Effectiveness of Implementation of School-Based Management In Elementary School 1 Puyung Central Lombok

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Abstract : *This study examines the effectiveness of School-Based Management (SBM) implementation at public elementary school (SDN) 1 Puyung, Central Lombok District, focused on: (1) effectiveness of SBM in SDN 1 Puyung; (2) the role of principals and teachers in SBM; and (3) supporting and inhibiting factors in the application of SBM. This study used a qualitative approach with descriptive method. Techniques of data collection use interviews, observations, and documentation. The results of the study found that: (1) SDN 1 Puyung has been effective in the application of SBM in accordance with the elements of SBM, namely its management, resources, learning strategies known as PAKEM, conducive cultural and environmental implementation, community participation, and achievement of objectives improvement of school quality; (2) the role of the head as an evaluator, manager, administrator, leader, supervisor, innovator and motivator is the key to the success of SBM, as well as the role of teachers as decision-making and implementation of learning programs also support in the implementation of education quality improvement; and (3) the supporting factor is a great authority for schools from the government to make schools.*

Keywords : *School-Based Management, effectiveness, headmaster*

I. Introduction

One problems of education in Indonesia is the low quality of education at every level of education. All efforts have been made in improving the quality of education, ranging from curriculum development, improving teacher competence through trainings, increasing teacher income, improving learning and facilities and infrastructure in every school, but not yet showing maximum or satisfactory results. There are some schools that show change but there are also still looks worried about the situation. Although efforts have been made but still produce unsatisfactory results.

The government's wishes outlined in state direction for the management of education directed at decentralization demands the active role of society to realize regional autonomy. The government gives autonomy to the region to the educational unit to develop all the potential owned by the region or school. The national education system from the centralized to the decentralistic system (school autonomy) is a step that needs to be hastened. Decentralization of education may be able to improve the quality and quality of education.

The government's effort in national education development is to apply SBM at the primary or secondary level, as various studies conclude that SBM is effective in improving the quality of education at the primary and secondary levels. [4] said SBM is one of the government's efforts to achieve the excellence of the people of the nation in the mastery of science and technology, which is shown by the outlines of the State Policy. It is expected to be a foundation in the development of education in Indonesia a quality and sustainable, both macro, meso, and micro.

The provision of broad autonomy of education in schools is the government's concern for the symptoms that appear in the community as well as efforts to improve the quality of education in general. The granting of this autonomy demands a more conducive school management approach in order to accommodate all the wishes as well as empower the various components of society effectively, in order to support the progress and the existing system at the school. In this context, SBM emerges as a new alternative pradigma of education management offered. SBM is a concept that offers school autonomy to determine school policy in order to improve the quality of efficiency and equity of education in order to accommodate the wishes of local communities and establish close cooperation between schools, communities, and government.

While [1] revealed that the concept of SBM is not entirely new because it has been stated in Law Number 22 Year 1999 on the Concept of Decentralization and Regional Autonomy. According to Fattah, there are several main reasons that require the change of policy in school management, namely the demands of the community's need for educational outcomes caused by changes in the development of social political, economic, and cultural policies.

According to [7] SBM is defined as a management model that gives autonomy (greater authority and responsibility to schools), provides flexibility or flexibility to schools, encourages direct participation of schoolchildren (teachers, students, principals, employees) and communities (parents, community leaders, scientists, employers) and improving the quality of schools based on the autonomy policy, schools are given the authority and responsibility to make decisions in accordance with the needs, abilities, and demands of schools and communities or existing stakeholders.

SBM gives greater autonomy to principals. Schools have greater authority and responsibility in managing their schools so that they are more independent. With their independence, schools are more empowered in developing programs that are of course better suited to their needs and capabilities or potential . With its flexibility, schools will be more agile and responsive in managing and utilizing school resources optimally.

The first basic assumption that people see and underlying SBM is that schools are seen as educational services and principals are seen as education managers. The principal is required to be responsible for all components of the school, and should strive to improve the quality of service and quality of learning outcomes oriented to the user, both internal (students) and external (community).

