

School Based Management at Privat Islamic Junior High School at South Jakarta

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Abstract. The research is aimed to discover the implementation of school based management from its success factors, the benefit and the constraints faced and evaluating from the compatibility of context, input process and product at privat Madrasah Tsanawiyah in south Jakarta. The method used is qualitative descriptive and CIPP evaluation. The data is gained by using document study, observation, Interview, questionnaire, Field note and they were analyzed by using triangulation method and data reduction.

Keywords: MBS Evaluation, CIPP evaluation model, Privat Islamic Junior High School

1 Introduction

Privat Islamic Junior High School is a school which is in the same level as junior high school, but based on islamic culture. Privat Islamic Junior High School is School high established a privat foundation. To discover whether the management at the school runs well and effective, we need an evaluation of school based management at the school. Based on the problem background, connect with some problems related to the application of School Based Management, so the factual description about collective performance of the School Based Management application that empower the headmaster, teacher, student, administration staff, society and school committee at Privat Islamic Junior High School at south Jakarta in education administration context is an urgent phenomenon to be revealed through research.

School is an one of education institution, which hold education function. Contrast with family that also runs education function, school is a formal institution, a structured institution and hierarchical institution from elementary, Intermediate and advance education. According to the law, UU RI No.20/2003 section 1 verse 8 about education system, education stage is an education level that is determined based on student development, the determined goal and the developed capability. Meanwhile, family is an informal education in free system. So, it is stated, school is the only institution which specifically holds education function for every citizen.

School based management is a management model which gives autonomy to school and support the participatory decision making that involve all the school member directly or Islamic School congruent with quality assurance that stated by the government. Due to the law about national education UU RI no 20/2003, it is explained that school based management is an autonomy education management in an institution where the headmaster or teachers are helped by the school committee or society to manage the educational activity at school. In principle, school based management is aimed to empower the school to determine many

internal policies that leads to the improvement of quality and performance development as :
"The systematic decentralization to the school level of authority and responsibility to make decisions on significant matters related to school operations within a centrally determined framework of goals, policies, curriculum, standards, and accountability." [1]

The implementation of School Based Management at school is also one of the way to improve education or school quality. Quality is a dynamic situation relates with product, man power, process and the task also the environment that fulfill consumer needs. Educational quality is an output derives from the input and teaching learning process continuously. The improvement of school quality is a continuous process. It improves some education factors related and the teaching learning process itself. The aim is to achieve the school goal more effective and efficient. Agustinus Bandura in his scientific journal entitled The implementation of school Based Management in Indonesia : Creating conflicts in regional levels, stated : reforms in public education with the successful implementation of School-Based Management (SBM) have brought about significant improvements in schools. In Indonesia, the implementation of SBM since the turn of the 21st Century has been a strategic reform adopted as a vehicle for school improvements.[2]

The function of School Based Management is not quite different with the function of management in general. Islamic School is exist in education world in Indonesia because of the eagerness to balance between general knowledge and religious knowledge. Then, many Islamic School were established. From elementary Islamic School to Intermediate level Islamic School. There are also public Islamic School and private Islamic School which are built by local foundation. Indonesia, the world's fourth most populous nation, has been decentralizing its education sector for the past decade. In this context, school-based management is essential for improving the quality of education. A mixed-method, multisite assessment of a project that aimed to improve the management and governance of basic education in Indonesia documented positive impact on school-based management in both public and private schools, including Islamic schools.[3]

This research is focused on the success of the implementation of Based School Management at Islamic Junior High School in South Jakarta for quality competence among schools. Based on the problem identification, The writer limit the problem scope into Describe and explain the success level on the implementation of school based management which is applied at private Islamic schools at south Jakarta.

2 Method

This research use field research, because the authors observed direct problems. This field research is a qualitative research. The procedures produce descriptive data on written and oral description from the respondent. The qualitative method is a method in which the research is not measured by numbers but descriptions. In this research, the researcher becomes instrument, That's why in qualitative research, the instrument is human. To be an instrument, the researcher should have adequate knowledge. Thus the researcher can ask, analyze, takes a picture and construct the object more clear and meaningful.

A qualitative research is a research method which is used to explore the condition of natural object, where the researcher is the key instrument. The data collecting technique is done through triangulation, the data analysis is inductive, and the result of the research is more to emphasize the meaning better than generalization[4]. Qualitative research is a research

which aim to understand the phenomenon about what has been undergone by the respondent. Such as: behaviour, perception, motivation, action, etc ; holistically and in sentence form in special context and by using many scientific methods [5]. In this process, the writer combines descriptive method with CIPP evaluation model to fulfill research method standard. Descriptive method is used by the researcher to describe certain object.

