Implementation of School-Based Management: A case study at the Islamic Junior High School of Al Mawar Kolaka, Southeast Sulawesi, Indonesia

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Abstract

This study aims to determine the implementation of school-based management at the Islamic junior high school of Al Mawar Kolaka, Southeast Sulawesi, Indonesia. This research is a qualitative research located in the Islamic junior high school of Al Mawar Kolaka. Data collection was obtained through observation, interview and documentation. While the data analysis is carried out inductively which is more concerned with meaning than generalizing the data by using two approaches, namely the scientific approach and the methodological approach. The data sources of this research consisted of directors, principals, teachers and supervisors. The results show that the implementation of school-based management in the academic field at the Islamic junior high school of Al Mawar Kolaka has been going well, and has given various positive effects in improving the quality of the school.

Keywords: School-Based Management; Islamic Junior High School of Al Mawar Kolaka

Introduction

Schools are a means to build a community. Schools can also be said to be agents of change in society and even the world. Therefore, adequate and quality education management is needed, this can be achieved by managing quality educational institutions/schools. Educational institutions must strive to provide integrated, directed, and sustainable education/curriculum in various aspects of educational activities as a whole (Halim, 2008).

The role of schools must also be supported by the government. The integration of the government and schools in improving the quality of education is indicated by the existence of a law that regulates aspects of education so that it is in accordance with national education standards. In the government regulation of the Republic of Indonesia number 19 of 2015 concerning national education standards chapter VIII article 49 it is stated that: The management of education units at the primary and secondary education levels applies school-based management which is indicated by independence, partnership, participation, openness, and accountability. (Peraturan Pemerintah, 2006)

The Ministry of National Education has formulated school-based management, which is a management concept that gives schools great autonomy. Schools are encouraged to make participatory decisions by directly involving all school members (teachers, students, principals, employees, parents of student and the community). This is shown to improve the quality of schools based on national education policies. According to Andriani and Wahyuningtrum (2012) that through school-based management, it is hoped that schools will be able to face every school challenge and threat at local, national, and international levels, and also be able to optimize school resources and minimize or even eliminate school limitations. This policy provides a strong legal basis for the implementation of school-based management and community-based education, the manifestation of this effort is the government, along with the community, and families who have the responsibility to provide education.

School-based management as an education management concept that gives schools greater autonomy, provides flexibility to schools, and always encourages direct participation of all stakeholders to improve school quality, based on national education policies and applicable laws and regulations (Merdekawati, 2011). According to Nurkolis (2003) said that school-based management is school autonomy coupled with participatory decision-making. Meanwhile, according to Caldwell in Mulyasa (200), defines school-based management as a decentralized resource allocation authority. With greater autonomy, all school stake holders have greater authority in managing their schools, so schools will be more independent. With its independence, schools are more empowered in fostering and developing programs that are of course more in line with their needs and potential.

School-based management because it is autonomous in its implementation is completely left to the provincial government to the district/city level, so that it is no longer centered on the central government (Mulyasa, 2003). Schools are given full freedom with the local government to improve the quality of their education. Schools are even given a license to involve the community directly, of course with the aim of empowering schools, especially human resources, through authority, flexibility and other resources to solve problems faced by the school.

One of the schools that implements school-based management is the Islamic junior high school of Al Mawar Kolaka. It is a school located in the province of Southeast Sulawesi, Kolaka district. Islamic junior high school of Al Mawar Kolaka not only applies school-based management but also implements Islamic boarding school-based management because this school is also within the scope of the Islamic boarding school foundation of Al-Mawaddah Warrahmah Kolaka. This paper is intended to analyze the implementation of school-based management at Islamic junior high school of Al Mawar Kolaka.

Methodology

The type of research used in this research is field research (field research) with qualitative methods. According to Creswell (2015), qualitative research is the collection of data in a natural environment that is sensitive to the community and the place of research, reports include various opinions from participants, researcher reflexivity, descriptions and interpretations of research, as well as its contribution to the literature and calls for change.