Based on the above description, the authors conducted observations of several schools in Central Lombok district, especially in Jonggat sub-district, when observations to several schools in Central Lombok, the authors found the first, low knowledge of teachers about SBM itself, whereas SBM has long been buzzing but not the least of the school parties who do not know and do not want to run it, the second, the management is not berarturan and overlap, the third, students who come from minority is not able, impact on the lack of enthusiasm in learning and activities in school, the fourth, management at schools that are less masksimal, and so forth.

SDN 1 Puyung as one of the SDNs in Puyung, Central Lombok Regency has implemented SBM, as seen from the differences from several schools in Puyung Sub-district, how the role of the community always contributes to the school situation, and also the role of schools that participate in community activities, comfortable school climate. Meanwhile, in other SDNs such as SDN 2 Puyung, SDN 1 Ubung, and others seen otherwise, they are only awaiting a decision from the central government. According to the author is very unique once the adjacent school about 200 meters but different ways of managing it.

Seeing the magnitude and importance of an educational institution in improving the quality of education and improve themselves in order to advance independently using SBM and see how large the role of stakeholders in conducting education, the authors are interested to conduct research entitled "The Effectiveness of Implementation of School Based Management in Elementary School 1 Puyung Central Lombok ".

II. Method

Metodoligically, this research uses qualitative approach with descriptive method. Qualitative research is a study that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action, and others.

The subject of research is principal and teacher in SDN 1 Puyung. While the research informants are employees Dikpora Central Lombok regency, school committee and parents of students. Methods of data collection in this study are interviews, observations, and documentation. Technique to get informant that is purposive sampling. Data analysis is done by data recording, data reduction, data presentation, data verification, and conclusion. While examining the data, using data and Triangulation data.

III. Result And Discussion

The results of research findings related to the research question posed, namely as follows:

1. The effectiveness of SBM in SDN 1 Puyung

SBM effectiveness in SDN 1 Puyung seen from 3 aspect, that is input, process, and output. In the effectiveness of SBM, schools have standards in accordance with the National Education Standards (NES).

According to the Principal SBM has a standard in accordance with the NES as in the following interview quotes: "SBM is implemented in accordance with National Education Standards such as content standards, process standards, management standards, competency standards, assessment standards, educator standards and education personnel, equipment and infrastructure standards and financing standards and follow the guidelines of the SBM. In addition, SBM is also implemented when parents and communities participate. Incidentally here parents always participate when there is an activity that school invent. Like there are festivals, activities of August 17, extracurricular meeting activities and others. "(Interview dated 13-9-2017).

To strengthen the results of the interview the researcher confirmed the implementation of input to one of the Class 6 teachers. The interview results are as follows: "At the national standard of education, the one-floor study group of 7-12 minimum rombels has a land area of $2,270m^2$. while in this school we have 9 rombel wide school area is $2.800m^2$. In our textbooks we use textbooks and we also use teacher manuals, refreensi books and other resources that can be used as instructional materials, such as instructional media as well, it is all

in accordance with the NES, and for the characteristics of teachers, in SDN 1 Puyung all teachers who teach both civil servants and honorariums all qualified S1. "(interview dated 14-9-2017).

Meanwhile, based on documentation study on the standard of SBM implementation which refers to NES and input aspect in SDN 1 Puyung shows that school characteristics and teacher characteristics have been referring to the NES, ie the area of land that exceeds the established standard, the infrastructure such as the classroom is sufficient to facilitate activities of teaching and learning process, library room, leadership room, teachers room, musholla, school health room, toilet, warehouse, playground and sport and competence of educator who have qualified S-1 and have competence set in NES.

Based on the results of interviews and supported by the results of documentation studies on the implementation of SBM in the NES at SDN 1 Puyung, researchers can explain that SDN 1 is quite effective in implementing SBM by following the standards of the NES although there are still some who still lack such infrastructure that is not yet available laboratory . While in its accreditation, SDN 1 Puyung has received accreditation A.