CIPP evaluation model is used by the evaluator more often. It's because this evaluation model is more comprehensive compared to other models. This model is developed by Daniel Stufflebeam and friends in Ohio State University. In the beginning, this model was used to evaluate ESEA. CIPP stands for Context Evaluation, Input Evaluation, Process evaluation and Product Evaluation. They are the components of evaluation

Data collection in this study uses a qualitative method that discusses the evaluation of the implementation of School-Based Management in private junior high school after analysis is then explained in words, namely interviews, document review, observation and questions. (<https://osf.io/h5ftw/>)

3 Result and Discussion

For The success of this research is determined by many factors. Such as : the teaching learning process, teacher competencies, the capability of the administration staff and the extra activities at school. Through the involvement of headmaster and his committee in supervising the teaching learning process. The teachers are more professional in doing their task since the implementation of school based management is implemented. One of the requirements is that the teacher should teach 24 hours per week. The teacher also should have linearity on teaching. From the observation, it was found that almost all teachers in private junior high school at south Jakarta have got the certification reward.

School-based management has increasingly become the agreed-upon model around the world for the operation of schools, particularly those in large public education systems. A critical element of the model is devolving enhanced levels of decision-making from the centre (eg the head office) to the schools. While the rhetoric surrounding such actions is usually acclaimed as a positive step for teachers, parents and the wider community to be involved in decisions that affect their children. [6]

Some advantages of implementing School Based Management are that the school has autonomy to determine their activity and responsible for it. So, the school can improve the wealthiness of teachers and make the teachers more focus on their duties. The freedom in managing the resources makes the headmaster more capable and professional on doing his duties. The headmaster and team can also arrange the curriculum, to make the teachers more innovative and doing many support activities at school environment. We can say that School based Management support the teachers and headmasters' capability and professionalism at school. By arranging the effective curriculum, the educational service will increase for the teachers and parents maximumly.

In the beginning, the headmaster together with the school supervisor gave held a small workshop to the teachers. But not all the teachers eager to join the activity because they thought that it would be a burden for them besides teaching duty in the class. School based management is a research based, community, structured, and decentralized method of operating the school district within understood parameters and staff roles to maximize resource, effectiveness by transferring the predominant share of the entire school system's

budget, along with corresponding decision making power, to the local schools on an equitable lump sum basis, based upon a differentiated per pupil allocation to be spent irrespective of source in the best interests of the students on those schools according to a creative local school plan and local school budget developed by the stake holders, approved by the superintendent ; such plans being designed to achieve approved goals of improving education by placing accountability at the individual school, and evaluated more by results than by methodology.

The effective schools movements began in the late 1970s and early 1980s with studies by Ronald Edmonds of Harvard University. Edmonds defined effective or strategic schools as schools in which student achievement scores (and order indicators of student success) did not vary by socioeconomic status. He associated five characteristics with effective schools: 1. Strong leadership by the principal, 2. High expectations of student performance, 3. An emphasis on basic skills and 4. An orderly and controlled atmosphere, 5. Frequent testing of student performance.[7]

The inefficient decision which is done participatory could give some stress and make it slower, compare to otoratic ways. The member of the committee should cooperate and focus their attention on their tasks. The headmaster may not take his own decision on any activities without coordinating with the person in charge

4 Conclusion

From the explanation, it can be concluded. That the success of the implementation of school based management are :

1. A planned program will not be successful maximize if there are no supported factors. The support factors could be from internal or external.
2. Autonomy gives the school member to be responsible to manage the resources and develop the school based management strategy fit to the condition of school.
3. Through controlling from the society and government monitoring, the management of school becomes more accountable, transparent, egalitarian and democratic.
4. School development must be based on its potential.
5. The strategy to increase education is by delegating the authority of making important decision from centre to local at school level.
6. Give chance for bigger controlling to headmaster, teachers, students, and parents on education process.
7. The responsible of decision making on financial, human resources and curriculum placed at school level, not at the centre level.
8. School can move more free on managing the education system which fits to the society need as the school knows the condition of the school better.
9. School has the autonomy to hold better and adequate education system for the students. Autonomy in management is potential for the school to increase the performance of school staff, Offering direct participation to related groups, and increase the understanding about education to the community.

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