



SCHOOL-BASED MANAGEMENT AS AN INNOVATION IN IMPROVING THE QUALITY OF EDUCATION

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Abstract

Educational innovation is a renewal in education and is different from the previous situation which was deliberately sought to solve educational problems in order to achieve educational goals optimally. Educational innovation boils down to the excellence or quality of education units in providing services to stakeholders. Quality improvement is an important program of education both on a national, regional, and international scale. The methods used in this research are critical analysis methods and literature methods. School-Based Management (SBM) is a management model that gives schools the right of autonomy to manage their schools independently and is also a form of changing education from poor conditions to better conditions by giving authority to schools to empower themselves. In order for the implementation of school-based management to run efficiently and effectively, cooperation between all components of education is needed and the availability of adequate advice and infrastructure.

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INTRODUCTION

Education is an important part of the national development process. The development of educational improvement and improvement must be carried out thoroughly and continuously, it should not be done initially even though it may be done gradually. Improvements in the curriculum sector, educators, education staff, and learning infrastructure suggestions will not have a significant impact on change if they are not supported by management. If the management in the school does not provide opportunities for the development of learners then the learning programs will not develop and be meaningful.

School-Based Management (SBM) as an alternative that can provide improvements to schools and provide authority and responsibility, providing flexibility or flexibility to schools to improve the quality of education based on national education policies and other 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, the community and existing stakeholders. In simple terms, it can be understood that school-based management is one of the government's efforts to achieve the superiority of the Indonesian nation in mastering knowledge and technology.

Management of educational innovations is the process of managing new resources (ideas, practices, objects, methods) in the field of education to achieve educational goals or solve educational problems. New ideas, practices, objects, and methods intended are something that is already in the way, already exists, already practiced in the daily life of the school management process. There are several reasons why an educational institution is obliged to implement innovation. These reasons include: a) Less innovative education management has an impact on the low quality of education; b) Only high-quality and innovative people are able to manage quality education; c) The era of globalization expects human resources of superior quality, competitiveness, adaptive, and innovative; d) Democracy as a system of government has an impact on changing policy patterns, laws and regulations, implementation, community needs, conflicts of interest, and uncertain development intrigues; e) The increase in the number of people and the increasingly smart population demands that the quality of education must be improved, increase capacity, add modern facilities in accordance with the development of science and technology; and can overcome the problem of imbalance between the fulfillment of supply and needs; f) Improving the quality of people's welfare, causing a shift in the need for better education; g) Declining quality of education such as low exam results, incompetence, unemployment, and social problems (theft, vagrants, beggars, commercial sex workers, and criminal acts); and h) The quality of education managers in the era of regional autonomy is less achievement-oriented and leaders are full of corruption, collusion, and nepotism ([Agusta et al., 2021](#)); ([Abulencia, 2012](#)).

METHOD

The methods used in this study are critical analysis methods and literature methods. The critical analysis method that the author refers to here is an effort to select by summarizing and considering problems so that they can be reduced, repositioned, and presented systematically. Meanwhile, the literature method is a research method carried out by collecting, reading, recording library data and processing research materials.

RESULT

Innovation comes from the English language, namely innovation which means renewal or everything new. In the KBBI (Big Dictionary of Indonesian), innovation is the entry or introduction of new things, new discoveries that are different from existing or previously known ones. While the word education comes from the Greek word *paedagogie* which has the guidance given to children. In Law No. 20 of 2003 concerning the national Education System, it is explained that education is a conscious and planned effort to realize the learning process and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, as well as the necessary skills of themselves, society, nation, and state. So, educational innovation is a renewal in education and is different from the previous situation which was deliberately sought to solve educational problems in order to achieve educational goals optimally.

Educational innovation boils down to the excellence or quality of education units in providing services to stakeholders. Quality improvement is an important program of education both on a national, regional, and international scale. School-Based Management (SBM) is a form of changing education from poor conditions to better conditions by giving authority to schools to empower themselves ([Hamid, 2013](#)). School-based management is educational management that gives autonomy to schools to manage their resources in improving the quality of schools. School autonomy is the authority of the school to regulate and take care of the interests of the school according to its own initiative based on the opinions of the school community and other stakeholders.

According to Rusdiana, SBM is essentially the alignment of resources carried out independently by schools by involving all stakeholders related to schools directly in the decision-making process to meet the needs of improving the quality of schools or achieving national education goals. Meanwhile, according to Sagala, SBM is defined as a management model that provides greater autonomy or independence to schools in participatory decision-making that directly involves all school residents according to quality standards related to the needs of infrastructure, school facilities, improving the quality of the curriculum and growing teacher positions. ([Ananda & Amiruddin, 2017](#)).

