; Elementary School*

Introduction

School is a complex organization where there are various elements and dimensions that are interrelated and support each other, the implementation of education and teaching activities in schools requires regulation, direction, mobilization, coordination of the principal to synergize all elements that support the process of education and teaching in the school environment (Hakim and Fahrudin, 2019). School Based Management (SBM) is an educational management paradigm, which gives broad autonomy to schools, and community involvement in the framework of national education policies (Pasaribu, 2017). Autonomy is given so that schools are free to manage resources, sources of funds, learning resources and allocate them according to priority needs, and are more responsive to local needs (Usman, et al., 2016). School Based Management (SBM) is a constituent that holds greater control in every incident at school (Marni and Samino, 2015). These basic elements become non-structural institutions called school committees whose members are principals, teachers, administrators, parents, community members and students (Syam, et al., 2017).

Community involvement in the management of schools, the government will be helped both in the control, evaluation, improvement of quality and in financing education services so that education will be of higher quality (Nurokhim, 2017). Quality education is inseparable from the role of the teacher who is directly dealing with the students. The management aspect is a necessity for an organization that wants its implementation to run effectively and efficiently. So that the existence of School Based Management (SBM) is expected to improve the quality of learning.

To improve the quality of curriculum and learning, excellent service to students, and professional, effective and efficient educators and education personnel, SD Negeri 2 Penujak tries to apply the concept of school-based management (SBM). School Based Management (SBM) is an educational management paradigm, which gives broad autonomy to schools, and community involvement in policy frameworks. School Based Management (SBM) provides opportunities for school principals, teachers, and students to innovate and improvise in schools, relating to curriculum, learning, student, educator and education personnel and so forth, which grow from activity, creativity, and professionalism owned in order to improve the quality of education.

The existence of School-Based Management (SBM) is expected to implement curriculum and learning, service to students and increase the ability of education and education personnel to be carried out as well as possible and in accordance with the objectives of national education and relevant to the demands and development of society. The implementation of School Based Management (SBM) in Penujak State Elementary School 2 is also expected that problems related to education can be resolved or minimized.

The quality of education can be improved, if educators and education staff have high professionalism and performance, especially in terms of discipline (Badru Z, 2019). Quality education is also determined by how the principal's leadership in implementing education management in schools is good including managing curriculum and learning, students, education personnel, infrastructure, finance, and school relationships with the community (Setyaningsih, 2019). Principals as motivators, teachers need to be motivated by giving special attention and treatment, so that educators can optimally carry out their duties and functions so that curriculum and learning can be fulfilled (Mukhtar, 2015). Likewise, financial management and school facilities. Financial management is adjusted to the school program transparently, the use of infrastructure facilities to support the success of schools needs to get good management by maintaining the integrity and cleanliness of the school environment. Especially in the management of students as educational objects that have a variety of backgrounds and characters certainly require excellent management.

According to Barlian (2013) SBM in Indonesia was introduced since 1999, SBM was chosen as one of the formal alternative choices for managing the implementation structure. Decentralized education by placing schools as the main unit for improving the quality of schools. According to Myers and Stonehill in Nurkolis (2003) School Based Management is a strategy to improve education by transferring significant decision-making authority from the central and regional governments to individual schools. SBM is centered on the resources available at the school itself, thus allowing principals, teachers, students, parents, and the community to have control in the education process while providing responsibility in every decision making.

The existence of this regional autonomy policy is very beneficial for schools, because schools will be more flexible in developing educational curricula and management of human resources, especially educators and educational staff they have more professionally. In addition to the freedom to determine the curriculum, this regional autonomy policy will also improve its achievements, because decisions are not entirely dependent on government regulations (Nurkolis, 2005). School Based Management (SBM) is a constituent that holds greater control in every incident at school. These basic elements become non-

structural institutions called school committees whose members are principals, teachers, administrators, parents, community members and students (Suwandi, 2011).

Even though SBM has been implemented in schools, the reality in the field is not yet fully implemented. The application of the SBM concept in schools still faces quite complex problems, related to the readiness of educational resources. Based on the results of the field study found various problems in the implementation of SBM in schools, including: (1) the concept of SBM has not been fully and correctly understood by the stakeholders; (2) resistance to change due to interests, technical and managerial incapacity, or being late to traditions and norms that have crystallized within the school and education department; (3) difficulties in applying the principles of SBM (independence, cooperation, participation, openness, and accountability); (4) the participation of school community stakeholders is not optimal and (5) the team is not yet compact in implementing School Based Management (SBM). Mulyasa (2002) revealed that the functions that can be worked on by schools in the implementation of school-based management include the management of teaching and learning processes, planning and evaluation, curriculum management, management of facilities, management of facilities, financial management, student services, school and community relations and management school climate.

