IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT

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Abstract

Education has an important role in influencing the advancement of a nation's civilization. A nation that has good education tends to be an advanced nation in civilization, science and technology, social economy, as well as culture. One of the educational problems is the need for adjustment and improvement of educational program material so that it can flexibly move along with the demands of the workforce and the changing demands of people's lives. The implementation of School-Based Management (SBM) is essentially the granting of greater autonomy to schools with the ultimate goal of improving the quality of the results of the implementation of education so that it can produce actual achievements through a well established managerial process. School-based management is the granting of broad autonomy at the level of the education unit in order to be able to manage resources and sources of funds and allocate according to the level of need. The aim of school-based management is to improve the efficiency of education quality by independence and flexibility in managing existing resources. Components in school-based management include management of curriculum and teaching programs, management of teaching staff, management of students, financial management and financing, management of educational facilities and infrastructure, public relations management and special service management. Supporting factors for the success of the first school-based management, the demands of a considerable democratic life from the people in the reform era. Second, the application of Law No. 22 of 1999 concerning Regional Government which emphasizes the autonomy of government at the district / city level. Third, there is a school committee that functions to help implement the Social Safety Net (JPS) program in many schools. Fourth, there is a desire by the government to increase community participation in education by increasing the duties, functions and roles of the Education Provider Assistance Agency (BP3). Factors that become obstacles in running school-based management come from students, educators, infrastructure and community participation.

Keywords: School-Based Management. Education, Managerial Process

INTRODUCTION

Education has an important role in influencing the advancement of a nation's civilization. Nations that have the kind of education that is likely to become the developed nation, in terms of civilizations, advance of science and technology, socio-economy, and culture. Law No. 22 of 1999 concerning Regional Government essentially gives authority and freedom to the region to regulate and manage the interests of the local community according to their own initiative based on the aspirations of the community in accordance with the legislation. According to Suparlan (2013: 5) authority is given to district and city regions based on the principle of decentralization in the form of wide, real, and responsible autonomy.

One of the problems related to the relevance of education is the need of adjustment and improved materials that are applicable within educational programs in line with the demands of the fast moving world of work and society that change constantly. As a concrete manifestation of these efforts, among others, a 1968 curriculum change was made into a 1975/1976 curriculum that was goal-oriented, then refined in 1984 and 1994. This was intended to achieve harmonization between the curriculum and new policies in the field of education, improve the efficiency and effectiveness of teaching as well as improving the quality of graduates, also relevant education with the demands and needs of the community. This goal-oriented curriculum applies to all types and levels of education from basic education to higher education.

According to the Department of Religion RI (2005: 7) the main objective of School-Based Management, the so-called SBM, is to improve the efficiency, quality and equity of education. Increased efficiency is obtained through the freedom to manage existing resources, community participation, and simplification of the bureaucracy. Meanwhile the implementation of SBM requires the support of skilled and qualified workforce in order to generate work motivation that is more productive and empowers local regional authorities, as well as streamlining the system and eliminating overlapping bureaucracy.

SBM provides opportunities for principals, teachers, and students to innovate and improvise at school, related to issues of curriculum, learning, managerial, etc. that grow from the activities, creativity, and professionalism they possess. The complexity of the problems faced by schools in Indonesia

will be an obstacle in the implementation of school autonomy at once. Therefore , there needs to be an implementation phase to avoid inter-elemental clashes and between implementing units. For this purpose, at least three stages are needed, namely short-term, medium-term and long-term. In this regard, one of the ideas emerged towards the management of education which gave schools the freedom to regulate and implement various policies widely. This thought on the way is called School-Based Management, which has succeeded in lifting the commission and solving various educational problems in several developed countries, such as Australia and America.

Implementation of SBM is essentially granting greater autonomy to the schools with the goal of ultimately improving the quality of education management so that it can generate the actual achievement through well-established managerial processes. Through increasing the performance and participation of all stakeholders, schools at all levels and all types of education with their autonomous nature will become an organic, democratic educational institution creative, and innovative and unique with its own characteristics for self-renewal *(self reform)* . That is, in this context, the school has the authority to take decisions because kep u decision- be strictly in accordance with the needs and realities of the learning process in the concept of SBM is intact. At this level, Syaiful Sagala stated that the power possessed by the school included, among others (1) making decisions related to curriculum management; (2) decisions relating to recruitment and management of teachers and administrative staff; (3) decisions related to school management.

