The Role Of The Principal In Impelementation Of School-Based Management at MAN 1 Sungai Penuh: Quality Improvement And Enhancement

Eka Putra
Intitut Agama Islam Negeri Kerinci, Indonesia
eka003455@gmail.com

Abstract: *The role of the school principal in improving the implementation of school-based management is very important because the principal brings direction leadership which can determine the success of implementing school-based management, because schools have such broad authority that the presence of a leader becomes very important. The purpose of this study is to deepen the role of school principals in implementing school-based management and what improvements and improvements to the quality of school-based management look like. This research uses a qualitative approach in a descriptive form. The results of this study are that the role of school principals in improving the application of school-based management is through the application of participatory management, namely improving the quality and service of education so that MAN 1 Sungai Full can compete and produce quality graduates both academically and non-academically. School-based management will work well if school members have initiative in carrying out their work and each individual's initiative needs to be valued.*
Keywords: *Principal; Implementation; School Based Management*

INTRODUCTION

The world of education is currently faced with a variety of problems that are certainly very necessary to handle quickly so that there is no outdated, because education is very important for every human being in facing the problems of life that will come. As well as talking about education and its problems, one of the educational problems being experienced by our country is related to the problem of the quality of education (Jadidah 2021). In this indicator of the quality of education has not shown a significant improvement because there are some good parts and vice versa as well as there are schools, especially those in cities, showing an increase in the quality of education that is quite encouraging but there are also some others that are still concerning.

Government efforts to improve the quality of education in Indonesia continue. One of them is that the government issued several regulations to improve the quality of education and one of these regulations is in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Article 51 paragraph 1 which explains that the management of early childhood education units, primary education and secondary education is carried out based on minimum service standards with the principle of school-based management (*Undang-Undang Sekretariat Negara RI Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*, n.d.).

School-based management is one of the efforts to improve the quality of education, a policy that certainly demands directly on the school institution concerned as an important point in organizing education. And the term school-based management is broadly a political approach to redesign the school organization structure with the authority of school participation at the local level in order to be able to advance the school (Pratiwi 2016). In accordance with Berlian's submission that school-based management is a forum in the form of management or a school management that has been fully submitted to the school concerned in achieving the vision in organizing education (Berlian 2013). The existence of school-based management is motivated by the lack of a good education system before, because school-based management is defined as a management model that gives considerable influence to schools and certainly encourages direct contribution by all parties from the school (Azhara 2022).

There are several arguments from several experts, one of which explains that in increasing success as a form of implementation of school-based management in each education unit which is certainly supported by human resources that have good quality, professional, especially principals, teachers, and staff (Mistrianingsih 2016). Each mandate that has been in accordance with its main duties and functions must understand its role and duties well. As a principal as a leader in a school institution, teachers as educators and others certainly have responsibilities.

Principals are very important in running a school-based management system because they are able to implement and make policies related to improving the quality of learning, improving facilities and infrastructure, and policies in protecting partner schools as implementing school programs in accordance with government programs in implementing school-based management (Meilani, Lubis, and Darwin 2022).

The role of the principal according to Mulyasa in his book entitled Becoming a Professional School Principal, there are seven roles of the principal, namely the principal as an educator (educator), manager, administrator, supervisor, leader, innovator, and principal as a motivator (Mulyasa 2008). The role of the principal is certainly inseparable from a leader figure who is able to condition, move, direct and innovate and motivate for change. On the other hand, the role of the principal is also leadership which is a very important part of managing the school (Kurniawati, Arafat, and Puspita 2020). So that in this case the role of the principal greatly determines the success of the school because in general, a leader in the world of education has a major role, namely leadership, managerial and teaching curriculum (Zai et al. 2022).

Leadership is one of the factors that determine the success of School-Based Management implementation. As stated by Nurkolis, there are at least four reasons why a leader figure is needed, namely; 1) Many people need a leader figure, 2) In some situations a leader needs to appear to represent the group, 3) As a place to take over the risk when there is pressure on the group, and 4) As a place to put power. (Nurkolis 2006). School-based management gives schools the freedom to manage their potential by involving all elements of stake holders to achieve quality improvement of the school. Because schools have very broad authority, the presence of a leader figure is very important

Good leadership certainly has a huge impact on whether or not organizational goals are achieved because leaders have an influence on the performance they lead (Rahmah 2023). The ability to influence a group to achieve goals is part of leadership. The concept of leadership is closely related to the concept of power. Leaders use power as a tool to achieve group goals. Leaders have goals, and power is a means to facilitate achieving those goals (Robbins 2008). There are several sources and forms of power, namely coercion, legitimacy, expertise, respect, reference, information, and relationships.

Leadership is a way for a leader to influence the behavior of its members to want to move and be able to work well together productively to achieve a shared vision and mission (Ginanjar and Herman 2019). A leadership style that does not involve subordinates in making decisions will result in disharmonization of the relationship between the leader and the led.

