

Community Support in The Implementation of School-Based Management

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ABSTRACT

This study aims to reveal the role and participation of the community in the implementation of School-Based Management (SBM) and the factors supporting and inhibiting implementation. The research was conducted using observation sheet guides and interview guidelines supported by a review of school administration documents, through a qualitative approach to the interactive analysis model of Miles and Huberman. The results showed that the implementation of SBM was quite successful; this was indicated by a significant change in schools, namely the increase in school quality and increased public interest in Muhammadiyah Mutihan Elementary School. In the implementation of SBM, the school is more flexible because it can manage schools independently, making programs based on the school's needs and abilities. Public participation is quite good; the community always supports and helps school activities and controls the school. Supporting factors in implementing SBM are the community, alumni, foundations, and sponsors. While the inhibiting factor is limited land, schools cannot provide sports fields for students and the limited ability to accompany teachers.

KEYWORDS

SBM Implementation; Community Participation; Elementary School.

INTRODUCTION

The low quality of educational processes and outcomes at the education unit level is an indicator that education is not yet fully fulfilled community expectations (Kim & Klassen, 2018). Besides, the lack of practical cooperation between schools and school committees, less cohesive teamwork, low participation of school members and the community towards schools, lack of transparency of schools to related parties, schools lack independence, and the empowerment of available resources is not optimal. Many occur in educational institutions (Li, Roslan, Chong, Abdullah, & Abdullah, 2015). One of the efforts that have been made by the government to improve the quality of national education is by implementing School-Based Management (SBM) in practice better known as School-Based Quality Improvement Management (MPMBS), which functions as an education management model that provides greater autonomy to schools and provides opportunities. In participatory policy-making by involving all stakeholders and school residents in order to achieve school quality. Various efforts have been made by the government to improve the quality of national education. This autonomy of education is a form of government concern for its importance independence of schools and efforts to improve the quality of education in general. This autonomy granting demands an integrative and accommodative management approach that can accommodate all existing potentials and empower resources effectively to encourage school progress.

Implementing School-Based Management (SBM) effectively and efficiently requires a school principal to have a broad view of education and schools. An exemplary attitude, caring, work discipline, enthusiasm for learning, and good human relations are essential assets for creating a conducive work climate. This needs to be continuously developed because it will significantly assist the formation of a professional principal. The principal has a function as a school manager, for that in improving the teaching and learning process also supervises the class, provides positive suggestions, and provides guidance to teachers. Besides, school principals also need to exchange ideas, conduct brainstorming, and comparative studies with other schools to understand and learn about leadership strategies from other school principals. The implementation of SBM requires teachers to be creative in improving classroom management. Teachers are direct role models and role models for students in a class. Teachers need to prepare all the tasks they are obliged to do, both preparation for the content of the material and related to administrative work. Class management must be carried out properly from the preparation of lesson schedules, dividing assignments to students, maintaining class cleanliness and order, seating arrangements for students, and placing learning media in their place.

On the other hand, the ideal SBM implementation must follow the characteristics of SBM and go through the stages of implementing SBM. Proper planning and preparation for the implementation of SBM will help the program succeed. This will result in the quality of education that is getting better, the school community's awareness and the school's responsibility will increase. The implementation of SBM is a form of education management that is still being refined continuously by still referring to the needs analysis; thus, SBM can develop properly. The evaluation of the implementation of SBM needs to be carried out to understand the institution's weaknesses and potentials. To see whether the target service, the evaluation must be carried out in all programs. Evaluation of the implementation of SBM in schools needs to be done so that the targets that have been set for the achievement of school progress can be identified immediately.

Muhammadiyah Mutihan Elementary School is one of the first schools to implement SBM in Kulonprogo District, Yogyakarta. School-Based Management Implementation is carried out through the cooperation of all stakeholders and community participation in order to bring an increase in the quality of education in schools. This study aims to reveal and determine community participation to determine the supporting and inhibiting factors in implementing SBM.

