



Implementation of School-Based Management in SMA Negeri 1 Amurang

Franky R. Wongkar¹, Fientje J. A Oentoe², Roos M. S Tuerah³, Shelty D. M Sumual⁴

^{1, 2, 3, 4} Manejemen Pendidikan Program Pascasarjana Universitas Negeri Manado

Abstract: The purpose of this study was to obtain data regarding the implementation of school-based management at SMA Negeri 1 Amurang by analyzing the findings from the research results. This study uses a descriptive method with a qualitative approach, namely to describe and analyze the implementation of School Based Management in SMA Negeri 1 Amurang. Planning is the initial activity to create a school program to achieve the goals that have been made before. The process of planning and developing curriculum management at SMA Negeri 1 Amurang is based on government instructions and the results of meeting decisions involving all elements of the school including the principal, teachers, school committee, and parents. Implementation of the curriculum is manifested in the form of learning experiences with principles that make it easier and more effective to communicate with various parties. In terms of implementation, curriculum management at SMA Negeri 1 Amurang starts from managerial activities in the field of learning, teaching staff, school-based at SMA Negeri 1 Amurang always goes through the implementation of deliberations which characterize a combination of consultative management between individuals and groups as well as participatory management which always refers to the law. National Education System No. 20 of 2003.

Keywords: Education, Curriculum, Management.

INTRODUCTION

Humans actually want a better life from time to time. In order to fulfill the desire to fulfill these needs, humans try to gain new knowledge and experience. Human effort has become a real phenomenon of the implementation of the basic concept of education in human life. Education is one of the conscious and systematic efforts carried out by humans who are given the responsibility to influence students so that they have characteristics and characters that are in accordance with national ideals in the context of education.

Education is a very important process for increasing intelligence, skills, enhancing character, strengthening personality, and strengthening the spirit of togetherness so that we can build ourselves and together build the nation. (Saptono, 2011).

Education is a need that must be met by every individual. Education is inseparable from all human activities. Under any circumstances, humans cannot resist the effects of applying education in everyday life. Education is divided into three, namely formal education, informal education, and non-formal education. Formal education consists of elementary school to university. Informal education is a type of education or training in the family or community that is held without a specific

organization. Non-formal education is any form of education that is given in an organized way but outside the formal education arena.

From the description above, it can be concluded that Indonesia's Education Problems are all kinds of problems faced by educational programs in Indonesia. The complicated problems in the world of education such as; equity, quality and relevance, and efficiency and effectiveness. Every problem encountered is caused by supporting factors while the factors that cause the development of these problems are the low science and technology, the rate of population growth, the weakness of teaching staff in handling the tasks they face, and the lack of focus of students in undergoing the learning process.

Currently, Indonesia is working to improve the quality of education in Indonesia with the 2013 curriculum. The implementation of the 2013 curriculum is expected to be a good opportunity for Indonesia to improve the quality of its education and increase its competitiveness to be on par with other countries.

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According to the observations and analysis of the Ministry of National Education (2000) the causes of the low quality of education are, first, centralized management of education, where the center is very dominant in policy making, while regions and schools function more as implementers of central policies. Second, the policy of implementing education that uses an input-output analysis approach that is not implemented consistently. This approach assumes that, if educational inputs such as teacher training, procurement of books and learning tools, and improvement of other educational infrastructure are met, then the quality of education will increase. Third, community participation, especially parents of students, is lacking. So far, the role of the community has only been in the form of funds, but less in the educational process, such as in decision making, monitoring and evaluating the success and failure of education in schools. The lack of participation of parents of students is a result of the lack of empowering the potential of parents of students in implementing education in schools. Responding to the low quality of education, and in line with the spirit.

METHODS

This research is to obtain data related to the implementation of school-based management in SMA Negeri 1 Amurang by analyzing the findings from the research results. This study uses a descriptive method with a qualitative approach, namely to describe and analyze the implementation of School Based Management in SMA Negeri 1 Amurang. According to Sukmadinata, 2009: 99

Qualitative research is researchers conducting research on a small scale, groups that have specificity, excellence, innovation, or it could be a problem. The group studied is a socio-cultural unit that is natural and interacts with each other individually or in groups. Data collection techniques are methods used by researchers to collect research data from data sources (subjects and research samples). Data collection techniques used are: observation, interviews and documentation.