Leadership style is the attitude, gestures or mannerisms chosen by a leader in carrying out his leadership duties. The style used by a leader with one another is different depending on the situation and conditions of his leadership (Mattayang 2019). Leadership style becomes a norm of behavior that a person uses when that person tries to influence the behavior of others and as a consistent pattern of behavior that is shown by the leader and known to others when the leader tries to influence the activities of others

In implementing school-based management, the principal can run better in managing innovatively a leader that is morally responsible directly to the community in the school. Good leadership is a factor in the success of school-based management. So that the purpose of this study is to deepen the role of school principals in implementing school-based management and what kind of improvement and quality improvement of school-based management.

RESEARCH METHOD

The research method used in this research uses qualitative methods and descriptive approaches to describe the object of research or field conditions as they are at that time, in order to find out the problems that arise during the research. This research aims to define and interpret what it is (Sugiyono 2018).

By first examining the implementation process, this research used descriptive methods to describe the application of school leadership principles in the implementation of school-based management. The author tries to examine the data collected in this field research so that data collection approaches such as observation, interviews, and documentation procedures can be used. And data analysis techniques are processed and assessed by going through the Classification flow, which is the process of classifying data. Classify problems based on respondents' answers. Categorization is the process of classifying answers based on the characteristics of the problem which is the study variable. The process of analyzing facts by looking for contrasts and similarities from the characteristics of the problems collected, then drawing conclusions by referring to the framework of thought.

FINDINGS AND DISCUSSION

The Principal's Role in Implementing School-Based Management

The principal in carrying out his role and duties is certainly responsible for the quality of existing human resources (Human Resources). This has the aim of being able to apply and carry out their duties that have been given to them (Fathonah and Ayuni 2022). So that the role of the principal is very important in every level and type of education so that it can carry out its functions properly. The role must be able to strengthen or underlie the role and responsibilities of the principal as an educator, manager, administrator, supervisor, leader, and educational innovator

Based on the results of interviews about the principal's leadership in implementing School-Based Management with respondents at MAN 1 Sungai Penuh, the results of these interviews can be analyzed as follows:

In implementing School-Based Management, principals need to have strong, participative and democratic capabilities. In formal institutions we recognize several types of modern leadership that are seen as having positive nuances, such as participatory leadership, charismatic leadership and transformational leadership. Participative leadership is characterized by the participation of followers in the decision-making process. Meanwhile, charismatic leadership is characterized by the followers' perception that the

leader has extraordinary abilities. And transformational leadership is characterized by the process of building shared commitment to organizational goals and giving followers the confidence to achieve goals.

This can be seen from the results of the study obtained a leadership style based on religious values as a school citizen in a state madrasa aliyah which gave birth to its own character for the principal. The principal is also used as a source of positive role models and has the ability to communicate on a family basis as a binder and motivation for teachers to work. The basic culture that develops in the school environment is the culture of pesantren so that the school culture has Islamic nuances, respect and mutual respect are very thick In technical terms, MAN 1 Sungai Penuh, gives full discretion to the manager in this case to the school to manage the school as well as possible. The following specific roles have been found based on observations and interviews:

a. Educational educator, the principal as an educator who carries out teaching and learning activities is also the core of the educational process and teachers are the main implementers and developers in the school curriculum. Principals who internalize and show a high commitment and focus on an effort in curriculum development and teaching and learning activities in their schools will certainly care deeply about and support and encourage the competencies possessed by teachers and also at the same time always try to facilitate teachers so that they can improve their competence.

b. Education managers, principals as managers who have a decisive role in managing or managing schools, whether or not school goals are successful can be influenced by how principals carry out management functions. Management functions are planning, organizing, mobilizing, and controlling.

c. Educational Administrator, the principal as an administrator whose role is related to financial management and correspondence, starting from the allocation of funds in terms of improving teacher competence, allocating other funds concerning the school, and of course everything must be related to the administration of the principal who participates in its implementation and management.

d. Educational Supervisor, in this case the role of the principal to find out the extent of teacher competence in carrying out teaching and learning activities periodically carried out through classroom visits to observe the teaching and learning process taking place, especially in the selection and use of methods and media used and involving students in the learning process.

e. Educational Leader, the role of the principal is to be able to provide supervision and direction, improve the quality of education personnel,

provide guidance on the shortcomings and limitations of teachers, open two-way communication, and delegate each task. This role is carried out as a leader in the preparation of the school's vision, mission and goals by involving teachers, committees, student guardian representatives, and alumni by holding deliberations. Based on this, in accordance with the research findings that the role of the principal in improving teacher competence, the principal gives full responsibility to the teachers and includes teachers in carrying out training activities or upgrading, seminars, workshops, technical guidance to increase the knowledge and insight of teachers in improving professional competence.

f. Educational Innovator, the role of the school principal must be able to seek, find, and implement various renewals of an idea. In realizing its role and function as an innovator, the principal must have the right strategy to establish a harmonious relationship with the environment, look for new ideas, and combine or integrate each activity, provide examples to all education personnel in schools and develop learning models (Mulyasa 2011). In this concept of school-based management, student guardians are expected to be able to run well so that they are able to create relationships and work together in establishing harmonious relationships with the school environment, school principals are able to create peaceful relationships with the surrounding community and parents of students, this of course aims to make the education process productive, effective and efficient so that it can produce quality graduates.

