

Education Quality Improvement Through School Based Management

Imam Tabroni^{1*}, Rini Purnama Sari², Ummu Salamah³, Sri Mulyani⁴
STAI Dr. KH. EZ. Muttaqien Purwakarta

ABSTRACT: School-Based Management (SBM) is an attempt to improve the quality of education. This study aims to determine the process of preparation, planning, implementation, management and community participation as well as the factors supporting the achievement of integrated education. The method used in this study is a descriptive method with a qualitative approach. Data collection techniques through observation and interviews. The subjects of this study were principals and teachers of the Cijantung Sukatani State Elementary School, Purwakarta. The results showed that the planning process in the implementation of School-Based Management (SBM) which includes the establishment of the School's Vision and Mission as well as the discipline carried out by every school member. The implementation of School-Based Management (SBM) at SD Negeri Cijantung is planned and can be implemented properly.

Keywords: quality of education, school-based management.

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Corresponding Author: imamtabroni70@gmail.com

INTRODUCTION

Autonomy in education really needs to be implemented in responding to the demands of global competition and in adapting the education system to the times and policies made by local governments (Deming et al., 2013). This regional autonomy is an implementation of the decentralization principle that has been implemented. With the stipulation of this regional autonomy policy, starting from the province to the city/regency will take care of their own regional affairs. Each of these regions will have their own authority, rights, and responsibilities to manage their household in accordance with the limits and authorities granted by the central government (Sallis, 2005).

This regional autonomy is expected to be able to streamline public services in the community so that in its application the community becomes closer to the government. One of the decentralized fields is the field of education, which in its application in schools is called School-Based Management (SBM). School-Based Management is a policy in the school administration and management system that is carried out independently. This system provides opportunities for schools to manage their school management in a democratic, professional and dynamic manner. This is intended to increase education equity, school quality and increase community efficiency (Winchell & of Manufacturing Engineers, 1992).

THEORETICAL REVIEW

Definition of Education Quality

Quality is a vocabulary that is familiar with modern life or in everyday life. Quality according to Sallis (1993: 39-41) can not be separated from three important figures about quality, namely, Edwards Deming, Joseph Juran, and Philip B. Crosby. According to Deming, the quality problem lies in the management problem. He teaches the importance of an appropriate, systematic, and statistically based approach to solving quality problems. He also recommends solving quality problems with a cycle consisting of: Plan, Do, Check, and Action (Crosby, 1995).

According to Onismus (2011), quality is also called quality, quality or quality is a measure of the good or bad of an object, level, level or degree, in the form of intelligence, intelligence, skills and so on. Meanwhile, according to Edward Sallis (Sri, 2011), said that quality can be seen as an absolute as well as relative concept. Defining the concept of quality is not easy, because the characters differ from one character to another.

- a. Kouru Ishikawa (In Cortada, 1995: 9) explains that quality is related to the most economical and useful products for customers.
- b. Goetsch and Davis (In Tjiptono, 2000: 4) define quality as a dynamic condition associated with products, services, processes, and the environment that influences them.
- c. Cortada (1995: 8) says, although there are many different definitions of quality, all agree that quality is determined by the customer. So from the definitions of quality above, it can be concluded: (1) quality is largely determined by the customer or user of a product (2) quality includes products, services, people, processes, and the environment (3) quality is a condition that is always changes, meaning that the assessment of a quality is highly dependent on

conditions, today it is considered quality, maybe in the future it is considered less qualified.

In the context of education, it is very difficult to interpret and define the quality or quality of education. The quality of education is an intangible (things that cannot be touched), namely the quality of education that is difficult to touch and difficult to measure standards except by quantifying everything. In this regard, quality can be measured by the criteria specified (tangible). The quality of education can be seen from the economic, socio-political, socio-cultural, educational perspective, and the perspective of the globalization process. From an economic perspective, the quality of education can be linked to the principle of efficiency. Quality education is education that is carried out based on the principles of efficiency. Education is seen as a form of capital investment that must be managed efficiently. Callahan describes schools in America after World War I, which focuses on reporting and efficiency. In fact the schools were not successful. (Ana, 2020).

Regarding the quality of education, Sallis (1993: 61) raises two main questions that need to be addressed. First, what are educational products? Second, who are the education customers? In answering the first question, Sallis suggested that education should first be seen as a service or a service, not a form of production. The characteristics of service quality are more difficult to define than to define product quality, because service quality includes several important subject elements (Sallis, 2005).

