

Analysis of School-Based Management: Effort in Building Education Autonomy

Ziaul Khairi

Students of the Master's Program in Islamic Education Postgraduate Program Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

DOI: <https://doi.org/10.52403/ijrr.20220911>

ABSTRACT

The purpose of this paper is to explain the notion of school-based management, school-based characteristics, implementation of school-based management, indicators of success and explain the supporting and inhibiting factors of school-based management. The method used in this paper is content analysis which is relevant to the problems discussed and analyzed in this paper. The results of the thought that it was found that technological management is the embodiment of the nation in advancing the country and civilization which is placed in educational institutions (schools) both in formal institutions and there is no separation in non-formal institutions to make school-based management effective and in accordance with the target.

Keywords: *Management, School-Based, and Educational Autonomy*

INTRODUCTION

Education in Arabic refers to the words ta'lim, tarbiyah, and ta'dib. tadrīs, irsyād and indzar . All these terms have been known since the time of the Prophet, and he applied to his companions. However, the most important term often used for the word education is tarbiyah. The Faculty of Education in Islamic universities is also called the Faculty of Tarbiyah. Tarbiyah is one of the most important educational concepts in Islam. The word tarbiyah comes from Arabic. If we refer to the Arabic dictionary, we will find three root words for the word tarbiyah. First, raba-yarbu which means to increase and develop. Second,

rabiya-yarba which means to grow and develop. Third, rabba-yarubbu which means to improve, take care of interests, regulate, maintain and pay attention. (Muhammad Syafii Antonio, et.al, 2010)

Tarbiyah is a process of educating humans with the aim of improving human life in a more perfect direction. However, tarbiyah is not usually only defined as an educational process, but includes a further process, namely managing and regulating people so that people's lives run smoothly. In the concept of tarbiyah, education in the form of physical, spiritual, material and intellectual. (Muhammad Syafii Antonio, et.al, 2010) In English, the term education is called education, rooted in Latin, educare, which can be interpreted as "continuous guidance (to lead forth)". If expanded, the meaning of the terminology reflects the existence of education that lasts from generation to generation throughout the existence of human life. (Zaprul Khan, 2012)

When viewed from the terms of education, there are many points of similarity compared to points of difference when viewed from the point of view which both lead to teaching, providing education in which there is supervision, which is able to order humans to have character, are civilized, have character, are moral and most The most important thing is to prevent and distance people from the "moral crisis". According to experts, the nation's moral crisis (education, economist, politician and legal expert) was caused by errors in economic, political and legal education.

This means that there are some mistakes both at the policy and operational levels in these four areas. This error further resulted in the growth and development of negative attitudes and actions in the midst of people's lives which led to the emergence of the nation's moral crisis. (Mujiburrahman, et.al , 2011)

On the other hand, the moral decay of this nation is also seen from the behavior of the younger generation and students, where various crimes and crime rates that occur in this country are mostly committed by youths and students. Brawls between students that are rife in various cities, drug abuse, increasing free sex among students, as well as the emergence of various disturbing juvenile delinquencies such as the motorcycle gang community in Java and the Punk Community in Aceh, are small examples of a number of moral problems of this nation's young generation. The emergence of various problems and "social ills" of this society is again disturbing the world of education in this country, because educational institutions are again accused of failing to shape the character, morals and noble character of students. One of them that is thought to be the root cause of the entire moral crisis of the nation's children is because there is an error in the format or design of the education system. (Mujiburrahman, et.al , 2011)

In the era of the Apostles, there were at least five main sources that were used as the basis of education. Namely the Qur'an, hadith and ijthad, the words of friends and al'adat. The position of the Qur'an and hadith is the main basis of education, while ijthad, the words of friends and the customs of the community are an additional basis, needed when the problem cannot be found in the Qur'an and hadith. (Samsul Nizar, 2011)

The Qur'an as the basis of education in the era of the Prophet was clear and did not require proof. In the Qur'an it is explained that the Qur'an was revealed so that there is no proof for the disbelievers, as evidence that information about the substance of Allah SWT and all its laws has been explained in the Qur'an which was brought

by the Prophet Muhammad SAW. (Samsul Nizar, 2011)

Educating in it contains educational values, especially to children as the next generation of the nation who has a great influence on the development process, his name is immortalized by Allah in the Qur'an, a figure full of wisdom, very famous and most popular in the world of Islamic education, namely messages Luqman al-Hakim's education in educating his children.

