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School based management model: A study of development in high school in Indonesia

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Abstract--This research is motivated by the problem of principal management that is not right on target resulting in the line of coordination between superiors and subordinates not producing good decisions. It can be seen that the relationship between superiors and subordinates is not in line with the main task. The rise of agency corporations in the leadership cycle that leads to transactional and compromise. This makes the need for management that creates a climate of togetherness with transformational leadership in working together. This research was conducted by developing a school-based management model in high school. The instrument used to obtain research data consisted of a questionnaire, validation sheet, interview format, and observation format. After the data is obtained, the next step is to analyze the data according to the Plomp model development model, namely preliminary research, prototype, and evaluation. The research findings show that the school-based management model obtained validity, practicality, and effectiveness is very valid, practical, and effective.

Keywords---school management, validity, practicality, effectiveness.

Introduction

The deconstruction of a principal's policy is needed to improve school management to create an effective school. One of the efforts made to realize an effective school is to make changes in schools with school based management that emphasizes the development of school plans, improving school quality, implementing new curricula or programs and the application of information technology in education (Caldwell & Spinks, 1998; Gammage, 2008). The

development of this management concept is designed to improve the ability of schools and communities to manage educational change in relation to overall goals, policies, planning strategies, curriculum initiatives that have been determined by the government and education authorities (Pearce and Robinson, 2013).

A principal must be able to influence subordinates by improving the skills of subordinates through structured training in order to decide on targeted policies. Aspirations from subordinates are accepted by the principal as a leader by discussing all stakeholder components as part of the leadership structure. Connectivity and networking of a principal is very necessary in deciding a joint decision. The principal always coordinates with all parties which will have a positive impact on a policy.

To achieve policies that are right on target, a management that is able to embrace all parties is needed. School-based management is a new alternative in education management that emphasizes school independence and creativity (Akhyar, 2014). This management includes a safe and orderly school environment, the school has a mission and quality targets to be achieved, the school has strong leadership, high expectations from school personnel (principals, teachers, and other staff including students) for achievement, staff development schools that continuously comply with technological demands, carry out continuous evaluations of various academic and administrative aspects, and use the results for quality improvement, and intensive communication and support from parents or the community (Li and Gloria, 2017). Therefore, it is important to develop professionals to renew teachers in different dimensions of human development (Spadaro, 2017).

Problems are often found when a school principal is less able to elaborate common interests into a force in a decision. This is often a big difference between teachers or staff and principals at the level of superordination. This difference will be a disharmony at work. This problem was found in several senior high schools in North Padang Lawas Regency, North Sumatra, Indonesia, where there was inappropriate management carried out by the principal in the school organizational structure. The results of researcher interviews with teachers stated that on average the management made by the principal leads to the authoritarian will of the principal.

Based on this problem, the researcher proposes that school-based management is applied in senior high schools in North Padang Lawas Regency, North Sumatra, middle Indonesia to overcome these school management problems. This emphasis on school-based management prioritizes freedom for all parties in managing the school, starting from the committee, principal, teachers, staff, students, parents, and stakeholders to determine school goals and achievements together. The most important aspect here is the openness and accountability of education administrators with the user community.

Literature Review

Normative Dimension

School-based management is a management that has a philosophy of liberalism, which aspires to a free society, characterized by freedom of thought for individuals (Nuryatno, 2011). On the other hand, they behave in a traditional way, both in terms of goals, content, and methods, requiring a radical overhaul from the initial orientation, namely the traditional authoritarian way, towards a more appropriate one, namely teaching each child to think effectively for himself.

In line with the opinion of Cheng (2001) that implementing school-based management as a way of school reform that emphasizes school decentralization, developing effective decision making, developing internal processes, and using learning and teaching resources. Involvement of all elements, flexible use of school finances, allocation of education funds based on school needs, and community involvement (including parents) through the school board.

Rosyada (2013) argues that school-based management essentially gives schools very broad autonomy to plan, finance, and implement various programs by empowering the elements involved in the school, namely principals, school committees, teachers, employees, parents students, students, and communities that support development. The heterogeneity of students' needs in learning, the varied needs of teachers and other staff in their professional development, the differences in the school environment from one another, and the added expectations of parents/society for quality education for children and the demands of the business world to obtain quality personnel, have an impact on the necessity for every student. Individuals, especially group leaders, must be able to respond and appreciate these conditions in the decision making process.

