Implementation of School-Based Management in Improving The Character Quality of Elementary School Students

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Abstrak

Kepala sekolah menghadapi berbagai permasalahan antara lain kurangnya disiplin pendidik dan kurangnya komunikasi kepala sekolah dengan tenaga pendidik dan tenaga kependidikan. Penelitian ini bertujuan untuk menganalisis penerapan manajemen berbasis sekolah (MBS) dalam meningkatkan kualitas karakter siswa sekolah dasar. Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, wawancara, dan studi dokumenter. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis data kualitatif. Hasil penelitian menunjukkan penerapan Manajemen Berbasis Sekolah dalam pembentukan karakter siswa. Perencanaan program diawali dengan berbagai sosialisasi pada rapat koordinasi antara sekolah, komite, dan pihak terkait. Pembentukan karakter siswa dapat dibentuk dengan berkolaborasi dalam setiap mata pelajaran, yaitu menerapkan disiplin, sopan santun, dan menghargai orang lain. Salah satu nilai moral yang harus ditanamkan guru dalam pendidikan sekolah dasar adalah penanaman nilai karakter pada siswa. Pelaksanaan MBS sejalan dengan kebijakan desentralisasi pendidikan yang memberikan otonomi pengelolaan sesuai kewenangannya dan memberikan pelayanan yang baik kepada semua pihak yang berkepentingan baik internal maupun eksternal dalam mewujudkan karakter peserta didik yang berkualitas bagi suatu bangsa.

Kata kunci: Management School-Based, Improving Character

Abstract

Principals face various problems, including the lack of disciplined educators and the lack of principal communication with educators and teaching staff. This study aimed to analyze the implementation of school-based management (SBM) in improving the character quality of elementary school students. This study uses a descriptive method with a qualitative approach. Data collection techniques used in this study were observation, interviews, and documentary studies. The data analysis technique used in this research is qualitative data analysis. The results showed the implementation of School-Based Management in forming student character. Program planning begins with various socializations at coordination meetings between schools, committees, and related parties. Student character formation can be formed by collaborating in each subject, namely applying discipline, good manners, and respect for others. One of the moral values teachers must instill in elementary school education is cultivating character values in students. The implementation of SBM is in line with the education decentralization policy that provides management autonomy according to its authority and provides good services to all internal and external interested parties in fulfilling the character of high-quality students for a nation.

Keywords: Management School-Based, Improving Character

1. INTRODUCTION

Elementary school is one of the important components of national education. Elementary school is one level of education that lasts for six years and is a low-level formal education level that will determine the character of students' future character. Children begin to gain knowledge and inculcate values that will later be useful in their lives (Opradesman et al., 2019; Syamsuar & Reflianto, 2019). Parents and teachers work hand in hand to direct children to become intelligent individuals academically, spiritually, and emotionally (Kurniawati et al., 2020; Rosida Manurung, 2012). This character education was carried out in stages and adjusted to the portion of the children's grasping power at that time. A

civilization will decline if there is demoralization in its society (Pantu & Luneto, 2014; Setiawan et al., 2022). Many experts, philosophers, and wise people say that the moral factor or character is built mainly since children are still in elementary school. The moral values instilled will shape the character, which is an important foundation for creating a quality society, nation, and state (Raharjo, 2010). Quality characters need to be formed from an early age. Therefore, children's morals through character education as early as possible are the main key to building a nation (Juanda, 2019; Saputro & Murdiono, 2020). But what happens in the field to realize a quality education unit is not easy.

Various efforts have been made to improve the quality of education through effective education but have not achieved optimal results. It is especially true for school principals in remote areas. Principals generally carry out school management based on personal experience following the concepts of thought they have. Principals face various problems, including the lack of disciplined educators and the lack of principal communication with educators and teaching staff. In addition, the problem of facilities and infrastructure is also faced by schools so that the teaching and learning process is less effective, and the principal still faces several other problems. If these problems are left unchecked, they will hurt the quality of education. Therefore, what can be used as a benchmark for principals in leading schools is increasing the quality of education. Good school management is needed to achieve a good school (Wati & Trihantoyo, 2020). Good school management requires a special standard so that there is equity in each school. Education management standards are regulated in the ministerial regulation. Education management must consider some things, including program planning, implementation of work plans, supervision and evacuation, school leadership, management information systems, and special assessments (Aydin & Karaman-Kepenekci, 2008; Megasari, 2020; Salim, 2017). Because of the importance of elementary schools in preparing children's character in the future, the implementation of elementary schools cannot be carried out casually only by prioritizing quality by ignoring quality. On the other hand, quality human resources are formed by the quality of education. For this reason, the implementation of education, especially at the elementary school level, must pay attention to quality (Sahnan, 2017). Various educational experts have defined the concept of school-based management. Previous research said school-based management is an educational concept that provides broad autonomy at the school level (Ismail, 2018; Sastrawan, 2019; Setiawan et al., 2022). Efforts to improve the quality of education must always be carried out continuously. However, in reality, this effort is still not optimal. Schools must be developed into a complete and independent system to achieve predetermined goals (I. Suyitno, 2012).