Luqman is an expert in wisdom, about who and where the origin of this legendary figure came from, the scholars of commentators have different opinions. To be sure, the name Luqman enshrined as one of the names of the surah in the Qur'an. Luqman's advice to his son that was conveyed wisely, as mentioned in Surah Luqmanayat 12-19 was used as an ideal model for children's education in Islam. (Hasballah Thaib , et.al, 2011)

The nature of education is an disclosure that every student is always on a journey, an awareness of the possibility of new explanations and new openings (there are always possibilities of clearings of new opening). That is the journey of enlightenment in the world of education. It means that education is a process of learning, searching, as well as developing knowledge that has no end point. (Zaprulkhan, 2012)

Education is a process that is not only limited to learning to just know an object (to know something what), but continues on expertise and skills in creating and producing (to be able to ceate or produce something). All creativity is evaluated to be used as a new lesson, in order to realize new creativity that is more useful for the survival and development of life in such a way that the idea of education becomes an endless spiral circle. (Zaprulkhan , 2012)

Education basically has no limits or stops in it, but the times that continue to run do not end. In the world of education, it is generally called lifelong education. This is a very important point in the world of education, lifelong education is a top priority and is needed by everyone. In

Islamic education or Islamic studies, what is called lifelong education is education that takes place for every individual without any age and time restrictions, as stated in the Arabic proverb or what is called "al-Mahfidzhat" which is to seek knowledge starting from the womb (mother) until the grave.

Rasulullah SAW himself was very concerned about the world of education and encouraged his people to continue learning. He also made several policies in favor of the education of the people. For example, when the Muslims succeeded in capturing a number of polytheist troops in the Battle of Badr, he made a policy that the captives could be released if they paid a ransom by teaching literacy to the citizens of Medina. The policy is quite strategic because it accelerates the transformation of knowledge among Muslims. Muhammad Syafii Antonio, et.al, 2010)

Although the Prophet was a man who had never received a school education that taught reading and writing, his intellectual ability surpassed that of the Greek philosophers. Although he never received education in educational centers such as in Greek schools, the ideas generated were able to answer various challenges from human problems. Muhammad Syafii Antonio, et.al, 2010)

Returning to the issue being explained, schools are educational institutions organized by the Ministry of National Education with secondary education levels, for basic education level consists of two levels of education, namely basic education level and secondary education level, for basic education level consists of two levels of education. Elementary school (SD) or its equivalent and Junior High School (SMP) or equivalent, these two levels of education are called nine years of basic education or nine years of compulsory basic education (Wajar Diknas). While the secondary education level is Senior High School (SMA) or equivalent. (Mujiburrahman, et.al, 2011)

The problem with the current education system in Indonesia is that it is a materialistic secular education system. If it

is said that the national education system inherits the colonial education system, then this materialistic secular character is the most important. This is evident in the loss of transcendental values in all educational processes, both in the philosophical aspect and in the educational paradigm. Education systems and policies, curricula, teaching qualifications, teaching and learning processes and school or campus culture as hidden curriculum actually play an important role in inculcating values and shaping the nation's character. This kind of education system has been proven to fail to produce pious people who are at the same time able to answer the challenges of the times through mastery of science and technology. (Mujiburrahman, et.al , 2011)

progress of this nation lies in the next generation of the nation which is the seeds for the progress and development of a nation and state, in this case these seeds are likened to superior seeds, seeds like this that will advance a civilization, can make potential potential with a large level and able to be competitive at the international level with countries known as super power countries, seeds like this are ready to be harvested so as to produce future generations of the nation who have Islamic character and spirit or Islamization of science and technology. Vice versa, there are seeds that can be said to be seeds that are not ready to be harvested so that they are prepared as well as possible so that they can be harvested and produce excellent and superior results. However, all of this cannot be separated from the first center, namely educational institutions (both formal and not separated from non-formal educational institutions) in this country, which are included in the discussion of school education which includes various aspects of management for each school that operates. relevant in terms of any frame. Thus, the term school-based management arose as today's educational management which has more impact on the room for progress, especially in the education forum in the country and has a great influence on civilization that was built with an

educational structure, so that this country is also not less competitive with other countries. -Other superpower countries.