The decision making process for improving the quality of education may be able to use various theories, perspectives and terms of reference by involving various community groups, especially those who have a concern for education (Daghistani, 2017). Schools are at the forefront of the educational process, so this discussion has the consequence that schools must be a major part of the decision-making process in order to improve the quality of education. Meanwhile, the community is required to participate in order to better understand education, while the central government plays a supporting role in determining the basic framework of education policy (Uno and Lamatenggo, 2016).

The essence of school-based management gives schools autonomy in order to improve school quality. School autonomy can also be interpreted as the granting of more independent authority to schools which contains the meaning of self-reliance, self-employment, self-financing, self-management, and self-sufficiency. School-based management can be defined as resource management that is carried out independently by schools, by involving all interest groups related to schools in decision making, to achieve the goal of improving school quality. The important elements contained in the definition of school-based management include management which is interpreted from two perspectives, namely the process and components of school management. As a process, school

management takes the form of a system whose components include planning, organizing, implementing, and supervising.

Structural Dimension

In terms of its components, school management includes curriculum and learning, students, educators and education staff, financing, facilities and infrastructure, school and community relations, and school culture and environment. School resources include people, funds, facilities and infrastructure, while learning strategies are student-centered. Implementation of a conducive school culture and environment. The role of the community in achieving the goals of improving school quality (Mustiningsih, 2015).

Management aims to recognize the importance of their work to the organization and how important it is to do things well, have outstanding cognitive abilities, believe in people and show sensitivity to needs, and be open to learning from experience, empowering followers to do what they do best for the organization and a strong role model with high values (Jonyo, 2017). School based management aims to increase school independence through granting greater authority in managing school resources, and encouraging the participation of all interest groups related to schools in making decisions to improve school quality. The general problem that was found to be answered through this research is the problem faced in the implementation of the seven components of school based management in Indonesia.

Technical Dimension

According to Jonyo (2017), there are five elements that influence the school-based management system implemented by the organization. The elements include setting objectives is measurement of performance, feedback of results, rewards based on outcome, amendments to objectives and activities. More clearly can be seen the following chart.

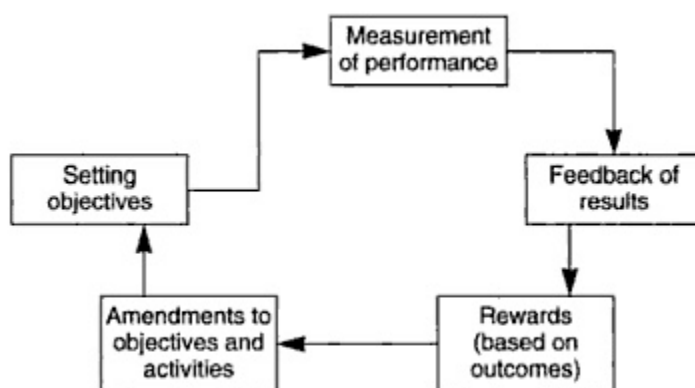


Chart 1. School Based Management System

Referring to the chart above, it shows that there are at least three challenges of school-based management in solving problems, namely (1) codifying and

communicating practical pedagogical knowledge, (2) building a pedagogical system to share scientific management knowledge and provide sufficient time for teachers to develop and apply this knowledge, and (3) develop a strong theoretical framework for new science of pedagogy (Danim and Khairil, 2015).

Consistent Dimension

Organizational determinants are very important in an organization to establish a policy for joint decisions to be made. Organizational determinants can lead to the success or failure of any organization. Therefore, a strategy or management is needed to realize the inputs, processes, and outputs of an organizational policy. On the other hand, teacher management is an important component both at the national and regional levels to implement an organizational wheel. The implementation of teacher management is the last phase to determine how the existence of an organization will be in the future (Pearce and Robinson, 2013; Jonyo, 2017).

The subsystem that most needs to be made by management is the teacher who becomes the escalator in determining the success or failure of learning to take place. Thus, teachers are people who have the power to influence every day and for hours, the knowledge and reactions of the school community, to everyday contexts, inside and outside educational institutions, so education is a strategy that goes beyond knowledge in school subjects. Therefore, it is important to maintain professional development for updated teachers in different dimensions of human development (Spadaro, 2017).

Research Methods

This research includes development research that develops a new product in the field of education (Sugiyono, 2014). The product developed is a school-based management model for senior high schools in North Padang Lawas Regency, North Sumatra Province, Indonesia. The development of this model is aimed at developing management for school principals in managing their subordinates. The development of this model is to assist the implementation of the principal's work in managing and coordinating related parties, so that the work is more productive, effective, and efficient (Gay, 2009; Kose & Nezahat, 2017).