Along with education reform, the government provides policies to improve the quality of education at all levels and levels of education and implements School-Based Management. School-Based Management is an offer for schools to provide better and more adequate education for students because the existence of SBM can provide opportunities for students and teachers to improve the character that exists in students (Anshori, 2016; S. Suyitno, 2021). School is an important vehicle for improving the character of students. The principal's leadership role largely determines the success of schools in achieving quality education because the principal's role is very strong in influencing the behavior of teachers and other supporting sources (Ginting & Haryati, 2012; Pianda, 2018). Because the school's plans and policies are in the hands of the principal, the teacher only acts when the principal asks for it. Some findings state that the principal's managerial influences the quality of education (Hastowo & Abduh, 2021; S. Suyitno, 2021). Education quality can be improved through school-based management (Triyarsih, 2019). It takes a positive perception from all teachers and school components about implementation. With positive perceptions from all components of this school, schools can provide efficient and quality education following the

objectives of school-based management to improve the character of the nation's buds. This study aims to analyze the effect of school-based management on improving the quality of education.

2. METHODS

This study uses a descriptive method with a qualitative approach, namely describing and analyzing data derived from interviews, field notes, personal documents, and other official documents regarding the application of school-based management in improving the quality of education at SD Negeri 007 Rambah Hilir. The qualitative approach is a research and understanding process based on a methodology investigating a social phenomenon and human problem (Habsy, 2017). Similar research also adds that qualitative research is research that intends to understand phenomena about what is experienced by research subjects, such as behavior, perceptions, motivations, actions, and others, by way of descriptions in the form of words and language in a special context that natural (Anggito & Setiawan, 2018). This study was designed to analyze the implementation of school-based management in improving the character quality of elementary school students.

This research was conducted at SD N 007 Rambah Hilir and started in November-December 2021. The main research instrument is the research itself. The focus of the research is to develop simple research instruments which can sharpen and complete the data from observations and observations, so a format or observation form is needed. Sources of data in this study were the sources: principals, teachers, students, and school committees. Places and activities include the location of SD Negeri 007 Rambah Hilir and all activities related to School-Based Management. Documentation includes school profiles, curriculum, administration, wall data, books, files/software on School-Based Management, photographs, and others. Data collection techniques used in this study were observation, interviews, and documentary studies. The data that has been collected is then analyzed to answer the research problem. To answer research problems, the raw data collected needs to be organized in a certain way according to the demands of the presentation.

Data analysis starts from the beginning to the end of data collection. The data formed by words or sentences from interview notes with various sources in the field and the results of observations are processed into meaningful sentences and analyzed qualitatively. The data analysis technique used in this research is qualitative data analysis. The qualitative analysis process is carried out in three concurrent activities; reduce data, display data, and draw conclusions/verification. While the data analysis uses an interactive model analysis, meaning that this analysis is carried out in an interactive form from the three components. The data validity used by researchers are Time Triangulation, Peer Checking Through Discussion, Triangulation, and Member Checking.

3. RESULTS AND DISCUSSION

Results

Curriculum Management and Teaching Programs. Curriculum management is related to managing learning experiences that require certain strategies to produce learning productivity for students (Erwinsyah, 2017). Thus, curriculum management is an effort to optimize student learning experiences productively. Curriculum management and teaching programs at the 007 Rambah Hilir Elementary School are well organized, as evidenced by the principal's leadership's planning, organization, implementation, and supervision. Management of Educators and Education Personnel. The most important task of the teacher is to teach and educate students. As a teacher, the teacher conveys knowledge or skills to others by using certain ways so that knowledge can belong to that person (Sitanggang, 2013).