Based on the description above, several problems can be formulated as follows: 1). What is the meaning and characteristics of School-Based Management and its implementation. 2). Success indicators and factors supporting and inhibiting School-Based Management.

The method used in this paper is library research with a content analysis approach from reading material sources that are accurate and relevant to the problems discussed, using logical thinking from deduction to induction (from general to specifics about school-based management).

RESULTS AND DISCUSSION

1. Definition and Character of School-Based Management and Its Implementation

a. Understanding School-Based Management

Etymologically, in Arabic it is called *lughat*, School-Based Management or School-Based Management comes from three words, namely management, based, and school. Management is the process of using resources effectively to achieve goals. (Sri Minarti, 1989) Based has a basic word base which means basis or principle. (Sri Minarti, 1989) In Arabic it is called *muqaddim* which has the meaning of principle, joint, basis, reason as a single word or called by *muqaddim* while the plural form is called *muqaddimat* or called with *muqaddimat* so that it has many meanings that are more than one. (Mahmud Yunud, 1989) The definition of school is an institution for learning and teaching as well as a place to receive and give lessons. (Sri Minarti, 1989) Thus, the words that are still in a separate state can be arranged into a definition or understanding in terminology, according to Sri Minarti School-Based Management is the use of resources based on schools in the teaching or learning process. (Sri Minarti, 2011)

School-Based Management is also defined as a management model that gives schools greater autonomy and encourages

participatory decision-making that directly involves all school members (teachers, students, principals, school staff, parents, students, and the community) to improve quality. schools based on national education policies. With its independence, schools are more empowered in developing programs that are of course more in line with their needs and potential. (Sri Minarti, 2011) Ahmad Harizi, as quoted by Sri Minarti defines School-Based Management as an alternative form of school in carrying out a "decentralization" program in the field of Education, which is characterized by broad autonomy at the school level, high community participation without ignoring policies National Education. (Sri Minarti, 2011)

According to the author, what is meant by School-Based management is the escort of a theory, scientific thinking in "planning" that has been determined from the observations of scientists (scholars) who are *ex-professionals* in the field of Education or who have a major influence in the scope of Education which then presented in the scope of practice, who play an active role in this case are education practitioners including school principals and school residents as well as those who are involved in it as a whole. After looking at this theory and practice, we see from the rest of the concern to advance the quality management of education in the country, to also implement management that is able to advance the civilization of the country at the level of fierce competition in the international scope. The embodiment and proof to other countries that this homeland is capable of competing for real and showing it with real results, this *school based management* is one form of effort to make the nation a super power country, a country that has and upholds the dignity and integrity of the nation able to be competent in all fields and scopes, which in particular cannot be separated from the circle of Islamization in science and technology, so as to be able to answer the challenges of globalization today, this is a shared hope as humans who live on the earth "*maritime*" Indonesia.

School-based management in terminology is the embodiment of the nation in advancing the country and civilization which is placed in educational institutions (schools) both formal and non-formal institutions to be separated from non-formal institutions to make this management streamline to improve the quality of education, so that it has an impact on the management of human resources comprehensively effective and on target.

School-based management as a basic concept of today's school management, is a school management concept that provides authority, professionalism to organize school organizations, seek, develop and utilize available educational resources, as well as improve school performance in an effort to improve the quality of available education, and improve school performance in an effort to improve the quality of the school's education concerned. (Hasbullah, 2007) Improving the quality of education is a development goal in the field of national education and is an integral part of efforts to improve the quality of Indonesian people as a whole.

