**Research Article**

# Implementation of Management Based School in Improving the Quality of Secondary Education

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## ABSTRACT

The implementation of school-based management in Indonesia itself is contained in the Act National Education System Number 20 of 2003 which reads "management of education units early childhood, basic education and secondary education are implemented based on standards minimal service with the principle of school-based management. education Department National Republic of Indonesia calls SBM with School-Based Quality Improvement Management which is defined as "a management model that gives school more autonomy and encourage participatory decision making that directly involves school members to improve the quality of schools based on national education policies.

## 1. INTRODUCTION

Shifting the system of governance from centralized to decentralized now demands changes in the lives of people, nations and countries. Society needs education that can realize the future the front is better. However, one of the problems faced by Indonesians in the aspect of education is the low quality of education in Indonesia each level especially the primary and secondary levels.

Based on these problems, a management system is needed education that empowers power every area. In the current era of decentralization, one of the most intensive education introduced is the granting of autonomy which broad at the school level and participation high society in order national education policy, known with School Based Management. School Based Management according to Fattah (2004: 12) expressed as an effort to develop ideas in welcomed the government policy in implementation of decentralization that puts the presence of schools as educational institutions independent.

Implementation based management schools in Indonesia themselves are contained in National Education System Law Number 20 of 2006 which reads "the management of early childhood education units, basic education and secondary education implemented based on service standards with a minimum based management principle school.

Other efforts that can be carried out such as conducting various training and increasing teacher competencies, provision of books and learning tools, improvement of teaching infrastructure and quality of schools management, and the establishment of better education policies and even teacher distribution.

For know the results of implementing the program It is very necessary to evaluate program achievement components and indicators; and more important is knowing the impact of implementing the program on decentralized management elements at the school level.

## 2. METHODS

This article is a literature study by examining journals related to implementation of management based school in improving the quality of secondary education. The results of various studies of this literature will be used to describe school-based management in improving the quality of secondary education.

## 3. RESULTS AND DISCUSSION

### 3.1 School Based Management

The word management is commonly used today comes from the word to manage which means to manage, regulate, drive, control, handle, manage, organize, run, implement, and lead (Kurniadin and Machali, 2013).

Parker defines management as a deepart get work done through other people, this definition implies that managers are in order achieve organizational goals by managing people to carry out various tasks that may be needed and do not do it alone (Handoko, 2009).

Furthermore, management is the art of getting things done through people, meaning the art of carrying out work through other people (Husaini, 2013). Management can also be interpreted as a process providing guidance, leadership, regulation, control, management which is a process of excitement for achieve predetermined goals (Fathoni, 2006).

Management is generally associated with planning, organizing, controlling, placement, direction, motivation, communication and decision making is done by every organization with the aim of organizing various resources owned by the company so that it will produce a product or service efficiently (Syukur, 2002).

School Based Management is a translation from School Based Management. This term is used in America as a form of protest about the problem of relevance between education with community needs (Ibtisam, 2004). Mulyasa (2004) describes School-Based management (SBM) as one form of education reform which offers to schools or madrassas for provide better and adequate education for the students.

So it can be concluded that management is a science and the art of regulating the process of utilizing human resources and other resources effectively and efficiently for achieve certain goals.

### 3.2 The Improvement Of Education Quality

The efforts in the improvement of education quality becomes the continuous activities that stakeholders have conducted by applying various approaches and comprehensive and integral finishing methods from central to regional levels.

Those efforts stem from the awareness on the importance of education's roles in the development of human resources and nation character building associated with the advancement of society and the nation. The dignity of a nation definitely depends on the quality of education.

The Indonesian people perceive the improvement of education quality serves as the target in the national development in education aspect. Further, these efforts act as the integral parts in the improvement of Indonesian people's quality. However, the efforts that the government has established have not significantly improved the quality of human resources (Mulyasa, 2005). As the rise of autonomy era, democracy process and decentralization principle, the quality improvement requires the participation and empowerment of all components in education aspect as well as the implementation of education concept as a whole system.

The escalation of education quality under the perspective of local autonomy has changed the direction and the implementation paradigm from the centralization pattern to decentralized education pattern (Tilaar, 2004). The models for the education implementation to achieve the quality of education appropriate for the recent decentralization paradigm, School Based Management.

The exploration of educational autonomy is definitely necessary as the valuable input in accessing work performance of educational bureaucracy as the public service organization after the stipulation of Indonesian Law No.22 of 1999, Indonesian Government Regulation 25 of 2000 and the implementation of School-Based Management concept. It has been understood that the escalation of education quality has been the second ultimate agenda in local autonomy if perceived from the bureaucracy function and education aspect.

There are many aspects related to the process of quality escalation in education sector such as regulation aspect, responsibilities, and organization and management *(infrastructures, finance, and society participation)* from the stakeholders.

The quality of education service becomes the strategic issue amidst the eroded trust of society toward bureaucracy due to its long-term dysfunction. In education aspect, the autonomy can be seen in the implementation of educational authority between central government, regional and regency or city governments. Indonesian Government Regulation No.25 of 2000 there are 10 sub-authorities that become the responsibility of Central Government and 6 sub-authorities that become the responsibility of Regional Government. Other aspects aside from these 16 aspects become the responsibility of both Regency and City Governments.