Community involvement in the management of schools, the government will be helped both in the control, evaluation, improvement of quality and in financing education services so that education will be of higher quality. Quality education is inseparable from the role of the teacher who is directly dealing with the students. So that the existence of School Based Management (SBM) is expected to improve the quality of education in schools. According to the Directorate General of Basic Education (2013) stated the positive impact of the School-Based Management (SBM) development program including improving school management that is more transparent, participatory, democratic and accountable. Implementation of School-Based Management (SBM) also provides an increase in student-centered learning with active, creative, effective and fun learning strategies (PAKEM), as well as increased community participation in education in elementary schools.

The reality that occurs with the implementation of regional autonomy and the implementation of school-based management, is also likely to face problems in the quality of education. According to Mulyasa (2002) the ability and political will of the government (political will) as the person in charge of education to be consistent and sporty in supporting the implementation of SBM, the readiness of human resources managers and practitioners of education in the area, public awareness of education.

The initial observation results are that the Elementary School 2 Penujak, Praya Barat Subdistrict, Central Lombok Regency is a school that is in great demand by students and parents. Every acceptance of new students (PPDB) an increase in students. That is because SDN 2 Penujak has quite good academic and non-academic achievements. Academic achievements that have been achieved are: first, enter 10 MIPA nominations at the sub-district level, second, first place at the subdistrict level subject competition, while non-academic achievements are: first, second place at the district level student chess competition, second, second place at the district level student badminton competition , third, champion at the sub-district level of walking, fourth, champion at the sub-district level soccer student, fifth at the district level carnival competition. This success is certainly inseparable from the school management carried out by school principals and school residents with the optimal implementation of School Based Management, particularly in the fields of curriculum and learning, in the student field and in the field of educators and education staff. This achievement shows that the principal's leadership, professionalism of educators and education staff as well as community participation in SDN 2 Penujak, Praya Barat District, Central Lombok Regency are going well.

The elementary school 2 Penujak is one of the schools that have obtained and maintained the trust of the community in sending their children to school there. That is all because SDN 2 Penujak has carried

out an education based on national character and entrepreneurship that is applied in order to form a generation that is pious, resilient and independent. Now many students who have enrolled in elementary school 2 Penujak come from the surrounding environment and from various other regions. Based on the description above, the writer is interested in conducting a research entitled: "Implementation of School Based Management in Penujak State Elementary School 2, Praya Barat District, Central Lombok Regency".

Method

This research uses a qualitative approach using a case study. The point is that qualitative research often uses interviews, observations, document reviews, survey results, and any data that can describe a case in detail (Mulyana, 2010). So the boundaries of case studies include: 1) The research objectives can be human, events, setting, and documents, 2) The targets are explored in depth as a totality to find out the relationship between the things being measured (Damaianti and Syamsuddin, 2009). This research was conducted at elementary school 2 Penujak. The samples in this study were the Principal, Teachers, Committees, School Supervisors, Students, and Parents.

The type of data of this research are primary data and secondary data. The primary data material in this study is in the form of words and actions as well as written data obtained from elementary school 2 Penujak in this case the results of interviews from the principal, teachers and administrative staff. Secondary data is data obtained from other relevant sources. The secondary data material in this study is in the form of data on elementary school 2 Penujak, organizational structure, human resources and so on. Data collection techniques in this study are: (1) interviews, (2) observations and, (3) documentation studies.

Data analysis is data obtained from various sources, using various data collection techniques (triangulation), and carried out continuously until the data is saturated (Sugiyono, 2015). Meanwhile, according to Damaianti and Syamsuddin (2009) data analysis focuses on words, people's actions that occur in certain contexts that are seen as relevant aspects. The validity of the data is very important in research, because it will guarantee the reliability of the data in solving the problem under study. In qualitative research, researchers are the main instrument. Therefore, the findings or data can be declared valid if there is no difference between what the researcher reports and what actually happened to the object under study (Sugiyono, 2015). According to Damayanti and Syamsuddin (2009) examination of the validity of data in qualitative research includes four techniques namely credibility, transferability, dependability, and confirmability.