School-based management is a management system that is based on the situation and conditions as well as the needs of local schools. Schools are expected to analyze all infrastructure in schools, such as teachers, students, infrastructure, finance, curriculum, information systems. These components are management elements that must function optimally in the sense that they need to be planned, organized, driven, controlled and controlled.

Along with the era of autonomy with the principle of decentralization, improving the quality of education requires participation and empowerment of all components of education and the application of the concept of education as a system. The approach to improving the quality of education in accordance with these paradigms and ideas is the concept of School-Based Management. (Sri Minarti, 2011)

The concept of school-based management is essentially the harmonization of resources that is carried out independently by schools

by involving all interest groups (stakeholders) directly related to schools in the decision-making process to meet the needs of improving school quality or to achieve national education goals. (Sri Minarti, 2011).

School-Based Management is a model of education management based on the autonomy or independence of schools and local officials in determining the direction, policy, and course of education in their respective regions. Therefore, success in implementing *school based management* is largely determined by the realization of management independence Education at the district and city levels. In addition, management based on school is also a model of education management that makes schools as the axis of decision making. This model has basically been applied in many developed countries since the 1970s and 1980s. But new was officially adapted in Indonesia around 1999 by the Ministry of National Education with Quality Improvement Management pilot project School Based. (Sri Minarti, 2011)

Wohlstetter and Mohrman (1996) proposed a political approach to redesigning school organizations by giving authority and power to school participation at the local level in order to advance their schools. Local school participants are none other than school principals, teachers, counselors, curriculum developers, administrators, parents, surrounding communities and students. (Sri Minarti, 2011)

b. Characteristics of School-Based Management

With the existence of school-based management as one of the development programs in the field of education and at the same time as one of the targets of primary and secondary education development that will be realized in the future. So it is necessary to have a common perception of the basic understanding and concepts of management that give schools greater autonomy, provide greater flexibility or flexibility for schools to manage school resources, and encourage schools to increase

the participation of school members and the community to meet school quality needs or to achieve school quality goals within the framework of national education. Because the essence of school based management is "school autonomy", (Hasbullah, 2007) flexibility, participation to achieve school quality goals. (Hasbullah, 2007) Meanwhile, according to Sri Minarti, school-based management has characteristics that must be understood by schools that apply the characteristics of school-based management based on *input*, process and *output*. (Sri Minarti, 2011)

School-Based Management, there are three characteristics that characterize and must be prioritized from others in the management, namely as follows: (Sri Minarti, 2011)

- 1) The power and responsibility in making decisions related to improving the quality of education is decentralized to school stakeholders.
- 2) Education quality improvement management domain which covers all aspects of education quality improvement, including curriculum, staffing, finance, infrastructure, admissions and new students
- 3) Although the whole domain of education quality improvement management is decentralized to schools, regulations are needed that regulate the central control function over the overall implementation of government authorities and responsibilities.

Indicators that show the characteristics of this School-Based Management concept, include the following : (Sri Minarti, 2011)

- 1) Safe and orderly school environment
- 2) The school has a vision and quality targets to be achieved
- 3) The school has strong leadership
- 4) There are high expectations from school personnel (principals, teachers and other staff including students) to excel

- 5) There is continuous development of school staff according to the demands of science and technology
- 6) There is a continuous evaluation of various academic and administrative aspects and the use of the results for improvement or quality improvement.
- 7) There is intensive communication and support from parents and the community.

Based on implementation in developed countries, School-Based Management has basic characteristics, namely broad autonomy for schools, high community participation and parents of students, democratic and professional school leadership, and high and professional *teamwork*. (Sri Minarti, 2011)

According to Brown (1990), as cited by Hasbullah the main and effective characteristics in implementing management in schools include autonomy, flexibility, responsibility, planning by the principal and school members. School deregulation, participation in the school environment, collaboration and collaboration/collegiality between school staff, and a sense of care from school principals and teachers. (Hasbullah, 2007)

c. Implementation of School-Based Management

School-based Education Management is basically intended to reduce the role of the state (government) in the implementation of education on the contrary, it provides opportunities for the wider community to contribute in the form of ideas and implementation of education in their respective places. It is no secret that the participation and involvement of parents and the community in education has been minimal. Parents will just wait for the results of the school's education for the child. He doesn't want to know about the learning and education process that is being carried out, the important thing is that his child passes, gets good academic grades, so

that he can enter his favorite, good, superior or expected school. (Hasbullah, 2007)