There are two kinds of approaches in this research, namely scientific and methodological approaches. With the research location at the Islamic Junior High School of Al Mawar Kolaka, Kolaka District, Kolaka Regency, Southeast Sulawesi. The primary data sources in this research are directors, principals and teachers at the Islamic Junior High School of Al Mawar Kolaka. The informants in this study were determined purposively (deliberately / with consideration), that the informants in this study did not need to represent the population (putra and Lisnawati, 2013). So, the consideration of determining the informant (sample) is not based on the aspect of population representation in the sample, but rather on

the ability of the informant (sample) to provide as complete and as good information as possible to the researcher.

Data collection methods in this research are: participant observation, in-depth interviews, and documentation (Kaelan, 2012). The data analysis technique in this study uses a descriptive analytical method, which is an effort to describe the condition of the object in a certain way and level of accuracy, so as to produce useful scientific information (Bawani, 2016), with three forms of activity in data analysis, namely data reduction, data display and conclusion drawing/ferification (Sugiyono, 2013).

Result and Discussion

There are three aspects of implementing school-based management in the academic field at the Islamic junior high school of Al Mawar Kolaka, namely the fields of curriculum, learning and evaluation.

1.   Implementation of School-Based Management in the Field of Curriculum

Islamic junior high school of Al Mawar Kolaka in the aspect of curriculum management, uses three stages, namely planning, implementation, and evaluation. These three stages are structured by applying the principles of school-based management, namely paying attention to aspects of transparency, accountability and community participation, as explained below:

a) Curriculum Planning

The Islamic junior high school of Al Mawar Kolaka is one of the educational institutions within the scope of the Islamic boarding school foundation of Al-Mawaddah Warrahmah Kolaka. Therefore, the curriculum used contains the content of the Islamic boarding school curriculum in learning activities. According to Mrs. Nurtahira as the director, that: "The curriculum used is the curriculum of the Ministry of Education and Culture, the curriculum of the Ministry of Religion, the Islamic boarding school curriculum and the curriculum of the Integrated Islamic School, this is done because the Islamic junior high school of Al Mawar Kolaka is within the scope of the Islamic boarding school foundation of Al-Mawaddah Warrahmah Kolaka."

The variety of curricula used in the Islamic junior high school of Al Mawar Kolaka, so it takes more time to implement. According to Mr. Tahir as the principal of the Islamic junior high school of Al Mawar Kolaka said that: "Given the variety of curricula, learning activities must be well organized and planned so that everything can run optimally. At the Islamic junior high school of Al Mawar Kolaka, learning activities begin after completing the dhuha prayer. Duha prayer activities start at 07.00 am and the first lesson starts at 07.30 am. For the time to go home, Monday to Thursday, the last lesson is at 15.30 pm, followed by Asr prayer in congregation and then home at 16.00 pm. for Friday and Saturday the last hour at 11.45 pm, then continued with Friday / dhuhur prayers, after that it was time to go home".

As for the preparation and planning of the curriculum, as well as any changes to the curriculum, it will be carried out through a meeting involving elements of the leadership, representatives from the Kolaka District Education Office, the Head of the District Ministry of Religion, representatives from parents, and representatives from the Foundation. This is as Mrs. Nur Tahira's statement that: "The preparation of the curriculum or its changes are carried out together with all stakeholders considering that all elements are responsible and have the same interest in getting good quality education, then the result is a joint result and is carried out with full responsibility. by the school and the evaluation is also done together with the school". This is also as explained by Mr. Dirham as supervisor of the junior high school level of the Kolaka district education office that "it is true that in the preparation or change of the curriculum it always involves all components with an interest in the world of education, both from the

Ministry of Religion of Kolaka Regency, Kolaka Regency Education Office, the committee, foundations, Director, and the Headmaster".

In addition, according to the director in this case, Mrs. Nur Tahirah Umajjah that "In the planning activities of the Islamic junior high school curriculum of Al Mawar Kolaka, the objectives of each subject will be determined which have been detailed according to competency standards and basic competencies and a time allocation for each lesson."

On that basis, it was determined that the curriculum structure of the Islamic junior high school of Al Mawar Kolaka consisted of 10 subjects, special characteristics of integrated Islam, Islamic boarding school and self-development that must be given to students. The number of hours in one week is 50 hours with the details that each lesson is 40 minutes long.

b) Curriculum Implementation

The implementation of this curriculum begins with making annual programs, semester programs, syllabus, lesson plans and lesson schedules that will be a guide for teachers and students in carrying out learning. All learning will refer to competency standards and basic competencies as well as indicators of learning outcomes. The role of the teacher here is only as a facilitator. Students are also allowed to use any learning media such as textbooks and laptops. Students must be active in learning and are required to know in advance the lessons to be learned.

