School-Based Management SD Inpres Tataaran Dua & SDn Tataaran One, Minahasa Regency

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Abstract: *School-Based Management is a management concept that offers autonomy to schools to make decisions in an effort to involve all School Components effectively and efficiently. The role of the school principal is very important in terms of implementing School Based Management.*

This research is a qualitative research, with a case study design. The research objective was to determine the role of the school principal in the School-Based Management of SD Inpres Tataaran Dua & SD Inpres Tataaran One, Minahasa Regency, which focuses on planning, implementation and evaluation processes. Data collection techniques through interviews, observation, and documentation studies. Data analysis was carried out in stages: data reduction, data presentation, conclusion and verification, final conclusion. Data validity uses source triangulation, technical triangulation, and time triangulation. The research subjects were school principals and related elements such as representatives of school principals, teaching staff, education staff, school committees, students. The results of the study show that: 1) Program planning is structured, adapted to the vision, school mission and goals. The work program is prepared by each school component by revising the previous year's work program, and is verified by the school principal after discussing it together. Its substance leads to improving the quality of school management with a SWOT analysis. 2) The implementation of management is managed by a school component that is controlled by the school principal, with written implementation instructions such as: division of tasks for teachers and education staff, academic regulations, and school discipline in accordance with the plan. 3) After the planning and implementation process, an evaluation of all aspects is carried out, both in the areas of academics or curriculum, student affairs, quality management, facilities and infrastructure, and community relations, carrying out School Self-Evaluation, and accreditation.

Keywords: *School-Based Management SD Inpres Tataaran Dua & SD Inpres Tataaran One, Minahasa Regency.*

INTRODUCTION

In general, school-based management (SBM) can be interpreted as a management model that provides greater autonomy (authority and responsibility) to schools, provides flexibility/flexibility to schools, and encourages the direct participation of school members (teachers, students, principals, employees and the community), school community members are parents, community leaders, scientists, entrepreneurs, and so on, to improve the quality of schools based on national education policies and applicable laws and regulations. With this autonomy, schools are given the authority and responsibility to make decisions according to the needs, abilities and demands of the school and the community.

According to Edmond, quoted by Suryo Subroto, it is an alternative bar in the management of education that places more emphasis on school independence and creativity. Nurcholis said School-Based Management (SBM) is an alternative form of schooling as a result of decentralization of education.

In general, school-based quality improvement management (MPMBS) can be interpreted as a management model that gives greater autonomy to schools and encourages adoption. The term school-based management is a translation of "school-based management". SBM is a new educational paradigm, which provides broad autonomy at the school level (community involvement) within the framework of national education policy. participatory activities that directly involve all school members (teachers, students, principals, employees, parents, and the community) to improve the quality of schools based on national education policies.

Based on its main function, the terms management and administration have the same function, namely: planning, organizing, directing, coordinating, controlling, and evaluating. According to Gaffar (1989) suggests that education management -contains meaning as a process of systematic, systemic, and comprehensive cooperation in order to realize the goals of national education.

"SBM accommodates the delegation of authority to schools within a centrally coordinated framework in order to increase schools' control over the educational processes and its correspondence to the local needs. This is based on an assumption that schools' relevance for pupils is most likely to increase when they are able to control their budget and personnel and to plan their educational agenda in accordance with the local needs which are served by parents, students and people of the local community. Therefore, it is believed that SBM is fundamental for school effectiveness"(Usoh J. Elni, 2020. Hal, 168) Which means (SBM accommodates the delegation of authority to schools in a centrally coordinated framework to increase school control over its educational process and correspondence with local needs. This is based on an assumption that the relevance of schools for students is most likely to increase when they are able to control their budget and personnel and to plan their educational agenda according to the local needs presented by parents, students and the local community.Therefore, it is believed that SBM is fundamental for school effectiveness). Furthermore, the term school management is often juxtaposed with the term school administration. related to that. there are three different views: first.