DISCUSSION

1. Understanding School-Based Management (SBM)

According to, Mary Parker Follet in Suparlan's quote (2013: 41) , has defined management as the art of completing work through other people . This definition means that a manager is responsible for managing and directing others to strategically achieve organizational goals. In its operational definition, Ricky W. Effective means that goals can be achieved in accordance with a predetermined plan, while efficient means that tasks will be implemented correctly, well organized, and in accordance with a predetermined schedule.

While the notion of School Based Management (SBM) according to Mulyasa (2004: 19) is the granting of broad autonomy at the school level

so that schools are free to manage resources and sources of funds by allocating them according to priority needs, as well as being more responsive to local needs.

In the Koran as the word of God in the letter Al-Sajadah verse 05 which means:
"He brought business from heaven to earth, then it went up to him in one day which was a thousand years according to your calculations." (QS As-Sajadah: 05)

SBM comes from three words, namely *management, based, and school.* Management is the process of using resources effectively to achieve goals. 19 Schools are institutions for teaching and learning and places to receive and provide lessons. Based on the lexical meaning, school-based management (SBM) can be interpreted as the use of resources based on schools in the teaching or learning process.

While the notion of SBM according to Mulyasa (2004: 19) is the granting of broad autonomy at the school level so that schools are free to manage resources and sources of funds by allocating them according to priority needs, and more responsive to local needs. School Based Management (SBM) according to Nurkolis (2003: 5) gives broad power to the school level directly. With the power at the local level of school, management decisions lie with local *stakeholders* , thus they are empowered to do everything related to school performance. With School-Based Management (SBM) this collective decision-making process can improve the effectiveness of teaching and increase teacher satisfaction.

2. Purpose of School Based Management (SBM)

According to the Ministry of National Education of the Republic of Indonesia, the goal of SBM with the MPMBM model is to *first* improve the quality of education through school independence and initiative in managing and empowering available resources. *Second,* increasing awareness of school citizens and the community in the implementation of education through joint decision making. *Third,* increase the responsibility of the principal to the school. *Fourth,* increase healthy competition between schools about the quality of education to be achieved. In addition, SBM according to Nurkolis (2003: 27) has the potential to improve student achievement due to an increase in efficiency in the use of resources and personnel, improvement of teacher

professionalism, application of curriculum reform and increasing community involvement in education.

While Mulyasa (2004: 13) stated that the main objective of SBM is to improve the efficiency, quality and equity of education. Increased efficiency is obtained through the flexibility to manage existing resources, participation community, and simplification of the bureaucracy. Quality improvement is obtained through parental participation, flexibility in school management, increasing teacher professionalism, the presence of prizes and penalties as controls, as well as other things that can foster a conducive atmosphere. T ampak educational equity in the growth of community participation especially capable and caring, while the less able will be the responsibility of the government. Based on the above theory, it can be concluded that the goal of school-based management is to improve the quality of education efficiency by independence and flexibility in managing existing resources .

3. Principles of School Based Management (SBM)

According to Nurkolis (2003: 52) there are four principles in SBM, namely:

a. *Principles of Equifinality*
This principle is based on modern management theory which assumes that there are several different ways to achieve a goal. SBM emphasize flexibility so schools must be managed by school residents according to their respective conditions. Because of its complex s current school work and their major differences between schools from one another, for example, differences in the level of a student's academic and community situations, schools can not be run with standard structures throughout the city, the province, let alone the country. Schools must be able to solve various problems they face in the most appropriate and appropriate conditions and conditions. Although different schools have the same problem, the way to deal with it will be different between one school and another.

b. *Principles of Decentralization*
Decentralization is an important symptom in the reform of modern school management. The principle of decentralization is consistent with the principle of equity. The principle of decentralization is based on the basic

theory that school management and teaching activities cannot be avoided from difficulties and problems. Education is a complex and complex problem that requires decentralization in its implementation.

c. *Principles of Self Managing System)*
This principle is related to the previous principle, namely the principle of equity and the principle of decentralization. When schools face problems, they must be solved in their own way. The school can solve the problem if there has been delegation of authority from the bureaucracy above it to the school level. With the authority at the school level, the school can carry out an independent management system.

d. *Principles of Human Initiative*
This principle recognizes that humans are not static, but dynamic resources. Therefore, the potential of human resources must always be explored, discovered, and then developed. Larger schools and educational institutions can no longer use the term *staffing* whose connotation only manages as static goods. Educational institutions must use human *resource development* approaches that have dynamic connotations and regard and treat humans in schools as very important assets and have the potential to continue to be developed.