The location of this research is at SMA Negeri 1 Amurang, South Minahasa Regency. The location of this school is very strategic because it is located on the Trans Sulawesi road. In addition, this school also has a very beautiful view because it is located on the shoreline of Amurang Bay. In addition, the number of prospective students who wish to enroll in this school has increased from year to year, as evidenced by the fact that many students come from outside the Amurang area. This school carries the Environmentally Friendly School program.

DISCUSSION

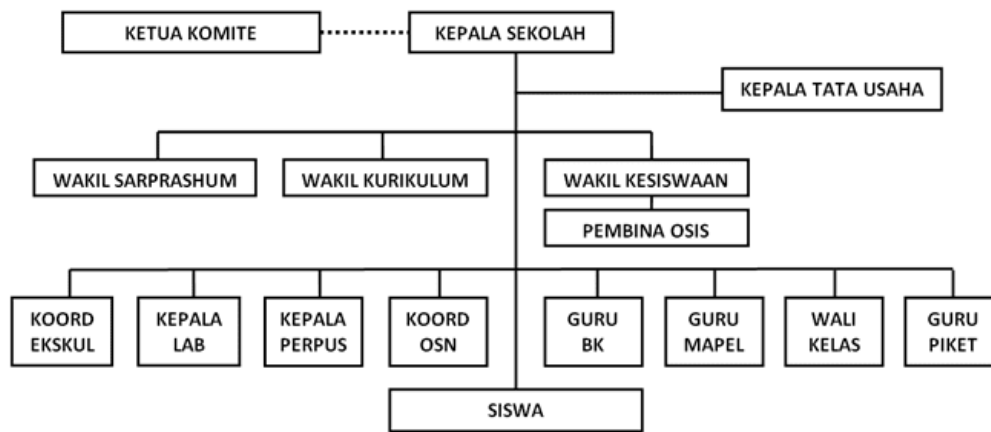
The supporting factor for the Implementation of School-Based Management at SMA Negeri 1 Amurang is a cooperative working atmosphere between the principal, deputy principals, teaching staff, school committee and parents of students. Then there were efforts to jointly improve this educational organization as evidenced by the formation of a School Program Planning work team to create a Strategic Plan (Restra) to develop the quality of education in the short and long term.

SMA Negeri 1 Amurang is one of the senior high schools in the Amurang sub-district with the School Statistics Number (NSS): 301170231021. This school was founded in 1956 and is currently 66 years old. Until now, SMA Negeri 1 Amurang has sixteen principals who have led this school, namely:

1. F.C Mangindaan : 1956-1958
2. A. Tombokan : 1958-1963
3. J.A Supit BA : 1963-1966
4. Drs H.F Lalu : 1966-1975
5. Drs A.J Wurara : 1975-1979
6. A. Durand, BA : 1979-1993
7. B. Setlight, BA : 1993-1996
8. Dra Margaretha Assa : 1996-1998
9. B. Setlight, BA : 1998-2000
10. Drs W. Sumampouw : 2000-2006
11. Drs M. Mentang : 2006-2007
12. Drs D. Palit : 2007-2010
13. Dra K. Repi : 2010-2011
14. Dra C. Dj Umbas : 2011-2015
15. A. Lambone, S.Pd : 2015-2018
16. H.R.J Polla, S.Pd,M.Pd : 2018- Now

In a period of 66 years this school has been running well and with changes in accreditation status/ratings, school principals, educators (teachers), even the addition of facilities and infrastructure.

Every activity in the school is not perfect and the person in charge of organizing education in the school is the principal. Every activity that has not been maximized is always evaluated so that it is hoped that in the future it will be even better. There is a delegation function to teachers, representatives of principals or senior teachers to carry out educational evaluations or academic supervision of subject teachers or in other fields. From the results of observations and interviews, the researchers found that the principal had performed the delegation function to the deputy principals in their respective fields. Organizational structure of SMA Negeri 1 Amurang:



If you look at the implementation of school-based management at SMA Negeri 1 Amurang it has been very good and what is clear is that it is being done by the principal in terms of the management of each teaching staff, educational staff, infrastructure which aims to improve the quality of education. Results of interviews with the Principal:

"We carry out the Implementation of Student Management always based on the applicable rules, namely the Regulation of the Minister of Education Number 39 of 2008 concerning Student Development. As for one of the goals of student management is to regulate all student activities so that these activities can support the learning process in educational institutions to run smoothly, orderly and regularly so that they can contribute to achieving school goals. terms of faith and piety, character and personality development that is strong, strong and competitive. (KS 02, 11-23-2022/13:14)