In this case, the term management is interpreted the same as the term administration or management, namely all joint efforts to utilize resources, both personal and material, effectively and efficiently to support the achievement of educational goals in schools optimally. Understanding, management according to Hasibuan is the science and art of managing the process of utilizing human resources and other sources effectively and efficiently to achieve certain goals. The definition of management explains to us that to achieve certain goals, we do not move alone, but need other people to work well together.

RESEARCH METHODOLOGY

The research design used is descriptive qualitative. Qualitative research is a research that is conducted by emphasizing a certain aspect or discussion in depth which is usually in the form of descriptive words or sentences that have been arranged in a structured and systematic manner (Ibrahim, 2015). The quality of qualitative research can be seen from the ability of researchers to explore and retrieve data in-depth on participants, the deeper the data is obtained, the more quality the results of the research are (Bungin in Ibrahim, 2015).

The research locations were SD Inpres Tataaran I and SD Inpres Tataaran

With regard to the purpose of qualitative research, in the sampling procedure the most important thing is how to determine key informants or information-laden social situations in accordance with the research focus. Selection of sources in qualitative.

naturalistic aims to optimize the scope and information needed. Informants are selected in the research context, through selected cases according to the focus and data needed to be analyzed.

Determination of sources depends on the previous elements, selected according to purposive rules. The main characteristics of selecting informants are developing and sustainable, constantly being adjusted and directed to achieve data redundancy.

DISCUSSION

In this discussion, three things will be discussed, namely: I) The Role of the Principal in the School-Based Management Planning Process. 2) The Role of the Principal in the Implementation of School-Based Management. 3) Evaluation of School Based Management, which is based on the findings in the research as described above.

4.4.1RolePrincipals in the School Based Management (MBS) Planning Process

Based on the results of research on SD Inpres Tataaran 1 and SD Inpres Tataaran 2, before everything is implemented, of course, it must first go through the planning stage, that is how it should be in running an educational institution, in this case a school. The role of the school principal is very important, from the results of research that has been conducted it is known that the school principal in the planning process of School Based Management at SD Inpres Tataaran 1 and SD Inpres Tataaran 2, plays an active role, implementing the basic principles of management, the principal and the team represented by each field dekolah formulates and discusses the vision and mission of the school which will be used as a basic reference in preparing short-term, medium-term and long-term programs, such as; annual program, semester program or daily implementation. GR Terry (2010: 16) said this is a process consisting of planning, organizing, implementing, and supervising actions carried out to determine and achieve the goals that have been set through the utilization of human resources and other resources. From this understanding it can be understood that the process of achieving goals starts from the planning process. The principal in carrying out his duties as the leader of SD Inpres Tataaran 1 and Tataaran 2, fully understands the direction and targets to be achieved from the school's vision and mission so that in terms of implementation it will be directed and successful. So basically the school principal in terms of everything is planned first, then discussed for a mutual agreement, then appoints the officer who implements it,

Based on the results of interviews conducted by researchers at the research location, in reality SD Inpres Tataaran 1 in School-Based Management can already be implemented and is running well, starting from the data clock time and going home from school, regular school uniforms, discipline between students and teachers, but for SD Inpres Tataaran 2 itself School-based management is very low, this is because there are still many students who are still being escorted by their parents to school, there are still students who don't wear uniforms in an orderly manner, and also the hours of going home and coming to school that are not in accordance with regulations school.

For his own sake, school principals always plan every time they start activities at the beginning of a new school year, and also always provide directions to teachers and students in carrying out teaching and learning activities based on school-based management, so that teaching and learning activities can run well. and directed.