4. Components of School Based Management (SBM)

The most important thing in the implementation of School Based Management (SBM) is management of the components of the school itself. There are at least seven school components that must be managed well in the framework of SBM, namely:

a. Management of curriculum and teaching programs
Curriculum management is a pattern of empowering education workers and other educational resources to improve the quality of education. The curriculum itself is the thing that determines the success of teaching and learning activities to the maximum, so that the need for management includes:
- Planning activities
- Implementation activities
- Assessment activities

 b. Educator

Educators are the most important thing in an educational institution, because it is he who is the driving force and change, not only as an agent of change but also as a person who educates, directs, guides, and evaluates his students so that he is able to achieve the desired goals.

c. Management of students

Management of students can be interpreted as an effort to regulate students starting from the students entering school until they graduate from school. Knezevis in Bambang defines the management of students as a service that focuses on student management, supervision and service in the classroom and outside the classroom such as introduction, registration, individual services such as developing the overall abilities, interests, needs until he is mature in school.

d. Financial management and financing

Educational financial management is one of the substance of school management that will also determine the running of educational activities in schools. As happened in educational management agencies in general, financial management activities are carried out through the process of planning, organizing, directing supervision and control.

e. Management of educational facilities and infrastructure

Infrastructure facilities are supporting facilities that can support the process of activities in any organization including education or school units. But more important is the management or management process of the infrastructure itself. The management process can affect the success of an activity process. "*For a smooth performance of the organization concerned* ". Because the infrastructure management process is very important and influential, understanding the concept of infrastructure means well will help broaden the horizon of how to play a role in planning, using and evaluating existing infrastructure so that it can be utilized optimally to achieve the goals of the organization itself.

 f. Management of school relations with the community

Schools as social institutions organized and owned by the community, must meet the needs of the community. Schools have a legal and moral obligation to always inform the community about their goals, programs, needs and circumstances, and vice versa the school must know clearly what the needs, expectations, and demands of the community.

g. Special service management.

Special service management in schools according to Mulyasa (2004: 39) is established and organized to facilitate or facilitate learning, and can meet the special needs of students in school. Among them include: management of counseling guidance services, school library services, health services, boarding services, and management of school canteen services. These services must be managed properly and properly so as to facilitate the achievement of educational goals in schools.

5. Concept of School Based Management (SBM)

School Based Management (SBM) according to Fatah (2004: 26) conceptually will have an impact on improving school performance in terms of quality, financial management efficiency, equity through changes in decentralization policies in various aspects such as political, educational, administrative and education budgets. SBM in addition to improving the quality of teaching and learning and operational efficiency of education, as well as political objectives, especially the climate of democratization in schools. Nanang Fattah revealed the success of School-Based Management (MBS) in Spain, namely creating quality management and education, as a strategy to improve school performance which is able to increase the willingness and ability of principals to improve the teaching and learning process. This is seen as democracy at the local school level.

6. School-Based Management Implementation Strategy (SBM)

Basically, there are no specific strategies that are accurate and can guarantee the successful implementation of SBM in all places and conditions. Therefore, the strategy of implementing SBM in one country to another can be different, between one region and another, it can also be different, even between schools in the same area can differ in strategy.

Meanwhile, according to Slamet PH (2001) in Nurkolis (2003: 132) because the implementation of SBM is a process that takes place continuously and involves all elements responsible for the implementation of education in schools, the strategies adopted are as follows:

First, socializing the concept of SBM to all school residents through seminars, discussions, scientific forums and mass media. Secondly,

analyzing the situation of the school and outside the school which results in the form of real challenges that must be faced by schools in order to transform central-based management into SBM. Third, formulate the situational objectives to be achieved from the implementation of SBM based on the real challenges that must be faced. Fourth, identify functions that need to be involved to achieve situational objectives and which still need to be examined for their level of readiness. The functions in question include curriculum development, development of education and non-education personnel, student development, development of school academic climate, development of school relations, development of school relations with the community, facilities and other functions.Fifth, determine the level of readiness of each function and its factors through a SWOT analysis. Sixth, choosing problem solving steps, namely the actions needed to change functions that are not ready to be a ready function. Seventh, make a short, medium and long term plan and its programs to realize the plan. Eighth, implement programs to realize the SBM short-term plan. Ninth, monitor the process and evaluation of the results of SBM.