METHOD

This study uses a qualitative descriptive model approach. The research objective was to reveal the implementation of SBM at Muhammadiyah Mutihan Elementary School, community participation, supporting, and inhibiting factors. The research subjects included principals, teachers, students, and parents/guardians of students using snowball data collection techniques. The research instrument used observation sheets, interview guides, and document review. Meanwhile, the data analysis technique used interactive analysis by Miles and Huberman's model.

RESULTS

SBM at SD Muhammadiyah Mutihan has been successfully implemented because the school can freely and independently manage its school. As a result, the achievements and excellence achieved can increase the public's interest in sending their children to the school. The community is interested in going to school for their children because of the school's achievements and excellence, especially the superior program on religious practice, which

is packaged in the "*diniyah*" program, which includes learning about *tahsin*, *tahfidz*, and *tafkhim* through the *iqra* method. One of the requirements for graduation is that students are required to read the Qoran. This school also teaches Javanese culture and introduction to traditional food to understand and love its culture.

Through observations, it can be seen that students are quite happy going to SD Muhammadiyah Mutihan, apart from the achievements and excellence of the school the teachers are also friendly enough so that students can also develop their talents according to the wishes of their respective students. This school also has solid teamwork and understands the primary duties and functions of each and the tremendous community support against the school. Muhammadiyah Mutihan Elementary School has the discretion to manage all existing school resources based on the school's needs and abilities to improve school quality, such as planning and assessment, curriculum management, personnel management, facility management, financial management, student management, and school climate management.

a. Planning and Assessment

Planning is carried out by the school and socialized to the community or student guardians, such as in making school programs planned by the school and then conveyed to the parents. Planning is carried out by schools based on suggestions from parents and foundations. The principal carries out teacher evaluation, evaluation of the principal is carried out by the supervisor, and the school carries out an evaluation of activities. In other cases, the assessment was also carried out by the committee, PCM, and the trainer/activity assistant; for example, in a competitive activity, why did not win first place, then the coach did the evaluation.

b. Curriculum Management

The operational curriculum has been prepared and implemented by the school. The preparation of the curriculum involves the principal as chairperson and member, class teacher as a member, the school committee as a member, expert educators or material experts (supervisors) as resource persons, and the education office who plays a role in coordination and supervision. The curriculum is not much different from the curriculum at other schools; it's just that the curriculum is added with Arabic lessons, kemuhammadiyah, local content such as Javanese, English, and ICT. Then there are also compulsory extracurricular activities such as HW, Tapak Suci, tahsin, and tahfidz, as well as optional extracurricular activities such as bands and marching.

c. Human Resources

Workforce management is regulated based on mutually agreed terms; for example, for teacher recruitment, schools make their standards and requirements such as interviews, academics, teaching, Koran tests, etc. Teacher development is carried out routinely through the KKG from the class level offices, every semester there is teacher professional coaching from the office, and schools also hold coaching every semester through seminars, workshops, or training. Teachers are welcome to participate in seminars, workshops, or training, which the school bears costs. Personnel management is a part of management that pays attention to people in the organization, attention to these people includes recruiting, placing, training, developing, and improving their welfare.

d. Facility Management

The school manages facilities or facilities and infrastructure. The school receives assistance from sponsors, and from the infaq money of the student's guardian, in each new school year, the guardian of the student makes a development contribution to the school and infaq from the student's guardian. The proceeds of assistance, infaq, and donations are then used for the construction and procurement of facilities needed by the school. The government also assists building libraries. For students learning books buy their own and for teacher books provided by the school. This educational facility is closely related to all tools, equipment, materials, and furniture that are directly used in the teaching and learning process. Meanwhile, educational infrastructure is related to all necessary equipment that indirectly supports the implementation of the learning process in schools such as; room, library, school office, UKS, student council room, parking lot, laboratory room, etc.

e. Financial Management

Financial management is managed by the school independently, for employee salaries taken from student tuition fees, for development taken from infaq student guardians, for extracurricular activities that the school participates in funded by the student's guardian, sponsors, and the school. The school always invites the guardians of students and the semester committee for deliberations to discuss the use of the school budget in the future. Ways to get additional school financial costs include compiling a proposal for each activity program, determining the funding requirements for each activity, recording or registering sources of school financing, compiling a School Budget and Income Plan (RAPBS), using the existing RAPBS formulation format, submit proposals and RAPBS to relevant agencies, for example, school committees, community participation bodies, alumni or other donors.