RoleSchool Principal in the Implementation of School Based Management (MBS)

Based on the results of observations and interviews, in the implementation of School-Based Management at SD Inpres Tataaran 1 and SD Inpres Tataaran 2, the following are some of the roles of school principals, namely: the administration of school management is carried out transparently. The principal as administrator is responsible for and controls every administration that is carried out, including: curriculum administration, student affairs, personnel, finance, and general affairs. This proves the role of the principal as an administrator, and is in accordance with the theory of Nurkholis (2006: 120) "The role of the principal as an administrator is to have two main tasks, namely first, controlling the organizational structure which controls how to report, with whom the task must be done and with whom to interact in carrying out the task.Second, carrying out substantive administration which includes curriculum administration. student affairs, personnel, finance, facilities, public relations, and general administration. As an evaluator for school principals in evaluating realistic program results through meetings, open forums, and accountability reports from

each field. The school principal also takes measurements related to budget planning according to needs, then the planning is adjusted according to the priority scale. Based on the observations of the principal performing his duties as an evaluator, it is also adapted to the theory of Nurkholis (2006: 120) "as an evaluator, the principal must take the first step, namely measuring attendance, craftsmanship, and the personality of teachers, education staff, school administrators, and students. The resulting measurement data is then weighed and compared to what is finally evaluated. Evaluations that can be carried out include, for example, the program, the teacher's treatment of students, learning outcomes, learning equipment, and teacher background. As a supervisor the principal is obliged to provide guidance to school members. The principal supervises the understanding of school members regarding the vision and mission of the school. In accordance with the Nurkholis theory (2006: 121) states "The school principal is obliged to provide guidance or guidance to teachers and education staff and other administrators. After planning and implementing every semester and even every month we have evaluations for all sections, the aim is none other than to improve management for the betterment of the school. It is also evidence of the principal's role as a manager in School Based Management, carrying out the process of planning, organizing, and driving a school program. The principal accepts criticism and suggestions from all school members openly both orally and in writing. In accordance with the theory of Nurkholis (2006: 120) "the principal must play a managerial function by carrying out the process of planning, organizing, activating, and coordinating. As a motivator, the principal motivates the school community to always be enthusiastic in carrying out their duties, namely by setting an example discipline in everyday life, through observation it is known that the principal is very disciplined, the school principal also said in the interview: "every time I make rules I make sure to do it, become a role model for others, for example the rules at school 07.15 have started teaching and learning activities, every day before 7 o'clock I am at school, often I am with security standing in front of the gate control over there." This is also supported by the statement of a teacher: "if you are late it is very embarrassing because the principal is never late, he is always at school except when he is on external assignments and arrives early in the morning, the principal is just like that so he feels embarrassed when he is late"

Another teacher also added: "the principal also often gives rewards to those who work well, and carrying out various innovations is also one of the motivations to get better at work." This is in accordance with the theory of Nurkholis (2006: 121) "The school principal must provide motivation to teachers and education staff so that they are enthusiastic in carrying out their duties". As a leader, the principal also mobilizes school members so that they carry out their duties and obligations properly in order to achieve school goals. To increase the professionalism of school principals, the school principal budgets in the RKAS for the implementation of training or seminars. Set an example, time management, work effectiveness, and discipline in carrying out their duties and responsibilities. As an innovator, the principal has done his job, it is known through observation that the principal monitors teachers in teaching and learning activities and is evaluated together and solves problems that are found together in the evaluation results. In accordance with the theory of Nurkholis (2006: 121) "The principal carries out reforms to the implementation of education in schools that are led based on predictions made previously. The principal is a strategic element, quoted from Uhar Suharsaputra (2010): "Leadership is a strategic element in an organization. Leadership can be seen, both from the individual, process, and effect on the organization, and the role of leadership can drive change in the organization. In relation to school organizations,