Result and Discussion

1. Curriculum Management and Learning

Curriculum management and learning is one part of School Based Management. Curriculum management and learning are very important to be implemented so that learning activities can be carried out effectively and efficiently. Curriculum management and learning include planning, organizing, implementing and monitoring activities.

a. Planning

In terms of planning, schools are given the authority to develop curriculum and learning in accordance with the state of the school (autonomy). In developing curriculum and learning, there are several things to consider. Some things that need to be considered in developing curriculum and learning are explained by the head of elementary school 2 Penujak:

“Yes, the environment is usually, the ability of the environment, the carrying capacity of the community, the potential of the community and the area as well. If from within yes the ability of educators, Sarpras including calculations, then the environment. If the characteristics of students are also yes, we see from the environment.”

Based on the explanation above, it can be concluded that the curriculum in elementary school 2 Penujak was developed by considering the characteristics of students, educators, infrastructure, school environment, potential of the community and the region (flexibility).

Curriculum development and learning involve several parties. The parties involved in curriculum development, as explained by the fifth grade teacher:

“All teachers and committees, if parents have been represented by the committee. Those who consider because those who understand well about the state of this school environment. The school gets input from them, we then consider and decide.”

Based on the statement above, it can be concluded that curriculum development and learning in SD Negeri 2 Penujak involve principals, teachers, school committees, and district supervisors (participation).

In addition to developing a national curriculum, elementary school 2 Penujak also develops a local content curriculum. Local content is a curricular activity that aims to develop competencies that are tailored to the characteristics and potentials of the region, including regional excellence. A statement about the local content applied at elementary school 2 Penujak is conveyed by the fifth grade teacher:

“There are 3 local contents in SD Negeri 2 Penujak, namely Sasak, English and Arabic. Sasak language is compulsory by province, English and Arabic are mulok determined by the school. Sasak and English are taught from grades 1 to 6, but Arabic is only grades 4 through 6.”

In developing curriculum and learning, schools must describe curriculum contents in more detail and operationally into annual programs, semester programs and so on in the form of learning tools. The curriculum and learning tools compiled by the school delivered by the Principal, are:

“All, actually now the curriculum is made by schools starting from syllabus, annual programs, semester programs, many. Each class makes semester, syllabus and lesson plans programs.”

Therefore, it can be concluded that the curriculum and learning tools compiled independently by the school are annual programs, semester programs, syllabi, and lesson plans for each subject compiled by their respective class teachers (autonomy). In addition to these tools, researchers obtained educational calendar documents and lesson schedules compiled by elementary school 2 Penujak, Praya Barat District.

Based on the explanation above, it can be concluded that in planning, schools develop national curriculum and local content. In developing curriculum and learning, schools describe curriculum content in more detail and operationally into learning tools such as annual programs, semester programs, syllabus, lesson plans, KKM, educational calendars, and lesson schedules.

b. Organizing

Organizing in curriculum management and learning is related to organizing in the management of educators and educational staff. Organizing in the form of division of teaching tasks for class teachers is to be responsible for teaching a particular class or for subject teachers (autonomy). Organizing was also

realized in the form of school organizational structure. Researchers obtained documents on the distribution of teaching tasks and the organizational structure of elementary school 2 Penujak, West Praya District.

c. Implementation

The phase of implementing the curriculum is the stage of implementing learning. The learning process at SD Negeri 2 Penujak was conveyed by the school principal at the time of the interview:

“The learning process at this school is carried out with Active, Creative, Effective and Enjoyable Learning, abbreviated as PAKEM. The learning process at this school often uses the PAKEM approach, which is Active, Creative, Effective and Enjoyable Learning.”