He is an active intermediary for high and noble moral values and societal norms as an educator. Management of educators and education personnel are running as expected. Employee recruitment has met the standards. Planning, organizing, implementing, and supervising the 007 Rambah Hilir State Elementary School has been going well. Each individual is essentially different, as a response, different services were inserted, so they needed different educational services. State Elementary School 007 Rambah Hilir can apply student management well. There is planning, organizing, implementation, and monitoring—management of Educational Infrastructure Facilities. Infrastructure facilities are supporting facilities that can support activities in any organization, including educational units or schools. However, what is more, important is the process of managing or managing the infrastructure itself. The management process can affect the success or failure of an activation process. The State Elementary School 007 Rambah Hilir already has most of the educational infrastructure.

The broad and basic implementation of School-Based Management that is needed is political support, whether it's just political will or formal regulations and legislation (Sastrawan, 2019; Triyarsih, 2019). Financial support, human resource support, ideas, other facilities, and infrastructure are important factors. It can be concluded that school management is essentially not the authority and obligation of the principal, but here the school's management is expected to involve existing stakeholders. The involvement of all stakeholders is one of the basic assets that are useful in supporting the realization of the implementation of School-Based Management in schools (Abulencia, 2012; Martin, 2019). Greater authority and autonomy from the government to schools for greater autonomy to schools, providing greater flexibility/flexibility to schools to manage school resources, and encouraging schools to increase the participation of school residents and the community to meet school quality needs, resolve all problems for achieving school quality goals within the framework of national education. Programs under the planned needs, situations, and circumstances can be formulated independently in schools by involving various parties in the form of thoughts, funding, and personnel from the community and schools (Setiawan et al., 2022). Budget assistance from the central and regional governments, non-binding assistance from the community, assistance from alumni, and prizes and awards for school achievements Participation, concern, and attention of parents on the progress and quality of students and schools manifested in materials, suggestions, thoughts, and attention. Parents/committees are always willing to participate and support the expectations and work programs of the school.

Factors inhibiting the implementation of school-based management at SD Negeri 007 Rambah Hilir. Human Resources are lacking in understanding of the limitations of School-Based Management, less responsive in responding to policy developments, lack of work ethic, commitment to the tasks of some people, pursuing school goals, especially matters relating to restrictions on the use of funds (Anshori, 2016). The solution at SD Negeri 007 is to socialize the work program and socialize the use of government funds to finance the types of activities and their regulations through coordination meetings and explanations when preparing the RAPBS and RKAS. School facilities and infrastructure used to carry out school programs are only modest, so the results are not optimal; for example, a sports field, a limited area of yards used to do sports at the same time three classes use school fields for various sports activities, school gardens, and playground. The solution is when students in three classes exercise, the same activities are chosen simultaneously so they can do it together according to the competencies to be achieved. In principle, the scheduling is arranged jointly between the three physical education teachers and the form of activity. Students' family backgrounds are diverse. Some families are very prosperous, broken homes. Traditions and habits embedded in students from broken homes are mainly negative characters. Broken home students usually like to steal, are lazy, like to play truant, and are not eager to learn.

The solution that schools and principals make is that they are always given advice. Some poor children were adopted as foster children. Sufficient for school needs and given pocket money every day. They were implementing officer compliance. The culture is less obedient to the rules/regulations, and late arrivals have an indifferent attitude towards the duties of educators and education staff.

Discussion

Planning activities in school-based management (SBM) implemented at SD Negeri 007 Rambah Hilir include curriculum and teaching management. The curriculum and teaching at SD Negeri 007 Rambah Hilir are good using the 2013 curriculum. With the use of this curriculum, SD Negeri 007 Rambah Hilir has good strategies; Management of education personnel. SD Negeri 007 Rambah Hilir is already using student-centered learning, so students are encouraged to be more active than their teachers. And the teachers at SD Negeri 007 Rambah Hilir also have expertise in their respective fields and have characters according to the standards set by the school; Student management. SD Negeri 007 Rambah Hilir also has a big event that other schools don't have, such as the recently implemented extracurricular, the Student Event, where this activity can invite other schools to participate in art performance competitions. It is hoped that students can develop their creativity with activities like this.