Furthermore, to ascertain whether SDN 1 has implemented SBM according to the process aspect, documentation study is required with the standards established on the NES. Related to this, the researcher interviewed one of the teacher of class 4A, he said that: "In the process of learning sometimes the media is not there, like dance material such as dance. We can not dance other areas, we are not the person there, there is a clue, just can not be appropriate in teaching. While the LCD does not exist, we only use the package book and teacher book. "(Interview 1-3-2018).

While the 6th grade teacher also convey related learning process: "We have to make strategies in learning, sometimes these kids play games if the methods we use are not interesting. For example, when student A is noisy or like to disturb his friends would bring bad influence, that is where the ability of teachers in teaching. "(Interview dates 1-3-2018).

Meanwhile, based on the documentation study and the result of the interview on the effectiveness of SBM in SDN 1 Puyung shows that there are some things that should be considered by the principal of the process of implementation of SBM on teacher satisfaction. Because the teacher is also the spear point of successful learning and teaching activities, if the teacher is satisfied then it will certainly have a good impact for the school, especially those students in the school. Teachers who have the competence to teach would feel confident in teaching, let alone supported by the media learning and fun methods. While the principal should be sensitive to the needs of teachers to create a fun learning atmosphere.

While related to school facilities and school program activities, researchers also conducted interviews with school treasurer and school committee chairman of SDN 1 Puyung.

The subject who is the treasurer of school operational assistance and is the task of the inventory of goods states that: "SDN 1 puyung receives boss funds that are used for the benefit of students who advance the school, 20% for honor teachers who foster activities in schools and teachers honorarium, 40% for book purchases and 60% more for school operational costs. Apart from the boss fund, SDN 1 Puyung also get help from the government for the construction of school buildings. Meanwhile, from the school committee, the committee makes its own program, which is the provision of funds when the diploma is distributed every year, which funds are used for schools, such as grafting fences, garden fireplaces and others. But that is not the request of the school, but the school committee who made the idea and conveyed it to the parents of the students then when the parents agreed to the new proposed school. Itupun his cost is not determined but sincerity only. "(Interview 2-3-2018).

Subjects who are treasurer of Poor Student Assistance, treasurer of Teachers Working Group, and scout coach also explain about the financing in SDN 1 Puyung: "SDN 1 Puyung includes schools that implement transparent financing that everyone can know how much money goes in and out and is used for anything. Then the funding of BSM funds directly to the student account proposed from the school, the school who registered the names of students who felt unable and then sent the government and government that determines the names. And the government sends directly from the center ". (interview 1-3-2018).

To confirm the results of interviews with 2 treasurers, the researcher asked the chairman of the School Committee and parents. The interview results are as follows: "Any event or activity, the parents are always invited let alone fit the exam, usually quarterly invited. Sources of income from BOS funds and parent donations when taking diplomas. Schools always include school committees in planning budget and expenditure, including boss and bsm funds "(interview 5-3-2018).

Parents also say in the following interview quotes: "There is still, but not much value. Just for the construction sometimes. To rehabilitate the musholla, through the school committee. "(Interview dated 11-10-2017).

Meanwhile, based on documentary study and interview result from 2 treasurers and 2 informants, it can be concluded that the funds obtained apart from the government, parents also provide funds every year for the benefit of the school. But indeed there is no donator every month who surely donate, because parents give it voluntarily.

The findings of this study indicate that SDN 1 Puyung has effectively run SBM, although there are few constraints faced by the school especially on aspects of the process. In general, however, based on [6] SDN 1 Puyung has succeeded in applying SBM, as evidenced by the qualifications of teachers who teach, facilities and infrastructure, school climate, and participation of parents and community to various activities in SDN 1 Puyung.

As a school that has implemented SBM, SDN 1 Puyung always strives to improve the quality of education, that is by implementing the SBM, through some indicators presented by [2] such as clearly stated school objectives, strong leadership by the principal, both between the school, parents and the community, a conducive and positive climate for students and so forth.

2. The Role of School Principals and Teachers in SBM Implementation

The role of the principal in the implementation of SBM is the central point in determining the success of SBM. The Headmaster is an Evaluator, Manager, Administrator, Leader, Supervisor, Innovator, and Motivator. While the role of teachers is only a supporter of the role of principals, such as decision makers and implementing teaching programs.