The results of interviews with the vice principal of curriculum affairs

"In our school the principal always carries out student management well. The function of student management is to shape the attitudes and behavior of students in preparing them to become future leaders who have noble character and noble character. The management of our school's students starts from the recruitment of new students, the division of classes based on the interests of students' talents until the evaluation of the program goes well (WK 1 02, 11-22-2022/11:25)

Planning is the initial activity to create a school program to achieve the goals that have been made before. The process of planning and developing curriculum management at SMA Negeri 1 Amurang was based on government instructions and the results of meeting decisions involving all elements of the school including the school principal, teachers, school committee, and parents of students and it was found that there were several focuses on planning school-based curriculum management, namely: a) School personnel, b) Management of School-Based Curriculum, c) Development of RKAS, d) Management of Infrastructure, e) Management of Student Affairs, f) Management of Community Relations.

This can affect the Implementation of School Based Management

Implementation of the curriculum is manifested in the form of learning experiences with principles that make it easier and more effective to communicate with various parties. In terms of implementation, curriculum management at SMA Negeri 1 Amurang starts from managerial activities in the field of learning, teaching staff, school-based at SMA Negeri 1 Amurang always goes through the implementation of deliberations which characterize a combination of consultative management between individuals and groups as well as participatory management which always refers to the law. National Education System No. 20 of 2003.

Each implementation of the program is always controlled by the school principal. The results can go well. Oversight of school principals in terms of school resources and human resources. In addition, school principals always involve community components in implementing school-based management. The ability of the school principal to empower all the potential and abilities possessed by the school, including maintaining the school's supporting factors, determines the success of school-based management.

SMA Negeri 1 Amurang besides implementing management in student activities. It is proven that student activities are carried out through planning, implementing, coordinating and evaluating. In addition, the distribution of tasks evenly and equally given to each teacher is a form of organizing activity. In addition, Management is one of the pillars of SBM that must be carried out by schools because it can become the mainstay of SBM implementation. Educational facilities at SMA Negeri 1 Amurang include buildings, classrooms, tables, chairs and learning media tools. At the same time, infrastructure includes, for example, yards, parks, fields and roads leading to schools. However, if used directly in the teaching process, this component is an educational tool.

School-Based Management at SMA Negeri 1 Amurang involves many components including: the principal, vice principal, teaching staff, education staff, students, committee and parents. These elements will greatly support. Supporting factors are factors that provide support for the implementation of school-based management, while inhibiting factors are factors that can undermine or frustrate the planning and implementation of school-based management. In general, these factors can support the planning and implementation of school-based management. There are two supporting factors that support the implementation of school-based management at SMA Negeri 1 Amurang, namely Internal Factors which include: school leadership, the participation of teaching and educational staff, facilities and infrastructure, the existence of learning media and learning resources, the participation of students and BOS funding support from the government.

Another inhibiting factor is the level of discipline culture of some students who are still lacking and the enforcement of discipline from some teachers who still use feelings in enforcing discipline so that many students still break the rules. Then the student factor is still unstable so they still think that committing violations is something to be proud of if the teacher doesn't catch them. Almost every day while the researchers were conducting observations and research, it was found that there were still many students who came late to school for a variety of reasons, for example, getting up late, the distance from home to school was quite far and so on. The solution is to increase awareness and embarrassment if all school members are late and apply school rules fairly and indiscriminately. In addition, it is necessary to establish cooperation (MoU) with the police to assist the school in order to reduce the number of fights and truancy at school.

CONCLUSION

Implementation of Curriculum Management at SMA Negeri 1 Amurang is created and implemented based on curriculum planning and learning processes in accordance with lesson plans and extracurricular activities. The implementation of Student Management at SMA Negeri 1 Amurang has been carried out well starting from the analysis of student needs, student recruitment, there is an introduction to the school environment, there are grouping of students, coaching, recording and reporting of students.

Implementation of Infrastructure Management at SMA Negeri 1 Amurang The Principal has carried out his managerial functions according to management principles whose processes include: planning, procurement, distribution, inventory, maintenance and storage. The factors that support School-Based Management at SMA Negeri 1 Amurang are adequate infrastructure, good human resources and student achievement. The inhibiting factors for School-Based Management at SMA Negeri 1 Amurang are limited funds because the only source of funds is BOS funds and the level of discipline of students must still be improve.

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