Based on the results of interviews about the learning process, it shows that the learning process in Penujak State Elementary School is carried out with an active, creative, effective and fun learning approach (PAKEM). Students are required to be active in learning. In this case, active is not only physically active but also mentally. Students are also required to be creative in completing their assignments. In the selection of methods and media, the teacher also considers which is more effective in learning and is fun for students. The learning strategies used provide opportunities for students to participate actively, interactively, creatively, and independently. Learners' learning activities vary, for example interviews, observations, role playing, discussions, presentations and so on. In accordance with the competencies to be developed. In the learning process, the teacher utilizes learning resources such as the environment, textbooks, magazines, resource persons and the internet in accordance with the developed competencies. The teacher uses learning aids such as visual aids, LCDs, drawings, posters, original objects, videos, student worksheets or modules tailored to the competencies developed.

d. Supervision / Evaluation

Supervision is carried out to measure the success of learning activities. The way teachers assess student success in learning is through assessment. Learning assessment carried out includes an assessment of the process and learning outcomes. The statement is in accordance with the statement of Teacher Grade VI, that to assess the success of students in learning, i.e.:

“Yes, to find out the success of students is usually done assessment. Assessment can be done when the child is following a learning or assessment process, also after completion of learning called the formative test there.”

Based on the statement of the results of an interview with the teacher of SDN 2 Penujak above, that the assessment of learning carried out includes an assessment of the process and learning outcomes. The assessment process is carried out during the learning process of how students are active, collaborated, and creative. While the assessment of learning outcomes is carried out after the learning activities take the form of tests or formative tests and products, in addition to that the teacher also uses a fortopolio (transparency) assessment. This was evidenced by the lesson plan (RPP) document. In the assessment section also mentioned that the assessment used to determine student learning outcomes is through the assessment process and results. Furthermore, the research instrument used applies test and non-test techniques. Test techniques can be in the form of oral tests or written tests. Non-test techniques, instruments used in the form of observation sheets or observations to assess cooperation in groups, student activity in learning, and children's attitudes in daily life. Through assessment, the teacher knows student learning outcomes.

Regarding student learning outcomes, the teacher needs to monitor whether the student's learning outcomes have reached the Minimum Mastery Criteria (KKM) specified by the teacher. The way the teacher monitors student learning outcomes is stated by the class VI teacher:

“Usually we put our grades in the list of values, we know the ability of children, at least if the poor learning outcomes we pay more attention during the learning process. When we study around, if not yes at a student guardian meeting, I often say this is his son at school like this. Because we can't, schools only arrive at 13.40. When a lot of time at home, parents must get involved in the education of their children.”

Based on the interview results above, it can be concluded that the teacher monitors student learning outcomes by paying attention to student grades in the grade book, then the teacher pays special attention to students during the learning process, asks what material is not yet understood by students, and provides assistance when students experience trouble. In addition, the teacher also communicates student learning outcomes to parents so that parents can help students learn at home so they can achieve the minimum completeness criteria (KKM). That's because most students are at home.

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, and then follows up. Follow up activities undertaken by schools are remedial and enrichment services. Remedial services are aimed at students who have not yet reached the minimum completeness criteria (KKM) 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 accountability to parents.

2. Student Management

Management of students in schools is needed to organize various activities in the field of students so that learning activities in schools are smooth, orderly, and organized. Student management includes planning, organizing, implementing, and recording / reporting activities.

a. Planning

Planning activities related to the activities of admission of new students. Acceptance of students provides opportunities for all elementary school age children from various backgrounds in economic, social, religious, national / tribal status (flexibility). The statement was conveyed by the school principal, that:

“Acceptance of free students, anyone can register as long as they meet the requirements, especially at the age of being able to read, write, and interview parents. Not affected area.”

Based on the results of the interview above, it can be concluded that elementary school 2 Penujak provides an opportunity for elementary school age children to register and hold a selection process or selection activities for prospective students to determine their acceptance or not based on applicable regulations. Prospective elementary school students are at least 6 years old. All prospective students who register at elementary school 2 Penujak may not be accepted.

After the students are accepted, new students need to know the condition of the school they will be in elementary school 2 Penujak has an introduction to the school environment or a new student orientation period which is usually held for 3 days. The activities carried out during the orientation period are explained by the grade 1 teacher:

“For orientation activities, new students usually take 3 days. Starting from the first day, the introduction of the school environment first, not directly to the lesson, the introduction of the teachers, the environment, especially the bathroom. Then if you don't buy snacks in the cafeteria, you don't have to go to the front because the road for Rayadan is indeed not allowed to buy snacks outside. Then the page is here, if it's sports here. Yes, that's the important thing is the class. As for the teacher, what is important is the class I teacher, the religious teacher, the sports teacher, the principal and the other teacher's friends while walking. At that time, teachers and students introduced themselves to help students adapt to the new school environment. Previously the one who got up in the afternoon at Penujak Public Elementary School 2 could no longer be like that. What is clear is that the teacher and student adapt to each other, adjusting each other's characteristics of the beginning of what students, then we invite to be able to adapt to friends, classmates, continue to be taught also habits such as ceremonies that usually in kindergarten have never been a ceremony, keep on the good line Like what.”