The role of the principal as an Evaluator is almost the same as the role of principal as a supervisor that helps teachers in assessing student learning outcomes. In evaluating students, principals assist teachers and guide teachers in understanding the needs of students in addressing a problem.

According to the subject of grade 5A teacher who gave information about the role of the principal in evaluating, as noted in the following quote: "Every month the principal meets meetings to evaluate student learning outcomes. Which results are less satisfactory later we will call his parents to be able to pay attention to his son again. In addition, before the parents call the child, we will take it to the teacher Guidance and Counseling, but where the students are a little problematic or difficult to overcome, then the parents who come. "(Interview dated 14-9-2017).

Furthermore, according to the subject, the principal does not hesitate to assist the teachers if there are difficulties faced by teachers in evaluating student learning outcomes, such as a smart child but he rarely entered because often sickly, then the principal who helped in evaluating the learning outcomes.

Similarly delivered with the subject of Class 5A Teachers, the subject of Class 5B Teachers also revealed that: "The principal also made sure whether we had prepared the learning documents before we started the lesson. Like learning implementation plan, syllabus, daily agenda, basic competence mapping. "(Interview dated 14-9-2017).

Furthermore the subject of Class 5B Teachers also explains that: "The principal has also given us teachers and guard duties in the teaching and learning process, as stated in the Principal Decree of 2018, each teacher has their respective duties, such as monthly reporting, student mutation, treasurer of BSM and bosses' funds, inventory of goods and assets, the task of the head of library, the head of teachers working group and so on. The principal himself also has the task of assessing teacher performance. (interview date 2-3-2018).

Confirming more about the role of principals and teachers, the authors also conducted interviews with research informants who are parents. This interview has the purpose of the extent to which the principal's role in carrying out his duties as the subject has pointed out above.

Parental informants provide information that will slightly reinforce the role of principals and teachers, as noted in the following interview quotes: "Policies made at school are also all for the benefit of students. For example rich gate yesterday, the gate is located in the south is placed in the north. Keep the library is also now good, not the rich that once. Everything is good already. "(Interview dated 11-10-2017).

In line with the informant, other parental informants also provide information as presented in the following interview quotes: "Usually schools invite parents to talk about the learning outcomes of children and activities that will be implemented in school. The school either the headmaster or the teacher is not out of hand even though the students are outside the school, for example the teacher sees one of the students who are outside the hours while being sick, so the teacher immediately visit, see the condition of the situation. "(Interview dated 2-10-2017).

Based on the information provided by this informant, one can conclude that principals and teachers always include parents in decision making, it is not necessarily done so that schools show that they care about their students.

Based on the result of documentation study on the role of headmaster and the result of the interview, it can be seen that the headmaster of SDN 1 Puyung has a good role in the implementation of SBM. This condition has a very good impact on the implementation of learning. Its role is also very helpful to improve the quality of education, especially in SDN 1 Puyung. The role of teachers in decision-making also helps in the implementation of participatory decision-making SBM which the principal involves teachers in making decisions, does not necessarily make a centralized decision.

The findings of this study indicate that some teachers still do not know exactly about SBM, coupled with participatory decision-making and indifference to the slow implementation of SBM. This is true because of

the lack of socialization of SBM to teachers and others. Teachers' disagreement to the SBM makes the performance less than the maximum, in the sense that if there is a meeting or discussion about the policy made by the principal, some teachers feel uninterested. Yet what is in school is the responsibility of all the citizens of the school, not just the headmaster only. Teachers have a role as administrative and learning manager in school. According to Law Number 20 Year 2003, teachers act as educators who are obliged to foster learners. While in supporting the implementation of SBM, teachers must improve themselves and develop the potential of professionalism to improve the quality of education. According to [2] the role of teacher as decision making is principal together with teacher in taking all decision. Teachers are involved in any meetings or activities at school. The role of teachers as implementing the teaching program is by preparing RPP, syllabus and others.