The development model used in this research is the Plomp development model (2013) which divides into two types of designs, namely development studies and validation studies. First, development studies focus on developing a product to solve complex problems in education. Second, validation studies focus on developing in order to validate an educational theory. The research product produced is a valid, practical, and effective school-based management model in high school. The Plomp development model is carried out in three stages, namely (1) preliminary research, (2) prototype stage, and (3) assessment stage.

In the first stage, researchers conducted observations in high schools in North Padang Lawas Regency, North Sumatra Province, Indonesia, the problems felt by school principals and researchers conducted interviews with several school principals. The second stage, the researchers designed the product, namely the

school-based management model. At this stage, the researchers designed this model according to the needs of the principal and the results of the researchers' observations during the preliminary research. At this design stage, the researcher also asked the expert validators to assess the feasibility of the designed model. The aim is to test the validity of the model from the side of the expert who assesses the feasibility of the model. In the third stage, the researcher conducted a model trial to the targeted schools to see the practicality and effectiveness of the designed model.

The instruments of this research are questionnaires, and observation sheets, observations, and interviews. To collect research data, researchers use instruments to measure, observe, or document quantitative and qualitative data (Nievee, 1999). All research instruments used were grouped into three research focuses, namely needs analysis, validity, practicality, and effectiveness.

During the needs analysis, the instrument used was an interview format with principals, teachers, and students. To measure the validity of the model, the researcher used a validation sheet, while to measure the practicality of the instrument, the model implementation observation sheet was used, a questionnaire on the practicality of the teacher's manual and validation sheet, a practicality questionnaire, and a validation sheet. To measure the effectiveness of the model, the researcher used the principal's activity observation sheet, and the validation sheet (Mertens, 2004).

Results and Discussion

Description of Research Results

This research process follows the Plomp (2013) development model which consists of a preliminary research stage, a prototype stage, and an assessment stage. At this preliminary research stage, the researcher conducted observations and interviews with principals in North Padang Lawas Regency, North Sumatra Province, Indonesia to see the problems felt by the principal. The results of these observations serve as the basis for the importance of the developed model. This stage is carried out by analyzing the needs of the principal, reviewing the literature, and developing concepts in developing a school-based management model. Needs analysis is used to design the rationality of the model and model materials.

The next step, the researchers designed a prototype school-based management model. Designing model components consisting of learning syntax, social systems or learning environments, and designing support systems. The design of the model also pays attention to the impact of instruction in decisions by conducting formative evaluations to determine the quality of the model by expert validators.

Then, the researcher evaluates the prototype that has been revised according to the suggestions of expert validators. Evaluation was conducted to see the practicality and effectiveness of the developed model. To see the practicality and effectiveness of the model, the researchers conducted field tests to high schools in a practical and effective manner. The field test was carried out twice, namely on a

limited basis and on a wide scale. For more details, the results of the validation of the school-based management model by expert validators can be seen below.

Table 1
Validation Results by Expert

| No | Rated aspect | Validation Results | Categories |
|----------|-----------------|--------------------|------------|
| 1 | Content/content | 3,90 | Very Valid |
| 2 | language | 3,95 | Very Valid |
| 3 | Presentation | 3,95 | Very Valid |
| 4 | Graphics | 3,90 | Very Valid |
| Total | | 15,7 | Very Valid |
| Rat-rate | | 3,92 | Very Valid |

From the table above, it shows that the school-based management model developed is very valid. That is, the developed model is very feasible to be applied or tested to see the feasibility of the model in high schools. The average assessment by experts/experts obtained 3.92 with a very valid category.

After obtaining the results of the validity of the school-based management model, the next step is to explain the results of the practicality of the model obtained from the questionnaire distributed to school principals with the contents of the questionnaire collected and tabulated. The results of the practicality of the school-based management model can be seen below.

Table 2
Practical Results of School-Based Management Model

| No | Statement | Percentage % | Categories |
|----------|---|--------------|----------------|
| 1 | The school-based management model book is easy to understand. | 3,90 | Very practical |
| 2 | Model books lead to improving the quality of school management. | 3,85 | Very practical |
| 3 | The concepts described in the model book are very helpful for principals in coordination. | 3,95 | Very practical |
| 4 | Goals in the model book are explained through achievement indicators. | 3,90 | Very practical |
| 5 | The design of the model book is in accordance with the needs of the principal in terms of management. | 3,85 | Very practical |
| Total | | 19,45 | Very practical |
| Rat-rate | | 3,89 | Very practical |

Referring to the practical results of the school-based management model, the result is 3.89 with a very practical category. This proves that the model is very practical and easy to use by school principals in implementing management. That is, this model can develop management that is in accordance with the pilot school.