f. Student Management

Student management is carried out independently but still coordinates with the Muhammadiyah Branch Management as the institution that oversees them. Starting from the admission of new students to graduation is entirely determined by the school with the standards or criteria that have been set by the school. Because there are so many registrants here, the school must be more selective in admitting new students. One of the student's guardians when he was asked why his child is sending his child to SD: "I also want my child to progress ... here the teachers are known for being friendly; their smart children are widely accepted at SMP 1". Thus the teacher plays a vital role in creating a conducive and enjoyable learning atmosphere so that students can get good learning outcomes. A teacher should be able to guide students to be active in learning activities, to create a conducive learning atmosphere, as well as functional interactions between teachers and students, as well as students and other students. The teacher is also one of the factors that can affect student learning outcomes; the teacher should master teaching skills and apply them in learning.

g. Management of School Climate and Social Relations

The school environment is always well developed by paying attention to aspects of cleanliness, order, beauty, shady, healthy, free from violence, does not differentiate between gender, and has a noble moral culture. The management of the school climate is carried out by giving direction during ceremonies, entering at 06.30, smiling greetings, praying duha in the congregation, briefing, and reciting teachers and employees every month. The school applies a sense of responsibility to students. From

the results of continuous observations for several months in the field, it appears that community participation in SD Muhammadiyah Mutihan is quite right, interest and level of community trust is relatively high.

h. School Transparency

The openness of management to the community and the parties involved is always prioritized; for example, regarding school performance, programs, and financial management, schools always invite or involve the community, committees, and students in deliberations about the programs or budgets needed and the budget that the school will issue. The foundation also always conducts audits annually or per semester. The parties involved must work together, harmoniously by their respective positions to create a school that all parties can be proud of. Thus, MBS's success is a synergy (synergistic effect) from a compact and transparent team collaboration.

i. Society participation

From the results of continuous observations for several months in the field, it appears that community participation in SD Muhammadiyah Mutihan is quite right, interest and level of community trust is quite high. This is inseparable from student achievement from year to year, which continues to experience quality improvement, especially in the National Examination scores. Besides, extracurricular activities are also quite dense and have won many extracurricular activities in every competition. The school committee plays an active role in implementing SBM; it is always responsible for all school activities, school programs, and school finances for the community. While some of the weaknesses and obstacles in implementing SBM are services and supervision to students that are not optimal, there are still people who do not participate in schools. Another limitation is that the school location is too narrow; there is no sports field, facilities, and infrastructure that are also lacking.

DISCUSSION

As stated by Hamid (2013: 91) that the main objective of SBM is to improve the quality of education, through SBM orders from the center, it is no longer an urgent matter; the community can play an active role in providing direct input. They can develop an educational vision that suits local circumstances and carry out that vision independently, according to Mulyasa (2012: 58) that the implementation of MBS will be effective and efficient for professional human resources to support it in school administration, sufficient funds so that schools can pay employees according to their functions, adequate supporting facilities, and infrastructure. If the teacher wants to succeed in learning, he must also pay attention to school management development. One of the skills teachers must have is classroom management skills (Maulidah, 2019: 61).

In the learning process, community support (parents) is also very much needed. According to Mulyasa (2012: 40), schools are also assigned and authorized to develop local content curricula according to the community's needs and the local environment. As stated by Rohiat (2010: 65) that schools are given the authority to make plans according to their needs, both the needs of students' parents and the general public. Schools are also given the authority to conduct evaluations, especially those that are carried out internally. This evaluation is from the process of admitting new students, the learning process to graduation. Suharsimi (2017: 47) says that student management is an activity of recording students starting from the admission process until students graduate from school. Learning is a necessary or fundamental basis for the intellectual life of the nation. In learning, there is the

interaction between students and teachers, between students and students, and between students and the environment. In SBM, the school program's success needs to be supported by a compact and transparent team performance from the parties involved in school education (Mulyasa, 2013). Daryanto (2013: 130) says that the management of facilities or infrastructure is an essential activity in schools because its existence will significantly support the success of schools' learning process. The MBS program includes the management of the school budget. Rohiat (2010: 65) states that school budget management is the authority of schools, so what is needed is intensive and extensive efforts.