Based on the classification, the government needs to build the system of education able to provide excellent basic skill for students. As a result, a concept of school management emerges through School-Based Management. It can be defined as the shifting authority in decision making from central to school levels. It means that school has authority for decision making regarding the empowerment of sources.

The main principle of School-Based Management emphasizes authority relying on school and society, and avoid centralization form and bureaucratization impairing the function of school management. Wohlstetter and Mohrman (1996) perceives School-Based Management as a political approach to redesign and modify government structures by moving the central authority to school. It moves the decision from central government to local stakeholders by putting a risk on school empowerment in escalating the quality of national education. This perception represents the spirit of decentralization and autonomy in education sector.

### 3.3 School Based Management Model in Indonesia

School-based Management model in Indonesia is known as School-Based Quality Improvement Management. That is defined as a management model that provides greater autonomy to schools and the flexibility of the school, and encourage direct participation of the school community and the community to improve the quality of schools based on national education policy and legislation (Nurkolis, 2003) and (Departemen Pendidikan Nasional RI, 2002).

School-Based Quality Improvement Management is the part of the School-based Management. While School-based Management aims at improving all school performances *(effectiveness, quality, efficiency, innovation, relevance and equity and access to education)*, School-Based Quality Improvement Management focuses on quality improvement (Departemen Pendidikan Nasional RI, 2002).

School autonomy is the authority to regulate and manage the interests of the school community in accordance with the laws and regulations in national education. Meanwhile, participatory decision making refers to procedures of how to make decisions by creating open and democratic environment where the school community is encouraged to be involved directly in the decision-making process that can contribute to the achievement of the objectives of the school. Thus, it is expected that the school will transform into an independent institution with the following characteristics: a high degree of independence, adaptive, anticipatory and proactive, a high entrepreneurial spirit, responsible for school performance, a strong control on the input and management of its resources, strong control on working conditions, and high commitment. Further, achievement is a reference for the assessment. The goal of School-Based Quality Improvement Management is to encourage independence or empower schools through the granting of authority (autonomy) to school, giving greater flexibility to schools to manage school resources, and encourage the participation of the school and the community to improve the quality of education (Departemen Pendidikan Nasional RI, 2002). Lawler (1991) mentions that high involvement in management in the private sector involves four sectors, namely: information, appreciation, knowledge and powers. Information enables individuals to participate and influence decision-making by understanding the organization's environment, strategy, work systems, working conditions and employment levels. Knowledge and skills are necessary to improve the performance of the work and contribute effectively to the success of the organization. Appreciation unifies private interests of employees with the organization's success.

Traditionally, Power is essential to influence work processes, organizational practices, policies and strategies. School-based Management describes a twoway exchange in the four items. The two-way flow contributes continuous mutual influence between local governments and schools and vice versa (Nurkolis, 2003). Another idea on the ideal School-based Management is the implementation of overall education aspects through an approach system. This concept is based on the management approach as a system (Kambey,2003); Pidarta, 2004).

As other ideal models developed by Slamet (2001), this approach consists of output, process and input (Nurkolis, 2003). Output is measured by the performance of schools, comprising the school achievement produced during the process of the school. School performance can be measured by the effectiveness, quality, productivity, efficiency, innovation, morale.

School process refers to the process of decision-making, organizational management, program management, and learning. Input schools include the vision, mission, goals, objectives, organizational structure, management input, resources input.

The basic principles in School-based Management refer to the concepts applied as the autonomy concept considered as decentralized actions institutions of higher to lower levels have undertaken, the process of devolution of power from the national level (center) to the school level, even at the class level (classroom teacher).

School-based Management requires managers' preparation at various levels of to perform the roles in accordance with the obligations, powers, and responsibilities. School-based Management will be effectively implemented if the manager is able to involve the stakeholders notably education community participation in determining authority, administration, and curriculum innovation undertaken by each school.

Innovation in curriculum gives more emphasis on improving the quality and fairness, equity for all students based on the needs of the students and the community environment. School-based Management is an effective strategy to improve school performance supported by the budget, human resources, and adequate curriculum or teaching.

The implementation of School-based Management must be undertaken under following requirements: 1) The needs to change or provide innovation, 2) redesign educational organization, 3) changes process as learning process, and 4) consciously performed.

### 4. CONCLUSION

The quality of education can be seen in two ways, the process of education and educational outcomes. The process of education is qualified when all educational components involved in the educational process.

Factors in the educational process are various, such as teaching materials, methodology, school facilities, administrative support and infrastructure and other resources as well as the creation of a conducive atmosphere.

The quality of education in the context of education results refers to the achievement achieved by the school in certain period. achievements or education outcomes

(student achievement) can be academic test results such as general tests, final learning evaluation, and national final learning evaluation. learning outcomes can be seen in other fields such as achievement in sport, art or certain additional skills such as computers, a variety of techniques, services and so on. Further, school achievement may refer also to something intangible such as atmosphere, discipline, solidarity, mutual respect, hygiene, and so on (Suryosubroto, 2004).

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