7. Characteristics of School Based Management (SBM)

According to Levacic, as quoted by Ibrahim Bafandhal, explained that in School-Based Management, there are three characteristics that are characteristic and must be put forward from others in the management, namely as follows:

a. power and responsibility in decision making related to improving the quality of education decentralized to school *stakeholders* .

b. Domain Management of improving the quality of education that covers all aspects of improving the quality of education, covering curriculum, staffing, finance, infrastructure, acceptance, and new students.

c. Although the overall management domain of improving the quality of education is decentralized to schools, a regulation is needed which regulates the central control function towards the overall implementation of government authority and responsibility.

As for Edmon, as quoted by Suryosubroto (2004: 197) , tries to present various indicators that show the characteristics of the concept of School Based Management (SBM), including the following:

a. A safe and orderly school environment.

b. The school has the vision and quality targets to be achieved.

c. The school has strong leadership.

d. There are high expectations from school personnel (principals, teachers, and other staff including students) for achievement.

e. The continuous development of school staff according to the demands of science and technology.

f. There is a continuous evaluation of various academic and administrative aspects, and the use of the results for improvement / quality improvement.

g. There is intensive communication and support from parents and the community.

Saud, as quoted by Mulyasa (2004: 14) , said that based on implementation in developed countries, School-Based Management (SBM) has basic characteristics, namely giving broad autonomy to schools, community participation, and parents of high students, democratic and professional school leadership and the existence of high and professional *Teamwork* .

Furthermore, the following description starts from the *output* and ends the *input* , given that output has the highest level of importance, while the process has a level of importance one level lower than *output* , and the *input* has a level of importance one level lower than *output* , and the *input* has a level of importance two more levels low of *output* .

a.   **Expected** *output*

Output is school performance. School performance is a school achievement produced by the school process. School performance is measured by its quality, *productivity* , *effectiveness* , innovation, quality of work life, and work morale. In general, *the output* can be classified into two *output outpu* tacademic achievement and non-academic achievement. *The output* of academic achievement for example increases the NEM from an average of seven to eight for next year. Non-academic *output* , for example, increases the rank of sports from sixth to one in its district in the next two years

b.   **Process**

Effective schools generally have the following process characteristics:

1). The teaching and learning process is of high effectiveness
Schools that implement SBM have the effectiveness of a high learning process that is addressed by the nature of the teaching and learning process that emphasizes the empowerment of students. The

learning process is not just emphasize the mastery of knowledge about what is taught (logos) but more emphasis on internalizing what should be taught so embedded and functioning as a charge conscience and internalized and diprakt i kkan in the lives of learners (ethics), even the learning process more emphasize how students are able to learn how to learn *(learning to learn)*.

2). Strong school leadership
The principal has a strong role in coordinating, mobilizing and harmonizing all available educational resources. Principal leadership is one of the factors that can encourage schools to be able to realize the vision, mission, goals and objectives of schools through programs that are planned in a planned and gradual manner. Therefore, principals are required to have adequate management and leadership skills to be able to take the initiative or initiative to improve school quality.

3). A safe and orderly school environment
Schools have learning (safe) environment that is safe, orderly, and comfortable so that the teaching and learning process can take place in a comfortable (*enjoyable learning*) way. Therefore, effective schools always create a safe, comfortable and orderly school climate through the pursuit of factors that can foster the climate. In this case, the role of the principal is very important.

4) . Effective management of education staff
Educational staff, especially teachers, are the soul of schools, schools are only a place. Therefore, the management, starting from needs analysis, planning, development, evaluation, performance, work relationships, until the service lead is an important task for the principal. Moreover, the development of education personnel must be carried out continuously constantly remembering the rapid development of science and technology. The success of SBM is very much dependent on the quality of the work of its education personnel.

5). Schools have a quality culture
Quality culture is embedded in all school residents so that every behavior is always based on professionalism. Cultural quality elements are as follows: (1) quality information must be used for improvement not to judge or control people, (2) authority must be limited to responsibility, (3) must be followed

by *reward* or *punishment* , (4) collaboration, synergy not competition must be the basis of cooperation, (5) school families feel safe towards their work, (6) the *atmosphere* of *fairness* must be instilled, (7) fees must be commensurate with the value of their work, (8) school residents feel they have a school.