Based on the explanation above, it can be concluded that the planning process of students relating to student acceptance and orientation of students. Admission of new students provides opportunities for elementary school age children and selection is held. The introduction of new students to the school environment or the orientation period is carried out for three days, in which new students are introduced about the habituation in the school environment.

b. Organizing

Organizers in student management can be in the form of placement. Placement of students is a grouping of students into class or can also be called premises class division. As stated earlier, SD Negeri 2 Penujak limits grade 1 students to only 2 classes. The class division is explained by the class 1 teacher:

“Before class division is held, firstly a meeting is held with the school principal, teachers and school committee, after class promotion and distribution of report cards. If class 1 is divided in detail, because the initial abilities of children do not know yet, we divide randomly, there is no specific division, for example class 1A for the smart and class 1B for the bodo or vice versa is not like that. But at random there are no groupings, we are the same. Sometimes to make it easier to fill in our parent numbers, alphabetically according to the parent of A and B, the lower parent enters C and D, and that doesn't have to be because on average they ask for themselves. So it depends on where the child is comfortable. We don't discriminate, we treat everyone the same. And the relationship between the students themselves who asked for it together was like that. So the guardian of students who proposed.”

Therefore, it can be concluded that the division of classes in elementary school 2 Penujak is done through meetings (autonomy). The distribution of students in grade 1 is done randomly, even though the school already knows the child's initial ability through the entrance test. Class divisions are also based on familiarity between new students. Usually guardians of students who propose to the school and the school does not force. So there are no specific criteria for class division. All new students are considered to have the same ability.

c. Implementation

Implementation activities in the management of learners are manifested in service activities. Services for students by paying attention to the talents / abilities, interests and special needs of students (flexibility). Services can be in the form of daily services at school, through extracurricular activities, or competition activities. Extracurricular activities are one of the ways to foster students' talents and interests. In this case students are given the freedom to choose extracurricular activities programmed according to their talents and interests. The types of extracurricular activities carried out at elementary

school 2 Penujak include the reading and writing of the Qur'an, chess, badminton, mini soccer, making plaiting, and the art of music.

Class rules are arranged and agreed upon by students and teachers (flexibility). This is in accordance with the statement of grade VI students that the order in their class is:

“For example, if you don't attend school, send a letter, then if you don't give a letter, usually WA parents go to the class group or Japri to their homeroom teacher. If for example, if you don't pick it, you have to pick it up the next day. When it comes to lessons, for example the teacher is explaining, if there is anything unclear, don't ask first, asking if the teacher has finished explaining the subject matter. You can't play in class, when you're in class you can't talk with your friends, talk to yourself. If someone eats in class during class then they are told to share it with all classmates. The code of conduct that makes the sameement with each homeroom teacher.”

Based on the results of the interview above, it can be concluded that the class rules are prepared and agreed upon by students and teachers, the rules that are usually agreed upon are related to pickets, the learning process, and doing homework. Implementation in student management is manifested in daily service activities at school by paying attention to the talents / abilities and interests of students, through extracurricular activities, and competition activities. Services for students not only pay attention to talents / abilities and interests, but also the special needs of students. To determine the ability of students in terms of intelligence, the school collaborates with the Motivation Building Center (MBC) to conduct an intelligence test. The school also has a guidance and discipline program for students.

d. Recording and Reporting

In order for schools to be able to provide optimal guidance to students, complete data is needed about students. Therefore, schools need to take notes on the condition of students. In addition to recording, schools also need to do reporting as a form of school responsibility in the development of students (accountability). The documents of recording and reporting forms that researchers obtained about the condition of students are student master book documents, student attendance lists, student grades, student mutation books, student statistics boards, and report cards.

3. Management of Educators and Educational Personnel

The management of educators and educational staff includes the planning, organizing, implementing and monitoring processes.

a. Planning

The first scope of management of educators and education personnel is the procurement of employees. Employee procurement as conveyed by the class teacher as follows:

“For the procurement of teachers, a selection which was previously announced through the Committee, Website and school notice board with conditions in accordance with the qualifications was held.”