In addition to the practical results, the results of the effectiveness of the school-based management model were obtained from the principal's activities during the research process. The principal's activities were observed by two observers who helped the researcher to assess objectively. The average percentage of school principals' overall activity using the school-based management model was obtained at 94.65% which was categorized as very effective. That is, the model can improve the performance of teachers through a school-based management model.

Discussion

Based on the results of the research stated above, school-based management is very important to be applied to school principals so that management is directed and systematic. School-based management includes curriculum and learning management, classroom management, student management, facilities and infrastructure management, human resource management, financial management, and school-community relationship management. First, curriculum and learning management. Curriculum management is a core management substance that must exist and be implemented in schools/madrasas. The basic principle of this curriculum management is to strive for the learning process to run well, by measuring the achievement of goals by students and encouraging teachers to develop and continuously improve their learning strategies. The stages of madrasa/school curriculum management are carried out through four stages, namely (1) the planning stage, (2) the development stage, (3) the implementation or implementation stage, and (4) the assessment stage.

Second, class management. Regarding class management, there are several views that can be used as a reference in managing the class, as follows. First, the authoritarian view, states that classroom management is a process of controlling student behavior that is authoritative as a teacher activity to create and maintain an orderly classroom atmosphere. Second, the permissive view that gives freedom to students to do whatever they want and is a set of teacher activities in optimizing the freedom of students. Third, a behavioral view based on the principles of behavior change which states that classroom management is a change in the behavior of students desired by learning objectives based on the application of principles taken from reinforcement theory. Fourth, the view of interpersonal relations which states that classroom management is a process of creating a positive socio-emotional climate in the classroom. Fifth, the view of the social/group system, which states that class is a social system with group processes as its core.

Third, student management. Student management also occupies a very important position and needs serious attention and handling, because its existence is a

central service to obtain reliable quality education. Student management is a service that focuses on the management, supervision and service of students in the classroom and outside the classroom, such as introduction, registration, individual services related to the overall development of abilities, interests and needs until he feels at home in school. Fourth, management of educational facilities and infrastructure. Management of Educational Facilities and Infrastructure can be defined as a collaborative process in implementing efficient and effective utilization of all existing facilities and infrastructure in educational institutions. The purpose of managing school facilities and infrastructure is to provide professional services related to educational facilities and infrastructure so that the learning process can run effectively and efficiently.

Fifth, school or madrasa financial management. Improving the quality of education is not an easy task because it is not only related to technical problems, but includes various very complicated and complex issues, both related to planning, funding, as well as the efficiency and effectiveness of the school system implementation. Improving the quality of education also demands better education management. Sixth, the management of school relations with the community. The relationship between the school and the community is essentially a means that plays a significant role in determining efforts to conduct coaching, growth and development of students in schools.

Referring to the explanation above, the process and results of developing a school-based management model can be categorized as very valid, very practical, and very effectively implemented in the context of school management. This model is able to provide a level of trust to the principal in monitoring cooperatively. Work is done collaboratively with the targets that have been set. The teachers feel that in this management they are served fairly and in a civilized manner. Each teacher is given a reward in career development and additional incentives.

Conclusion

Based on the discussion and findings obtained in this study, several conclusions can be drawn as follows. School-based management needs to be implemented more efficiently and effectively which includes curriculum and learning management, classroom management, student management, facilities and infrastructure management, human resource management, financial management, and school-community relationship management. The principal there must supervise the performance of teachers and staff. In addition, the principal also divides the task of supervising teachers to five deputy principals, namely the deputy head of quality management, vice principal of curriculum, vice principal of student affairs, vice principal of manpower, finance, facilities and infrastructure, deputy principal of the school. In the field of cooperation and entrepreneurship or production unit. After the five vice principals have supervised the teachers, they report the results of their supervision to the principal. The relationship between the school and the community is essentially a means that plays a significant role in determining efforts to conduct coaching, growth and development of students in schools. The relationship between the school and the community will establish a strength in terms of synchronization between student learning outcomes and the will of the community.

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