As stated by [3] educational supervision has a purpose that is: 1) Helping teachers to be more understanding / aware of the goals of education in schools and school functions in an effort to achieve educational goals; 2) Assist teachers to be more aware of and understand the needs and problems facing their students; 3) Implement effective leadership in a democratic manner in order to improve professional activities in schools; 4) Finding the advantages and disadvantages of each teacher and utilizing and developing that ability by assigning tasks and responsibilities appropriate to his or her abilities; 5) Help teachers improve their appearance skills in front of the classroom; 6) Assisting new teachers in their orientation to quickly adjust to their tasks and maximize their ability; 7) Help teachers find learning difficulties for their students and plan for corrective actions; and 8) Avoiding unnecessary or unnatural teacher demands; both demands are coming from within and from outside.

The role of principals in SBM is key to the successful implementation of regional autonomy. It has the responsibility to manage and empower all available educational resources to realize the school's vision, mission and objectives. In this case the principal has the ability to plan, manage and evaluate school performance activities. Principal in the implementation of SBM as described previously, the principal is required to have a clear vision and can act as: a) evaluator; b) managers; c) administrator; d) leader; e) supervisor; f) innovator; and g) motivator [2].

The role of the principal as an evaluator is by evaluating student learning outcomes and teaching teachers. The role of the principal as a manager is by arranging the school components of both teachers and students and empowering parents and community in every activity that is in school. The role of the principal as an administrator is the storage of school documents in the form of paper or sheets/hard files and soft files stored in the computer. The role of the principal as a leader is able to develop vision, mission and school goals involving teachers, school committees, and parent representatives. The principal's role as a supervisor is to observe the class while the teacher is teaching to see the teacher's ability to teach. The principal's role as an innovator and motivator creates creative ideas and policies that make school climate comfortable and motivates teachers to improve their quality in teaching.

Implementation of SBM in Indonesia needs to be supported by fundamental changes in school management policies that involve aspects of: a) a conducive school climate, ie a safe, comfortable and orderly atmosphere; b) regional autonomy, ie the authority of schools in curriculum development, learning and evaluation system; c) the obligations of schools, namely the obligation of schools in implementing government policies and meet community expectations; d) democratic and professional school leadership; and e) community and parent participation, namely the active participation of various community groups and parents in planning, organizing, implementing and monitoring school programs [4].

3. Supporting factors and SBM inhibitors

In addition to the role of principals and teachers, there are several factors to support and hinder the implementation of SBM. Factors supporting SBM in SDN 1 Puyung are educational budget support from both government and parents, infrastructure that supports school activities, and active school committee participation. According to parental informants, the school principal has a big share in the school's progress and the comfort of the citizens of the school including even the parents of the students. As quoted in the following interview quotes: "Which is better now, the nickname if there are help-aid we never share, never given to know. If the right now is told, we are directed to come there. Then the father also always asks about our opinion the funds will be taken alone or the school that took because of the complexity associated with the bank. Sometimes the bank makes it difficult for parents to take the money. So it's the schools that help get it. "(Interview dated 15-10-2017).

The informant is a parent whose child is 2 who attended SDN 1, her first child was attending SDN 1 Puyung school but now is junior grade 3. While her second child is now 4th grade in SDN 1 Puyung. So he knows how the principal at SDN 1 Puyung.

Based on the results of interviews and documentation studies, it can be concluded that in order to ensure the implementation of learning with a comfortable and safe climate, principals and teachers who work together to maximize. According to the researcher ensure that learning can be done in a way that is: 1) monitoring student activities for teachers; 2) close the fence during the learning process; 3) principals and teachers should often interact with parents and students to become more acquainted with each other in motivation and encouragement.

Once the importance of a principal's policies in schoolmaking so as to make the school climate comfortable and safe. If the principal does not care about the citizens of the school, then a safe and comfortable atmosphere will not happen.

Implementation of a policy will not work well if it is not supported by adequate resources. The resources needed to support successful school management are good resources. Responsive and aware of his role and responsibility towards his duties.