The context of school-based management is different from that of management. All previous education was regulated by the central government. On the other hand, school management, which was originally regulated by the bureaucracy outside the school, moved towards management based on the internal potential of the school itself. (Hasbullah, 2007)

The implementation or implementation of school-based management is essentially the granting of wider 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 the managerial process, so that it can produce actual achievements through an established managerial process. Through improving the performance and participation of all *stakeholders*, schools at all levels and all types of education are organic, democratic, creative, and innovative as well as units with their own characteristics to carry out self-renewal (*self reform*). (Sri Minarti, 2011)

School-Based Management requires integration and alignment efforts so that the implementation of arrangements for various school components will not overlap, clash, throw tasks and responsibilities to each other. That way, the goals that have been set can be achieved effectively and efficiently. Its implementation within the framework of decentralization of education has several factors that need to be considered as follows:

- 1) Schools are required to be able to display resource management in a transparent, democratic manner, without monopoly and responsibility to the community and the government.
- 2) The role of the government is to formulate education policies that become national priorities and decide on the implementation of School-Based Management to describe them according

to the potential of the school environment.

- 3) It is necessary to form a *school council* (school board / school committee) (Mulyasa, 2013) whose membership consists of teachers, principals, parents of students and the community.
- 4) School-Based Management demands a change in the behavior of principals, teachers and administrative staff to become more professional and managerial in the operation of schools.
- 5) In improving professionalism and management capabilities related to School-Based Management, activities such as training and related activities need to be held.
- 6) The effectiveness of School-Based Management can be seen from the indicators of the extent to which schools can optimize the performance of school organizations, learning processes, human resource management and administration. (Hasbullah, 2007)

2. Success Indicators and Supporting and Inhibiting Factors of School-Based Management

a. School Based Management Success Indicators

The success factors are as follows:

- a. The existence of equal education (in the form of togetherness opportunities between rural and urban students, rich and poor, male and female, disabled or not disabled).
- b. Quality of Education (input, process, output).
- c. Education effectiveness and efficiency (grade promotion rate, graduation rate, dropout rate).
- d. Good school management (through participation, transparency, responsibility, accountability, foresight,

law enforcement, justice, democracy, predictiveness, sensitivity, professionalism, effectiveness and efficiency, as well as legal certainty.

b. Supporting and Inhibiting Factors of School-Based Management

The factors that support the success of school-based management are:

- a. Good school leadership and management School-Based Management will be successful if it is supported by the professional ability of the principal or madrasah in leading and managing the school or madrasa effectively and efficiently, as well as being able to create a conducive organizational climate for the teaching and learning process.
- b. Social, economic conditions and public appreciation of education External factors that will determine the success of School-Based Management are the condition of the education level of parents and students, the ability to finance education, and the level of appreciation in encouraging children to continue learning.
- c. Government support, this factor greatly helps the effectiveness of the implementation of School-Based Management, especially for schools or madrasas whose parents/community abilities are relatively not ready to contribute to the implementation of education, the allocation of government funds and the granting of authority in the management of schools or madrasas are the determinants of success.
- d. Professionalism, this factor is very strategic in an effort to determine the quality and performance of schools or madrasas. Without the professionalism of the principal or madrasah principal, teachers and supervisors, it will be

difficult to achieve a high-quality SBM program and student achievement.

As for the obstacle in empowering teachers to the SBM process or program experienced by school principals is the lack of a conducive work environment, meaning that the environment is in accordance with the minimum service standards of education, then it has not been clearly divided, there are still some teachers whose qualifications as teachers do not match what is stated. expected. School independence has not been achieved due to the cooperation of fellow teaching staff has not been created properly, school cooperation with parents of students can not be implemented properly, there are still many teachers who have not been able to implement learning management and classroom management comprehensively, in the implementation of the learning process that takes place in the classroom is still using very simple learning communication learning is less effective.