Based on the researcher's observations regarding the implementation of the curriculum, previously preceded by curriculum workshop activities at the beginning of the odd semester which one of the contents of the material was about the preparation of learning tools, this activity not only involved all teachers in the Islamic junior high school of Al Mawar Kolaka but also involved academics within the scope of Islamic boarding school foundation of Al-Mawaddah Warrahmah Kolaka.

c) Curriculum Evaluation

According to the researcher's observations, the evaluation of the curriculum at the Islamic Junior High School of Al Mawar Kolaka is carried out at the end of each school year, namely to find out the weaknesses in the curriculum to be used as a reference in further improvements. Of course this evaluation has a purpose, as explained by the director, Nurtahirah Umajjah that: "curriculum evaluation is carried out to find out the results of the achievement of curriculum implementation for one year, effective or not the curriculum used, whether the goals set have been achieved, analyze the obstacles that arise in the implementation of the curriculum. implementation and then look for solutions to overcome these obstacles".

2. Implementation of School-Based Management in the Field of Learning

As in the field of curriculum, in the field of learning the Islamic junior high school of Al Mawar Kolaka there are four stages, namely planning, implementation, assessment of learning outcomes and evaluation. These four stages are structured by applying the principles of school-based management, as follows:

a) Learning Planning

Learning planning is carried out by preparing learning programs by Islamic junior high school teachers of Al Mawar Kolaka, namely by making a learning program plan starting from making a syllabus by referring to the Competence Standards and Basic Competencies that have been set. Each teacher has the task and responsibility of making learning program plans according to the subjects that are effective and in accordance with their respective classes. The preparation of learning program plans is preceded by workshops to improve the quality of education, which are held at the beginning of the school year.

In addition to the learning program plans, which are prepared in the implementation of the learning process are learning tools as support for successful learning, including teaching aids, learning media, and student worksheets.

b) Implementation of Learning

The implementation of learning at the Islamic junior high school of Al Mawar Kolaka includes three activities, namely, the first preliminary activity. The results showed that at the Islamic junior high school of Al Mawar Kolaka, the preliminary activity was carried out for ± 10 minutes. It contains several activities, such as checking student attendance, asking previous learning, and doing apperception, namely briefly reviewing the previous material (pretest), the teacher checking student readiness, motivating students, and conveying learning objectives to students. Second, core activities. In the core activity, the time allocated is ± 70 minutes. Broadly speaking, the activities carried out are explaining the learning objectives to students, writing the main points of material to be discussed on the blackboard, discussing the main points of the material that has been written, using learning aids (props), and concluding the learning outcomes of the students. all subject matter. Third, the final activity. At the end of the lesson, the teacher asks the students questions about the material that has been discussed, reviews the material that is not yet known by the students, gives an assignment (posttest) and informs the subject matter that will be discussed at the next meeting.

In the implementation of Islamic junior high school learning of Al Mawar Kolaka it is very open, because parents can monitor the teaching and learning process directly or through video recordings that are distributed to parents. This is so that parents and stakeholders can contribute suggestions so that in the future the Islamic Junior High School of Al Mawar Kolaka can be better in implementing school-based management.

c) Assessment of Learning Outcomes

Based on the author's observations and analysis of documents in the Islamic junior high school of Al Mawar Kolaka that the implementation of the assessment carried out is as follows: Class assessment aims to determine the development and progress of student learning both individually and classically. Class assessment can be carried out through test and non-test techniques. Test techniques in the form of written, oral and action and non-test techniques in the form of assignments, portfolios, performance, and others.

This assessment is intended for all subjects without leaving the characteristics of these subjects. Each teacher carries out an assessment related to the basic competencies he teaches for each subject. This is as explained by Justang as an Islamic junior high school teacher of Al Mawar Kolaka: 'I always do tests/assessments related to basic competencies, and in one semester at least 3-5 times according to the needs of the value in these subjects.''