School-Based Quality Improvement (Depdiknas, 2000) states that the quality of education includes educational inputs, processes, and outputs. Educational inputs are said to be of high quality, if the resources ensure a good process. (Nurtanto, 2020). The process is said to be of high quality if the coordination and harmonization of school inputs is carried out in harmony, so as to create a pleasant learning situation (enjoyable learning), encourage students' motivation and interest in learning, and empower students. While the output is said to be of high quality, if the school's achievements, both academic and non-academic, are in accordance with national standards or school goals. Based on the definition of quality and the description above, it can be said that school education products are educational services provided to students (Rawlins, 2008), (Imam Tabroni & Ismiati Ismiati, 2021). Meanwhile, the quality of education in schools is determined by education customers, both internal customers and external customers (Saputra, 2013), (Tabroni, 2019). Which includes internal education customers, namely teachers, librarians, laboratory assistants, technicians, and administrative staff. While external customers are students, parents, government, community, recipients and users of graduates. Thus the quality of education in schools is determined by the input, process and output of education (Deming et al., 2013). Therefore, the quality of education or school is the ability to manage inputs, processes and utilize educational resources optimally to improve the learning abilities and learning outcomes of graduates (Newstrom, 2006).

School-Based Management

School-based management in an education system is consistent and systematic decentralization to the authority and responsibility of the school level to make decisions on significant issues related to the implementation of activities in schools within the framework of objectives, policies, curriculum, standards, and accountability that determined centrally (Hersey et al., 2013). School-based management is a popular education reform as a way to improve the performance of the education system. (Nurkholis, 2003).

School-based management allows people who work in schools to make decisions about how money is spent, who is recruited, and how learning is delivered to students. Although goals and standards are determined by the center, school-based management allows the processes used to achieve outcomes to be made at the school level.

In school-based management, principals, teachers, and often parents and students are empowered to make decisions that affect the way the school is managed and the learning delivered to students. School-based management is the application of modern business management theory to the school system that seeks to place maximum responsibility for educational planning, accountability, and human and material resource management on individual school employees. School-based management allows schools to allocate their limited resources in the best way to meet the needs of the school, its employees, and the school community.

The goals of school-based management are autonomy, flexibility, efficiency, productivity, and accountability leading to profit, quality, and efficiency (Suhadi, 2020).

In Indonesia, the management of elementary schools organized by the government or local governments uses the following governance:

1. Principals carry out school-based management for and on behalf of governors/regents/mayors in accordance with the provisions of laws and regulations; and
2. The School Committee provides assistance in the form of direction, consideration, and academic supervision to and to the principal. In Indonesia, school-based management is the authority of the principal to determine independently the elementary schools he manages in the field of management which includes:
 - a. strategic and operational plans,
 - b. organizational structure and work procedures,
 - c. internal audit and control system,
 - d. internal quality assurance system.

According to Chapman (1990) SBM is an approach that aims to manage schools by providing authority, participation of school members, and the community in improving school performance. The Ministry of National Education (2001: 4) formulates the objective of SBM as an independent or empowering school/madrasah through the provision of authority, flexibility, and resources to improve school quality. With its independence, it is hoped that:

- a. Schools as educational institutions know more about their strengths, weaknesses, opportunities, and threats compared to other institutions, so that they can optimize the available resources to advance their institutions.
- b. Schools are more aware of the needs of their institutions, especially educational inputs that will be developed and utilized in the educational process according to the level of development and needs of students.
- c. Schools can be responsible for the quality of education to: the government, parents of students, and society in general. In this way, the school will try its best
- d. to implement and achieve the planned quality, education goals.

Schools can conduct healthy competition with other schools to improve the quality of education through innovative efforts with the support of parents of students, the community, and the local government.

Levacic identified three objectives of SBM, first, efficiency, meaning that with SBM the process of improving the quality of education takes place efficiently, especially with regard to the use of human resources. Second, effective, meaning that with SBM the quality of education will increase through improving the quality of learning. Third, responsibility, with SBM the response to students will be increased and responsibility to stakeholders can be increased. Furthermore, independent schools or madrasas have the following characteristics:

- a. High level of independence/low level of dependence
 - b. Adaptive, anticipatory, and proactive to the development and needs of the community
 - c. Have a high entrepreneurial spirit
 - d. Tenacious, innovative, persistent, dare to take risks
 - e. Responsible for school results
 - f. Have strong control over management inputs and resources
 - g. Have strong control over working conditions
 - h. High commitment to himself
 - i. Achievement is a reference for performance appraisal
- Meanwhile, empowered school/madrasah human resources in general have the following characteristics:
- a. Love your job and feel like you own it
 - b. Responsible for the main tasks at school/madrasah
 - c. His work has contributed to the development of quality in schools/madrasahs.
 - d. Knowing his position in the organization in the school/madrasah
 - e. Have control over their work
 - f. Feeling that work is a part of his life.