CONCLUSION

1. School-Based Management that management is an activity carried out to complete work through the intercession of other people. Management is very important in activities, which is the main task of all managers at all levels and types of organizations to design and maintain an environment so that individuals who work together in it carry out missions and achieve goals that are determined cooperatively. Educational Management is the application of management science into the world of education. Management leads to the understanding that management is a science that studies the achievement of goals and objectives through other people. National education implemented by the government aims to improve the quality of Indonesian people in the intellectual life of the nation. The efforts made by the government have been stated, the National Education System that the

government pays attention to improving the quality of education through the application of the concept of education management in order to face challenges in accordance with the demands of changing local, national and global life. Efforts to improve the quality of education as one of the development programs in. In the field of Education, the implementation of school-based management is essentially the granting of wider autonomy to schools with the ultimate goal of improving the quality of the results of the implementation of education, which can result in established actual achievements.

2. The formation or creation of an ideal education if the education focuses on the interests, talents, and skills of students. Thus, the task of the teacher has more direction and purpose in developing the potential of students, because they already know the interests, talents, and skills of each student. That way, teachers only hone the abilities of students according to their interests, talents, and skills. In Indonesia, it is time and proper to implement an education model like this, managing education that focuses on interests, talents and skills of students. So, there is no need to hold learning in schools with many and varied subjects that occur today every day. Besides that, of course it will also be burdensome and not good for their growth, because every day they always carry heavy bags with various subjects (fields of study) that they carry every day in the process of implementing learning in various institutions or educational institutions respectively.

Acknowledgement: None

Conflict of Interest: None

Source of Funding: None

REFERENCES

1. Abu Ahmadi and Nur Uhbiyati, Ilmu Pendidikan, Jakarta, PT. Rineka Cipta, 2007.
2. Hasbullah, Otonomi Pendidikan: Kebijakan Otonomi Daerah dan Implikasinya Terhadap Penyelenggaraan Pendidikan, Jakarta, PT. Raja Grafindo Persada, 2007.
3. Hasbullah Thaib and Zamakhsyari Hasbullah, Pendidikan dan Pengasuhan Anak Menurut Al-Qur'an dan Sunnah, Cet. I, Medan, Perdana Publishing, 2012.
4. Mahmud Yunud, Kamus Arab-Indonesia, Jakarta, PT. Hidakarya Agung, 1989.
5. Muhammad Syafii Antonio and Tim Tazkia, Ensiklopedia Leadership dan Manajemen Muhammad SAW Sang Pembelajar dan Guru Peradaban (Learner dan Educator), Cet. I, Jakarta, Tazkia Publishing, 2010
6. Mujiburrahman, et.al, Pendidikan Berbasis Syariat Islam di Aceh, Banda Aceh, Dinas Syariat Aceh, 2011.
7. Mulyasa, Manajemen dan Kepemimpinan Kepala Sekolah, Jakarta, PT. Bumi Aksara, 2013
8. Samsul Nizar and Zainal Efendi Hasibuan, Hadist Tarbawi Membangun Kerangka Pendidikan Ideal Perspektif Rasulullah, Jakarta, Kalam Mulia, 2011.
9. Siharto and Tata Iryanto, Kamus Besar Indonesia Terbaru, Surabaya, Indah, 1989.
10. Sri Minarti, Manajemen Sekolah: Mengelola Lembaga Pendidikan Secara Mandiri, Yogyakarta, Ar-Razz Media, 2011.
11. Zamakhsyari Hasbullah, Pemikiran dan Sikap M Hasbullah Thaib dalam berbagai Dimensi, Bandung, Cita Pustaka Media Perintis, 2013.
12. Zaprul Khan, Filsafat Umum Sebuah Pendekatan Tematik, Cet. II, Jakarta, Raja Grafindo Persada, 2012.

How to cite this article: Ziaul Khairi. Analysis of school-based management: effort in building education autonomy. International Journal of Research and Review. 2022; 9(8):110-118. DOI: <https://doi.org/10.52403/ijrr.20220911>