6). The school has a compact, smart and dynamic *teamwork*

Togetherness (*teamwork*) is a characteristic demanded by School-Based Management (SBM) because education *output* is a collective result of school citizens not individuals. Therefore, cooperation, togetherness, *teamwork* , must be cultivated in school.

7). Schools have independence or authority
The authority or independence of the school to do the best for the school requires that it does not have the ability and ability to work always depend on the school boss. Schools must have sufficient resources to carry out their duties.

8). School and community participation
The participation of school and community members must be part of school life, participation in carrying out responsibilities will lead to dedication.

9). The school has management transparency
Openness or transparency is manifested in the form of decision making, the use of money, etc., which always involves the parties involved as controllers.

10) Schools have the will to change (psychological and physical)
Change must be a pleasure for all citizens of the school, of course the change in question is an improvement from before, especially the improvement of quality for students.

11). Schools conduct continuous evaluation and improvement
In this case the school evaluates all processes that have taken place in schools in general, both evaluating learning outcomes, administration, finance, policies, and others. This is intended so that what is the weakness of the school can be identified for further *continuous* improvements .

12). Schools are responsive and anticipate needs

Schools are always responsive to various aspirations that arise for improving quality, for that the school must always read the environment and overcome it quickly and accurately.

13) . Schools have accountability

Accountability is a form of accountability that must be done by the school towards the success of the program implemented. This accountability is in the form of an achievement report that is achieved both to the government and to parents of students and the community.

14). Schools have the ability to maintain *sustainability*

Effective schools also have the ability to maintain their survival (sustainability) both in the program and funding. Program sustainability can be seen from the sustainability of the programs that have been initiated before. Sustainability of funding can be demonstrated by the ability of schools to maintain the amount of funds owned and even greater in number.

c. Education input

1) . Have clear policies, objectives and quality objectives

Formally, the school clearly states the overall school policies, goals and objectives related to quality. The policy, objectives and quality objectives are stated by the principal, then socialized to all school residents, so that they are embedded thoughts, actions, habits, up to the ownership of the quality character by the school community.

2). Resources available and ready

Resources are *an* important *input* for the continuity of the education process in schools. Without adequate resources, the education process will also not be sufficient, and in turn the school's goals will also not be achieved. Resources must be available and ready, meaning that they are available because schools do have them, ready for their use in accordance with the minimum demands required in the school program. Specifically for other human resources the target is its efficiency and *effectiveness* , it does not have to be expensive and abundant as long as it is mobilized optimally and understands the school program.

3). Have high achievement expectations

Schools have high encouragement and hope to improve student and school achievement. The principal has a strong commitment and

motivation to improve school quality optimally. Teachers have high expectations for their students to be able to achieve maximum levels of achievement despite limited resources at school. Students must have motivation in improving performance in accordance with their talents and abilities. The high expectation of the three elements is a factor that causes schools in a dynamic state to try to achieve something better than before.

4). Focus on customers (especially students)

Customers, especially students, must be the focus of all school activities, the input of customer processes in schools is primarily to improve the quality and satisfaction of students.

5) . Have management input

Schools have adequate management input to run the school. The principal in managing and managing the school uses a number of management inputs. Completeness and clarity of input will help the principal manage the school effectively. The intended input includes: clear assignments, detailed and systematic plans, programs that will support the implementation and plan, clear rules or rules of the game as role models for school citizens to be sure of achieving the set goals.

d.   Supporting   Factors   and   Inhibiting   Factors   for   the Implementation of School-Based Management and their Solutions

1). Supporting Factors for the Implementation of School-Based Management

A proclaimed program will not run and succeed optimally if there are no supporting factors available. Supporting factors can come from both internal and external.

In the implementation of SBM, broadly and fundamentally that is needed is political support, whether it is merely *political will* or in the form of formal regulations and legislation. Financial support, support for human resources and their thoughts, facilities and other infrastructure are also important supporting factors (Nurkolis 2004: 130)

The opportunity for successful implementation of SBM in Indonesia at this time is quite large because of several factors, among others , first, the demands of a large democratizing life from the community in the reform era. Second, the application of Law No. 22 of 1999 concerning Regional Government which emphasizes the autonomy of government at the district / city level. Third, there is a school committee that functions to help implement the Social Safety Net (JPS) program in many schools. Fourth, there is a desire by the

government to increase community participation in education by increasing the duties, functions and roles of the Education Organizing Agency (BP3) (Nurkolis 2004: 247)