Related to some of the inhibiting factors that SDN 1 Puyung may face in the application of SBM such as teachers who are still unresponsive and aware of the tasks at school. The subject is an honorary teacher at SDN 1 Puyung said that: "Sometimes we are lazy to participate because our salary is not much to our activities in school, unlike the mothers who already pns. But nevertheless we never do not attend meetings or activities held in school. "(Interview dated 13-9-2017).

Furthermore, according to the subject, teachers who are still honored sometimes more work and duties than teachers who have civil servants, it makes teachers feel not interested to follow-follow. The principal should give an award of either recognition or something else. So that the honorable teachers feel happy in performing their duties at school.

According to the subject of grade 4A teacher in the SBM process, the management that the principal runs is actually long but the term that makes the teachers do not know, as in the following interview: "We some teachers do not know that this school has been implementing SBM, because of its newly heard term but the program has actually been implemented. Such as management, management process and management component in transparent, resource, learning strategy, grip, conducive cultural and enabling environment, active community role toward existing activities in school and achievement of quality improvement objectives such as extracurricular activities such as drumband, scout, language English and Arabic and so on it's all the activities undertaken to improve the quality and advance the school. "(interview dated 13-9-2017).

The subject also explains the change in the names of the management that make the teachers confused, it should be held again socialization from the government so that all schools know.

Further lack of knowledge and skills of various parties on how SBM works also become one of the barriers in the implementation of SBM.

Based on the results of interviews and documentation studies can be obtained the idea that the principal with the school residents have been implementing SBM, only need to be re-socialized in order to recognize the SBM. With the re-socialization of SBM, teachers and even parents will be more familiar with this school-oriented management, this will certainly have a better impact on SDN 1 Puyung and especially on its own students.

The findings of the research supporting factors of SBM implementation at SDN 1 Puyung are the support of education budget both from the government and community (parents), the willingness of the school people to move forward, the facilities and infrastructure that support the activities in the school and the participation of the active school committee.

Basically the same as stated by [6] that the factors that support the implementation of SBM are: 1) financial support for school biases to independently manage the school; 2) its own human resources that will implement SBM; 3) Infrastructure facilities at school.

[5] also said that there are several factors to be considered in supporting the implementation of SBM: 1) school obligations; 2) government policies and priorities; 3) the role of parents and society; 4) the role of professionalism and managerial; and 5) professional development.

Meanwhile, based on the findings of research inhibiting factors of SBM implementation in SDN 1 Puyung are some resources that do not support are: 1) human resources that are less responsible, because basically with the implementation of this SBM related must work more than before. Implementation of a policy will not work well if it is not supported by adequate resources. The resources needed to support successful school management are good resources. Responsive and aware of the policies of the leadership; 2) lack of knowledge of school residents about SBM itself. So that needed more socialization in the application of SBM, so that stakeholders know exactly how the SBM.

As stated [6] that factors that inhibit SBM are: 1) some related parties have to work more than before; 2) less efficient (in the short term because one of the objectives of SBM is the efficiency of education); 3) lack of knowledge and skills of various parties on how SBM can work well; 4) increasing staff development needs; 5) on the decision-making authority, because schools want to have authority in decision-making, but central or local governments often still want the decision authority to be on their side; and 6) uneven school performance.

IV. Conclusion

SBM is done by the principal covering aspects of input, process, and output which involves all elements of the school community. SDN 1 Puyung implement SBM effectively in accordance with the elements of SBM, ie management that is interpreted by the process and components of school management, resources,

learning strategies known as PAKEM, conducive cultural and environmental implementation, community participation, and achievement of improvement objectives school quality.

The role of the principal as an evaluator, manager, administrator, leader, supervisor, innovator, and motivator is the key to SBM success. Principals are able to plan, organize, manage and evaluate all school performance activities. The role of teachers in decision-making together headmasters with teachers. Teachers are involved in any meetings or activities at school. The role of teachers as implementing the teaching program.

Factors supporting the implementation of SBM effectiveness in SDN 1 Puyung namely: the existence of education budget aid from government or society (parents) to SDN 1 Puyung, willingness of school people to move forward together, and participation of school committee and society. Inhibiting factors are: some human resources are less responsible and lack of knowledge of the SBM.

Acknowledgements

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