The activities made with the students are unique and interesting to follow. It is what makes it different from other schools so that it can be a reference for other schools that are expected to be able to make big events like this; Management of facilities and infrastructure. The facilities and infrastructure at SD Negeri 007 Rambah Hilir are adequate and satisfactory for students. Such as LCDs, projectors, AC, CCTV, and teaching and learning equipment in each class make teaching and learning activities at SD Negeri Bhayangkara comfortable. The school's extracurricular equipment is complete and fulfilled by maintaining facilities and infrastructure at SD Negeri 007 Rambah Hilir by controlling use, giving directions to students in their use, and proposing and taking an inventory of damaged goods. Planning activities in school-based management (SBM) implemented at SD Negeri 007 Rambah Hilir include: Socialization by school principals, teachers, and school committees to students and the community through meetings that can foster community participation in improving school quality; Meetings held by the principal together with teachers and employees; Meetings are held by the school principal together with the school committee management; Meetings of principals, teachers, employees, school committees, the Education Office, and community leaders.Interest in being involved in SBM from some HR. Reasons for not wanting to get additional assignments and choosing not to be involved in preparing and implementing school programs: Not all teachers are interested in joint decision-making.

Students are one of the main factors of education that can affect the success of the teaching and learning process (Syafi'i et al., 2018; Yukselturk & Bulut, 2007). As stated by the Principal of SD Negeri 007, Rambah Hilir, "if we look at the students, we will immediately find out that they have different bits of intelligence even though they have the same calendar age, but their mental abilities are not the same." The condition of the teacher's family, namely health, social-psychological, and economic welfare, is a barrier or social factor that affects the progress of the implementation of the teacher's duties, the social-psychological climate is not peaceful, and the health of the family does not meet the health requirements in a state of their economic welfare is less guaranteed can interfere with their work duties at work. Lack of funding and infrastructure is a problem for education in Indonesia (R. Manurung et al., 2020; Shaturaev, 2021). Many educational institutions are underdeveloped due to a lack of funding and infrastructure problems. Community participation is very influential in school management because it is the community that

determines the direction and goals of education. The solution to the inhibiting factors for implementing school-based management at SD Negeri 007 Rambah Hilir. For students. In overcoming learning problems experienced by students, the teacher must examine the barriers to student learning. Therefore, the teacher's task is to create a motive that will encourage children to act to achieve learning goals.

A school manager, in this case, the principal, must be responsive to the conditions and abilities of the teaching staff in his school, both in terms of skills and the economy. Therefore, to increase educators' enthusiasm, there must be compensation for teachers (Handayani, 2015). Compensation is the remuneration the organization provides to employees, which can be valued in money and tends to be given regularly. Compensation other than salary can also be in the form of allowances for housing facilities, vehicles, and others. In addition, in improving the skills of educators, they can participate in upgrading seminars, workshops, and others according to their fields. Funds and infrastructure. Seeing the importance of the cost and supporting infrastructure for schools 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 is to overcome this problem. The distribution of free textbooks to elementary school students throughout Indonesia is an action that has a positive influence on improving the quality of education in elementary schools (Muslicha, 2015; Rosser & Joshi, 2013). In addition to textbooks, it is also necessary to provide practical tools, laboratories, and mobile and school building repairs. In addition, another alternative that educational institutions can do is to improve relations and cooperation with the community, namely by forming permanent donors. Society participation. As is 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). Therefore, the community's role in supporting and actively participating as well as thinking about and developing schools needs to be improved from a moral and material perspective. Some findings state that the principal's managerial influences the quality of education (Hastowo & Abduh, 2021; S. Suyitno, 2021). Education quality can be improved through school-based management (Triyarsih, 2019). The implications of this research are expected to improve the quality of human resources so that the quality of education can increase.

4. CONCLUSION

The results of implementing School-Based Management in forming student character at SD Negeri 007 Rambah Hilir. Program planning begins with various socializations at coordination meetings between schools, committees, and related parties. Student character formation can be formed by collaborating in each subject, namely applying discipline, good manners, and respect for others. One of the moral values teachers must instill in elementary school education is cultivating character values in students. Many experts say that failure to teach morals early will form a problematic personality when they reach adulthood. In addition, instilling morals in the younger generation is a strategic effort. Therefore, instilling morals in children is the main key for the nation.

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