In building a climate of achievement, schools have involved the community. The community around the school cares enough, and the school needs to continue to establish good relations with the community. In line with the description above, Mulyasa (2013: 92) states that a conducive school climate and culture is expected to support an effective learning process, so that all parties involved, especially students, feel comfortable learning. An impressive school climate in a calm and comfortable school atmosphere is suitable for the process of building and learning (Razak, 2006).

According to Nishimura (2016), community participation in school management has great potential to increase mutual trust and strengthen relationships between people and schools by maintaining information transparency and a culture of mutual respect and jointly striving for school improvement by sharing visions, processes, and results. This, of course, will further foster a sense of belonging in the school community. The student achievement from year to year, which continues to increase, especially in the value of the National Examination, has also become a matter of pride for the school community. Besides, there are also extracurricular activities that have won many extracurricular activities in each competition. The school committee plays an active role in capturing community support for the successful implementation of SBM in schools; the committee always tries to provide input and facilitate all school activities, school programs, and school finances (Wiratno, 2016). Meanwhile, some of the weaknesses and obstacles in implementing SBM are the service and supervision of student discipline that is not optimal. Other limitations are the school's too narrow location, the lack of sports facilities, and infrastructure. Community support for activities carried out by schools is often manifested in their involvement in helping to make school activities successful (Normina, 2016). At the beginning of each semester, guardians are invited to participate in deliberations to discuss activities that will be carried out in the future; even the community also provides input so that sports and arts activities such as angklung and Tapak Suci can continue to be preserved. Whereas for the sixth-grade student guardian, meetings are often held to discuss exam preparation. The school always builds a harmonious relationship with the surrounding community, distributes zakat, distributes qurban, and provides opportunities for residents to sell to provide for students and school residents' needs. The school community is very enthusiastic about sending their children to school; they always participate in controlling students and schools. One of the residents who often cleaned the road in front of the school when asked why he bothered to clean the school's front street replied: "If the school is clean, I am also happy ... hmmm ... more people come to school; the teaching becomes more enthusiastic ... hehe ...). Rahman (2014: 78) stated that in the world of education, community involvement has a vital role in the success of education. The role of community leaders is usually carried out by becoming a mobilizer, informant and liaison, coordinator, and proposer (Ismail, 2018). The community's role is not only financial support but also by maintaining and creating a safe and orderly school environment and exercising social control in schools.

Some of the supporting factors that arise include 1) awareness of the community or parents of high students towards education to always support school activities. 2)

sponsorship such as shirt convection is one of the supporting factors for the implementation of school activities, 3) alumni also often provide support both in the form of funds and as trainers in school activities, 4) the foundation also always supports both in the form of funds, motivation, and management. Several factors that still need to be improved are the provision of facilities and infrastructure such as; sports field, the number of bathrooms/toilets is still minimal.

CONCLUSION

The implementation of SBM at Muhammadiyah Mutihan Elementary School is quite successful; this is marked by significant changes, such as increasing school quality and increasing community attractiveness to Muhammadiyah Mutihan Elementary School. Because it is self-managed, the implementation of SBM is very flexible; programs are made based on schools' needs and abilities. Excellent programs include the cultivation of religious values through the "*diniyah*" program, including learning *tahsin*, *tahfidz*, and *tafkhim* using the *iqra* method, and one of the graduation requirements is that students are required to read the Qoran. Javanese culture and traditional food are also taught so that students know and love their culture.

Community participation is outstanding, with an indication that they always support the activities carried out by the school, and help in controlling school activities and operations. Apart from the community, other supporting factors are alumni, foundations, and sponsors who always contribute to funds, motivation, and management. Meanwhile, the inhibiting factors in implementing SBM are limited land so that schools cannot provide sports fields for their students, and the ability of assistants or mentors is not optimal.

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