2). Inhibiting Factors for the Implementation of School-Based Management

Management of professional educational institutions is a necessity that must be implemented to keep up with the flow of information and globalization and to address challenges of the times of the all complex s this. Because the task of educational institutions is so heavy, in its management it is not free from some of the obstacles that must be faced. The inhibiting factors in the management of educational institutions are:

a) . participants learners

Students are one of the main factors of education that can affect the success of the teaching and learning process, as stated by the IKIP Malang Lecturer Team (2003: 110) that "if we look at our students we will soon find out that they have different intelligence even though they have same calendar age, but the mental abilities are not the same ".

b) . Educator

The teacher's family situation, namely health, social psychological and economic well-being, is a barrier or social factor that influences the progress of the implementation of the teacher's duties, an uneasy psychological social climate, the health of families who do not meet health requirements in a condition of their insecure economic welfare can disrupt their work school.

c). Funds and Infrastructure

Lack of funding and infrastructure is a problem of education in Indonesia. Many educational institutions are underdeveloped due to lack of funding and infrastructure facilities.

The social factors that influence school progress are the sources of funds available in the community and are provided for the development of school systems. The school's social environment consists of families whose relative socioeconomic conditions are good and similarly the local government has natural resources, a high standard of living and natural resources, a high standard of living and a lot of tax resources that can one day affect the progress of education in school.

d). Society participation

Community participation is very influential in the management of schools, because it is the community that determines the direction and objectives of education. This can be seen from the fact that higher community assistance and awareness of parents or students, this will support the survival of private education. This assistance is prioritizing material assistance as well as moral assistance, inventory equipment, teaching staff, and others.

3). Solving Factors Inhibiting School-Based Management

a). Learners

A service that focuses on student management, supervision and service in class and outside the classroom such as: introduction, registration, individual services such as the development of overall abilities, interests, needs until he is mature in school.

Improvement of learning has an important role in helping students to develop according to his ability, to encourage teachers to get to know the diversity of his students, as well as to increase the satisfaction of students learning and teachers teaching satisfaction (Imron 2011: . 6)

b. Educator

A school manager in this case the headmaster must be responsive to the conditions and ability of the teaching staff in his school, both in terms of skill and economy. Therefore in order to increase the enthusiasm of educators there must be compensation for teachers.

Compensation according to Mulyasa (2004: 40) is remuneration provided by the organization to employees, which can be assessed with money and has a tendency to be given regularly. Compensation other than in the form of salary, can also be in the form of housing, vehicle and other facilities.

c). Funds and infrastructure

Costs and infrastructure according to Hasibuan (2014: 5) is an important factor in school development. In order to meet the costs of education, the construction of educational facilities and facilities, especially physical facilities, teaching tools, and study rooms, as well as the completeness of student handbooks and others, often schools receive educational facilities and infrastructure from the Government. Library materials, especially those in the form of books, are usually assistance or *dropping* from the Government, both from the Regional Office of the Ministry of Education and Culture and the Head Office of the Ministry of Education and Culture.

d. Society participation

As is well known the role of the community in the management and development of educational institutions is very influential in the successful implementation of School Based Management (SBM).

The more advanced the understanding of the community about the importance of the education of their children, then it is a vital need for schools and communities to establish cooperation. The cooperation is intended for the smooth running of school education in general, and for improving student achievement in particular (Ismaya 2015: 57).

CONCLUSION

Based on the discussion, it can be concluded that:

1. School-based management is the granting of broad autonomy at the level of the education unit in order to be able to manage resources and sources of funds and allocate according to the level of need.

2. The aim of school-based management is to improve the efficiency of education quality by independence and flexibility in managing existing resources.

3. Components in school-based management include management of curriculum and teaching programs, management of teaching staff, management of students, financial management and financing, management of educational facilities and infrastructure, public relations management and special service management .

4. Supporting factors for the success of the first school-based management, the demands of a considerable democratic life from the people in the reform era. Second, the application of Law No. 22 of 1999 concerning Regional Government which emphasizes the autonomy of government at the district / city level. Third, there is a school committee that functions to help implement the Social Safety Net (JPS) program in many schools. Fourth, there is a desire by the government to increase public participation in education by increasing the duties, functions and roles of the Education Provider Assistance Agency (BP3)

5. Factors that become obstacles in running school-based management come from students, educators, infrastructure and community participation.

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