Through MBS, several advantages are obtained, including:

- a. school policies and authorities are sourced from real conditions experienced by schools and have a direct influence on students, parents and teachers;
- b. local resources can be utilized optimally and relevantly;
- c. education management can work more effectively;

- d. there is a common concern for making decisions that have a direct impact on teachers, school management, school design, planning changes;
- e. SBM provides opportunities for teachers and principals to manage schools more effectively because of their participation and a high sense of ownership and order in making decisions. School managers will have control and accountability for the school environment. Central and basic education managers only play a role in serving the needs of schools.
- f. SBM will create power sharing between the central government and local governments, as well as schools that require careful management based on the spirit of cooperation and consistency in their respective obligations, authorities and responsibilities.

METHODOLOGY

The research method used by the author is a qualitative research method. Through field observations, interviews and reading several reading sources. This research was conducted at SD Negeri Cijantung, Sukatani, Purwakarta.

RESULTS

The process of the principal in school-based management, SD Negeri Cijantung has implemented school-based management well, in accordance with the existence of the school and the ability of the available education staff. SD Negeri Cijantung has implemented effective school-based management in discipline for teachers and students as well as other school members. The planning and implementation and management of School-Based Management have been carried out well. The principal explains that discipline for a teacher includes:

- 1) come to school 15 minutes before the start time,
- 2) create semester programs and annual programs
- 3) develop learning programs,
- 4) compiling minimum completeness criteria (KKM)
- 5) compiling syllabus
- 6) make a lesson plan (RPP)
- 7) enter and leave the class according to lesson hours
- 8) conduct an evaluation at the end of the learning process
- 9) make questions according to competency standards and basic competencies
- 10) make a list of questions
- 11) asking permission for the third to be absent from school.

And the data obtained by discipline for students include:

- 1) Students are required to be present at 07.00 WIB every school day,
- 2) students are required to follow all subjects
- 3) Students who are absent due to illness or permission or are unable to attend must have a letter from their parent/ guardian.

This is done to improve the quality of education at the SD Negeri Cijantung. If school discipline has been running as it should, then the school will have good quality.

DISCUSSION

Gaffar (1989) suggests that education management means as a systematic, systemic, and comprehensive collaborative process in order to realize the goals of national education. Educational management can also be interpreted as everything related to the management of the educational process to achieve the goals that have been set, both short-term goals, medium-term goals, and long-term goals (Imam Tabroni et al., 2022), (Yuniawan, 2003). Without management, it is impossible for educational goals to be realized optimally, effectively, and efficiently (Terry, 1972). It is within this framework that awareness grows of the importance of school-based management (SBM), which gives full authority (autonomy) to schools and teachers in regulating education. SBM also needs to be adapted to the needs and interests of students, teachers, and the needs of the local community (H., 2011), (Imam Tabroni, Erfian Syah, 2022).

The term school-based management first appeared in America "school-based management". SBM is a new paradigm of education, which provides broad autonomy at the school level (community involvement) within the framework of national education policies. In the SBM system, schools are required to independently explore, allocate, prioritize, control, and account for empowerment.

School-Based Management can be interpreted as a form of school management by providing flexibility and authority to the school. In other words, SBM is a form of autonomy in the world of education which is guaranteed and regulated in Law No. 20 of 2003 concerning the National Education System Article 5 paragraph (1) "the management of early childhood education units, basic education, and secondary education is carried out based on service standards. at least with the principles of school/madrasa-based management". SBM demands a change in the behavior of principals, teachers, and administrative staff in operating schools.

To meet the requirements for implementing SBM, principals, teachers and administrative staff must have two characteristics, namely professional and managerial, they must have in-depth knowledge of students and educational principles, so that all decisions taken are based on educational considerations.

CONCLUSIONS AND RECOMMENDATIONS

Improving the quality of education is very important in a school, to improve the quality of a school. This is done so that schools have good quality education and are in great demand by many people. One way to improve the quality of education is through School-Based Management.

The process of planning and implementing School-Based Management which includes the determination of Vision-Mission and discipline is carried out in collaboration between school members. The committee and the community have been very supportive of this process. Every school member has an important role in improving the quality of education. The principal assigns tasks to each teacher equally and always fosters teachers in preparing learning programs.

FURTHER STUDY

Every research is subject to limitations; thus, you can explain them here and briefly provide suggestions to further investigations.

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