Based on the opinion of the interview results above, it can be concluded that the procurement and transfer of teachers in elementary school 2 Penujak especially for PNS teachers has been determined by the district government namely the Education Office based on reports from schools about the condition of teachers. Whereas for non-permanent teachers (GTT), the recruitment is by registering with schools, after

there is an announcement of acceptance or registration of teachers, for people who want to register usually come in person, bringing administrative requirements and taking a selection test. From the results of the administration and selection tests, they were then deliberated by the principal together with the teachers and the school committee.

b. Organizing

The organization of educators and education staff is carried out by division of tasks in schools. The division of teacher assignments in elementary school 2 Penujak is determined through a teacher council meeting (autonomy). This was explained by the Principal at the time of the interview as follows:

” I submit here that we do not immediately decide on the assignment of educators, but usually through a teacher council meeting first. We discuss it with a variety of considerations so that the teacher's decision is taken, for example teacher A gets a teaching assignment in class I, teacher B in class IV and so on. The decision was taken also through a meeting, not origin. Usually the division of tasks is displayed on the teacher statistics board and recorded in the school monthly report.”

The results of the interview are supported by the school monthly report, in the part of the teacher's condition where there is a division of teaching assignments from class I to class VI in addition, supported by the document on the distribution of teacher's tasks in the teaching and learning process which is determined by the meeting of the curriculum development team KTSP and K13. The researcher also obtained a document on the organizational structure of elementary school 2 Penujak, which contained the division of teacher's work. Based on the results of interviews and documents obtained by researchers, it can be concluded that the distribution of educator assignments is done through meetings. Meetings are usually held after class promotion. The division of educators' assignments is displayed on the teacher's state board and recorded in the school's monthly report.

c. Implementation

Guidance and development of educators and education staff can be done through training activities. Teacher training activities are described by grade 3 teachers as follows:

“Training activities are usually programs from above, for example training programs on the curriculum are usually those that determine the education office, schools that prepare teachers to take part in training. If the elementary school is not strong enough to hold education and training. As for the activities of the Teacher Working Group (KKG), it usually discusses obstacles about learning, about contests, which is a lot about students. Usually discussing questions for the exam. Yes that is often discussed problems in the teaching and learning process. Activities that are directly related to teaching and learning activities. Usually held every Saturday after the first break. Around 9 o'clock, that's routine. That is for teachers, if there is a special principal for the school, sir, the name is the Principal Working Group (KKKS), usually called K3S. If that is the scope not for one group but one sub-district.”

Based on the results of interviews and documentation obtained by researchers, it can be concluded that to foster and develop the ability of teachers, conducted through teacher training activities. Teacher training activities at school usually go through work meetings. Whereas training activities such as education and training are usually determined by the District Education Office. At the cluster level there is training for teachers and principals called KKG (teacher working groups) which are usually held every Saturday. Specifically, for school principals, there is a K3S which is held every Thursday where the scope is not only the level of the cluster but also one district.

d. Supervision

As a form of guidance and supervision of the teacher, the principal has an agenda of learning supervision activities. The school principal has an agenda for supervision of learning activities, which are usually carried out at the beginning of the semester to check the completeness of the learning tools, then in the middle of the semester to supervise learning activities in class. Furthermore, supervision at the end of the semester to check the readiness of the final test, student grades, and writing report cards. This was stated by the principal as follows:

“There is. Beginning of the year, supervision of each class, administration, learning, then in the middle of the semester whether the teacher makes the questions or not, then the end of the year. Usually 4 times the minimum. At the beginning of the year, to check the semester program, annual program, syllabus, lesson plans and so on whether the teacher makes it or not. Usually the beginning of the semester is like that. Then usually the learning process, the end of the year to check class VI data usually, making reports whether it has entered the mother book or not, the value of children, then the report book is ready or not. Whereas for one song is usually temporary at any time.”

Based on the results of the interviews and the documents of the class supervision program, the school principal supervises the teacher in relation to the preparation of the learning tools and the implementation of the learning process. Supervision activities carried out three times in one semester, namely at the beginning, middle and end of the semester.

Conclusion

Based on the results of research and discussion it can be concluded that the implementation of School Based Management in elementary school 2 Penujak is carried out through 4 management processes, namely planning, organizing, implementing, and monitoring and in accordance with the essence of School Based Management (SBM) namely autonomy, flexibility, participation, transparency and accountability.

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