Evaluation of School Based Management

Based on observations related to the SBM evaluation, it was found that the school principal provided input for program planning, continuation, expansion and termination of the program as well as obtaining reports on supporting information and constraints in program implementation as detailed previously explained, all for school progress. The role of the school principal in conducting evaluations is to review through meetings, open forums, meetings, and from the accountability reports of each division or sections in the school. Every semester, SD Inpres Tataaran 1 and SD Inpres Tataaran 2 evaluate what is lacking and formulate a solution to the problem together, then implement it, after which they return to provide training again so that it continues to be updated to

make it better. Evaluation is a planned activity to measure, assess the success of a program. Evaluation is the best way to test effectiveness and productivity, evaluation is very common in an organization. According to Arikunto (2010: 2) "Evaluation is an activity to collect information about how something is working, which is then used to determine the right alternative in making decisions". Meanwhile, Program Evaluation Arikunto (2010: 18) says that "Program evaluation is an attempt to determine the level of implementation of a policy carefully by knowing the effectiveness of each component". Arikunto further (2010: 21) says "Program evaluation can be equated with supervision activities. In short,

The difference in this third indicator is that in the school-based management evaluation process at SD Inpres Tataaran 1 and SD Inpres Tataaran 2 itself, namely, in the school-based management process, at SD Inpres Tataaran 1 the students are mostly independent, and not always regulated. by parents, that's why in the process of teaching and learning activities students can with their creativity in doing whatever it is, besides that they also have the right to develop themselves through the school environment so that teachers can also freely provide direction, motivation and also reprimands so that students students can easily carry themselves, but for SD Inpres Tataaran 2 itself there are still many children from grades 1-2 who are still escorted by their parents even waiting for their parents to go home.this causes students to be increasingly unable to express themselves, will only always depend on their parents, and also cannot be controlled directly by the teachers. The Tataaran 2 Presidential Instruction itself has not yet adjusted to the regulations because there are still many students who do not yet have uniforms but some do not comply with the existing regulations.but at SD Inpres Tataaran 2 itself it still hasn't adapted to the regulations because there are still many students who don't have uniforms but some don't comply with the existing rules.but at SD Inpres Tataaran 2 itself it still hasn't adapted to the regulations because there are still many students who don't have uniforms but some don't comply with the existing rules.

Efforts in School Based Management

Based on the results of interviews with the principal, it was found that there were only a few obstacles and the principal already had several strategies for dealing with and resolving the problems that occurred, so that the implementation of SBM in their schools could be further improved. SBM gives schools great freedom and power, along with a set of responsibilities. With the autonomy that gives responsibility for managing resources and developing SBM strategies according to local conditions, schools can further improve teacher welfare so that they can concentrate more on assignments. By giving schools the opportunity to develop an effective curriculum, the school's sense of responsiveness to local needs increases and ensures that educational services are in line with the demands of students and the school community. Student achievement can be maximized through increased parental participation, for example, parents can directly supervise their child's learning process. MBS emphasizes the maximum involvement of various parties, such as private schools, thereby ensuring the participation of staff, parents, students and the wider community in the formulation of decisions about education. Furthermore, these aspects will ultimately support effectiveness in achieving school goals. With community control and government monitoring, school management becomes more accountable, transparent, egalitarian and democratic, and eliminates monopoly in education management.

CONCLUSION

Based on the description of the research results, it can be concluded as follows:

1. In the planning process of School-Based Management, what is implemented by the principal is in accordance with the basic concepts of School-Based Management. Based on observations of the role of school principals observed in the SBM planning process, this focused on the ability of school principals to manage their own schools. Implementation of School Based Management has been well implemented. Supported by the formulation of a shared Vision and Mission, clear school objectives, adequate resources to support the implementation of School Based

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Management, teaching and learning activities are carried out well, strong school leadership, and effective management of teaching and educational staff.

2. In School-Based Management Evaluation, after the planning and implementation process, the Principal evaluates every semester, within 3 months, even every day what is lacking and formulates a solution to the problem together, then implements it after it returns to provide supplies so that it continues to be updated for the better. The school principal forms a supervision team involving school internal parties, especially teachers and external parties such as school supervisors from the region/region. The results of the evaluation of program/activity implementation are made into a report consisting of technical and financial reports.

3. Efforts to overcome problems encountered when implementing school-based management at SD Inpres Tataaran I, always provide strategic efforts to see the impacts that occur and there are always efforts to prevent problems from occurring. options that look at cause and effect.

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