In addition, there is also a daily assessment taken from the value of the assignment. This assignment is carried out during school hours or outside school hours. Assessment of assignments at least 2 times in one semester. A portfolio assessment is also carried out for all students, namely an assessment of the student's work that is documented. The portfolio is carried out a maximum of 5 times a semester in accordance with the results of the deliberation/agreement on the portfolio between teachers and students. There are also mid-semester and end-semester examinations. All grades are collected in an assessment book called a report card.

d) Evaluation of Learning Outcomes

Evaluation of learning outcomes is carried out to determine the level of success of what has been planned at the time of its implementation, both in learning and assessment of learning outcomes carried

out by the teacher. The form of evaluation is carried out by means of focus group discussions, observation, recording, video recording with CCTV, interviews and documentation. In addition, supervision is also carried out for teachers. As a result of the supervision, the teachers were given an explanation of the location of their weaknesses and the dissemination of the latest findings or new policies as well as solutions to deficiencies when supervised by being supervised. Furthermore, the results of the teacher's supervision are taken into consideration to take further improvement steps. And if deemed necessary, the Islamic junior high school of Al Mawar Kolaka also involves parents and stakeholders.

3. Implementation of School-Based Management in the Field of Evaluation

In contrast to the previous two aspects, in the field of evaluation there are two stages carried out by the Islamic Junior High School of Al Mawar Kolaka, namely planning and implementation which of course implements school-based management.

a) Planning

The evaluation of school-based management at the Islamic Junior High School of Al Mawar Kolaka is carried out by the Foundation's Quality Assurance Institute and also by the director directly. In carrying out their duties, the director cooperates with the principal by accommodating suggestions from the school supervisor. This was confirmed by Mrs. Nurtahirah Umajjah: "it is true that the supervision is carried out by the Quality Assurance Institution within the scope of the Foundation together with the director as well as the principal of the Islamic Junior High School of Al Mawar Kolaka, while still coordinating with the supervisor from the Kolaka district education office".

b) Implementation

The implementation of school-based management is evaluated with the aim of: knowing the level of achievement of the targets that have been set, knowing what targets have not been achieved and what targets have been achieved, knowing the factors that cause these targets have not been achieved, knowing the obstacles that faced in the implementation of activities and the efforts that have been made to overcome these obstacles, and identify elements of the plan and program implementation that need to be improved so that more optimal results are obtained at the next stage..

Evaluation of program implementation is carried out in three stages. First, the initial evaluation of the program is carried out to determine the initial conditions of program implementation. Second, the evaluation is being carried out in the middle of the program to find out the progress of implementation, the obstacles faced, efforts to overcome the obstacles found, and the targets that have been achieved. Third, the final evaluation is carried out to determine the achievement of the final target of the program.

The results of the evaluation by the team were then reported to foundations and related agencies, in this case the Kolaka district education office, the Ministry of religion for education in the Kolaka district, and became a report during the graduation activities of Islamic junior high school students of Al Mawar Kolaka.

The form of implementation of the three aspects above explains that the Islamic junior high school of Al Mawar Kolaka has implemented school-based management well. It is proven that the Islamic junior high school of Al Mawar Kolaka can make significant changes in five aspects, namely: 1). Improving academic quality, 2). Reducing student dropout rates, 3). Increase student attendance, 4). Reducing the number of students repeating a class, 5). Increase discipline.

Conclusion

Islamic junior high school of Al Mawar Kolaka in Kolaka Regency, Southeast Sulawesi in implementing school-based management applying the principles of transparency, participation and accountability, which is in accordance with the management process, namely planning, implementation and monitoring/evaluation of several important components in the school.

There are three aspects of school-based management implementation in the academic field at the Islamic Junior High School of Al Mawar Kolaka, namely the fields of curriculum, learning and evaluation. All of these aspects have met the criteria for school-based management because they implement a system of transparency, accountability and community participation, including parents of students.

The effect of implementing school-based management at the Islamic junior high school of Al Mawar Kolaka in Kolaka Regency, Southeast Sulawesi is able to provide positive effects, namely: Improving the academic quality of schools, reducing student dropout rates, increasing student attendance at school, reducing the number of students repeating lessons, and improve student discipline.

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