The scope of education management by seeing that schools or other educational institutions as a system makes us unwarranted not to innovate, because there are so many domains that innovation can apply. Whether it is from input, process, output, and outcome. Innovation of learning in education to achieve a certain goal or to solve a problem. One of the innovations in education management is the existence of School-Based Management. The goal of SBM is to improve the quality of education. They can develop an educational vision that is in accordance with local circumstances and carry out that vision independently. The school makes its own plans and takes its own initiative to improve the quality of education by involving the surrounding community in the process. Principals and teachers can work more professionally in providing

education that suits the needs of children in their schools. SBM is an innovative form of education that wants a change from more conditions by giving schools the authority to deceive themselves. Therefore, this SBM is carried out as an education reform, in principle schools obtain high obligations, authorities and responsibilities in increasing the welfare of each stakeholder (Sofanudin, 2016). Related to educational management innovation, educators are more shown to efforts to improve the quality of professionalism as teaching educators in the classroom. Among other things, by improving the design of learning and managing classes really effectively teaching and educating students to become students who have excellent spiritual attitudes and master various skills according to their age level and development.

The application of SBM is guaranteed by the following laws and regulations:

1. Law Number 20 of 2003 concerning the National Education system article 5 paragraph 1 "The management of early childhood education units, primary education and secondary education is carried out in accordance with the minimum service standards with the principles of madrasah school-based management".
2. Law Number 25 of 2000 concerning the National Development Program of 2000-2004 in Chapter VII concerning the development program in the field of education, especially the target, namely "The realization of school and community-based education management (School Community Based Management)".
3. Decree of the Minister of National Education Number 44 of 2002 concerning the Establishment of Education Councils and School Committees.
4. Kepmendiknas Number 87 of 2004 concerning School Accreditation Standards, especially regarding School-Based Management.
5. Government Regulation Number 19 of 2005 concerning National Education Standards, especially school management standards, namely school-based management (Syafaruddin, Asrul, & Mesiono, 2012).

The decentralization of the local government system gives more freedom for local governments to regulate their own affairs. Education will continue to pay attention to the general policies of the central government. There are several reasons to implement School Based Management (SBM) including:

1. By giving the school greater autonomy. That way, the school will have more initiative and creativity to improve the quality of the school. The school is aware of its strengths and weaknesses, and uses this information to optimize its resources. In addition, the school seeks to increase the awareness of school residents and the community about the importance of improving the quality of schools.
2. Increase school responsibility to parents and the government on the quality of schools. The characteristics of schools that implement school-based management indicate a system consisting of input, process, output and outcome components. All of these are interconnected and influential in achieving educational goals in schools.

3. Educational outputs are learning outcomes that reflect how effectively the teaching and learning process is organized. Outcomes are the long-term impact of learning outcomes, both impacts for individual graduates and for society (Syafaruddin et al., 2012)

DISCUSSION

According to Sa'ud, innovation is an idea, item, event, method that is perceived or observed as something new for a person or group of people (society), be it in the form of invention or discourse. In this case innovations are held to achieve a specific goal or to solve a specific problem (Ananda & Amiruddin, 2017). According to Ki Hajar Dewantara, education is a process of cultivation, which is an effort to provide noble values to the new generation in society which is not only maintenance but also with the intention of advancing and developing culture towards the nobleness of human life. Educational innovation is a renewal in education and is different from the previous situation which was deliberately sought to solve educational problems in order to achieve educational goals optimally. One of the innovations in the field of education is school-based management (SBM). School-based management is education management that gives autonomy to schools to manage their resources in improving the quality of school education.

Research conducted by Hamdi on the implementation of SBM to improve the quality of education stated that the implementation of a school-based management program at SMP Negeri 6 Kisaran, showed good performance and compliance both in terms of administrative aspect of responsiveness, all school residents are quite good in responding, with indications of the participation of school residents in the implementation of school-based management programs. And from the result of the policy, it shows an improvement in the quality of education, between before and after the implementation of school-based management programs. After the implementation of the school-based management program, it is proven that student achievement is quite improved both in the academic and non-academic fields (Hamdi, 2011); (Fullan & Watson, 2020).

According to Suhardan, the success indicators of school-based management include: 1) The effectiveness of the learning process; 2) Good school leadership; 3) Effective power management; 4) The school has a compact and dynamic team work; 5) Schools have independence; 6) Participation of school and community residents; 7) School transparency; and 8). Responsive and anticipatory to needs (Patras, Iqbal, Papat, & Rahman, 2019). In implementation, SBM is very helpful in improving the quality of schools because schools will be more open to the surrounding environment, namely involving elements of the community, educational leaders and parents of students in school development, they are organized in the school committee (Kristiawan et al., 2018).

The implementation of school-based management provides many benefits. This is because SBM gives schools great freedom and flexibility, along with a set of responsibilities. With this autonomy that provides flexibility, schools can further improve the welfare of teachers so that they can concentrate more on tasks. In addition, the application of SBM can also encourage the professionalism of teachers and principals as school leaders, this is because the concept of SBM requires freedom from teachers and principals in preparing school curricula and programs. There is an opportunity to compile curricula and programs for teachers and principals, of course, the curriculum formed will be in accordance with the needs of the community (right on target). Thus, the school's sense of responsiveness to the needs of the community increases and guarantees educational services in accordance with the demands of students and the community (Aziz, 2015).

School-based management is a decentralization of education where schools are given freedom and flexibility in managing their schools independently by increasing cooperation between all components of education. The application of school-based management can improve the quality of school education. In order for the implementation of SBM to run efficiently and effectively, cooperation between all components of education is needed, starting from school principals, educators, education staff, parents of students, and the community. The availability of adequate facilities also affects the sustainability of SBM implementation.

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