Implementation and development in the implementation of School-Based Management supporting factors for the successful implementation of School-Based Management include first, government support. In the implementation of School-Based Management at MAN 1 Sungai Penuh, it is strongly supported by the local government through the implementation of consultation and coordination with the education office very easily; coaching by the Education Office is carried out regularly.

Second, there is currently a shortage of human resources to support the implementation of School-Based Management. And there is still room for improvement in understanding the meaning of implementing School-Based Management. Third, the typical school culture does not yet support the successful implementation of School-Based Management. The school as a formal entity is still governed by bureaucracy and not yet governed by collective consciousness. This kind of school culture must be changed to facilitate the implementation of School-Based Management.

Third, to build a strong and positive school culture, the school must have competent leadership. The most crucial element is that it should be able to motivate its followers to work together to achieve the same goal by forming a school culture group based on strong Islamic values, as well as a work culture based on discipline, respect, modification and conversation.

Fourth, the school as an organization must be changed and developed. School change will work best if it has an impact on improvement of the lives of teachers and other staff. So that the existence of existence of the school in providing education services can be maintained and gradually the quality of education services can be improved

The implementation of School-Based Management (SBM) at MAN 1 Sungai Penuh received sufficient support from the school principal, and was evidenced in the implementation of participatory School-Based Management. This management gives the school authority, and then the school delegates to each teacher and employee. All teachers and employees feel involved from planning, implementing and evaluating school programs. The principle of decentralization views that problems that arise in schools will be adjusted as best as possible if the solution is left to the party closest to the existence of the problem.

According to Muhammad Ridwan Setiawan, et al that the principle of decentralization of education is certainly based on the empowerment of schools, school autonomy rights and community participation that is very supportive by paying attention to all government policies in the field of education. This is what makes the foundation of the emergence of a very important school management in school-based management (Setiawan, Sudrajat, and Tedjawiani 2022).

Improving and Enhancing the Quality of School-Based Management

The essence of school-based management is an increase in school autonomy, increased participation of school members and the community in organizing education, and increased flexibility in managing school resources. Therefore, in its implementation, school-based management should apply an approach that allows for a variety of ways to implement it so that there is no one thing that is the same in every school.

In an implementation of school-based management this becomes a process that is certainly mutually sustainable which includes all components responsible for organizing education in schools so that improvements can be made among them.

First, the first step is to understand and introduce school-based management to everyone in the school community through seminars, training,

and organizing and conducting a forum on school-based management. *Second,* in a transition from top-down administration to school-based management by examining the context of the school and the surrounding community.

Third, making explicit the desired outcome of a school-based management assessment keeping in mind the actual difficulties to be overcome. *Fourth*, knowing each area and service that must be done to achieve the goal with good cooperation. This curriculum development of educational and non-educational personnel, students, educational conditions, school relations, school interactions with the community, facilities and other functions are instrumental in school-based management.

Fifth, conduct a SWOT analysis to assess each readiness status according to the applicable elements. *Sixth*, decide on the step by step that will be done in solving a problem. Seventh, make planning and programs to implement this school-based management in the long, medium and short term. *Eighth*, ensure how this school-based management is able to run well and of course in accordance with the planning and expected goals.

CONCLUSION

Based on the discussion and research results that have been analyzed, it can be concluded that the principal is the highest leader in an educational institution, of course, which has roles and responsibilities that have implications for the smooth running of the school in realizing an expected goal. The implementation of School-Based Management (SBM) at MAN 1 Sungai Penuh received sufficient support from the principal, and was proven in the implementation of participatory School-Based Management. This management gives the school authority, and then the school delegates to each teacher and employee. All teachers and employees feel involved from planning, implementing and evaluating school programs. The principle of decentralization views that problems that arise in schools will be adjusted as best as possible if the solution is left to the party closest to the existence of the problem. In solving educational problems in schools, those who most knowledgeable about the problem are the school community itself especially teachers, staff, principals and parents. The essence of school-based management is an increase in school autonomy, increased participation of school members and the community in organizing education, and increased flexibility in managing school resources. So that in the implementation of school-based management, it is appropriate to apply an approach that allows various ways of implementing it so that there is no one thing that is the same in every school. The implementation of school-based management is a continuous process that includes all components responsible for organizing education in schools.

REFERENCE

Azhara, R. (2022). Peran Kepala Sekolah dalam Implementasi Manajemen Berbasis Sekolah. *Management of Education: Jurnal Manajemen Pendidikan Islam*, *8*(1), 16. https://doi.org/http://dx.doi.org/10.18592/moe.v8i1.6254

Berlian. (2013). *Manajemen Berbasis Sekolah Menuju Sekolah Berprestasi*. Erlangga.

Fathonah, B. I., & Ayuni, R. (2022). Analisis Peran Kepala Sekolah SDN 22 Kepahiyang dalam Meningkatkan Mutu Pendidikan pada Tahun Ajaran 2019-2020. *Jurnal Multi Disiplin Dehasen (MUDE)*, *1*(3). https://doi.org/https://doi.org/10.37676/mude.v1i3.2566

Ginanjar, A., & Herman, M. (2019). Kepemimpinan Kepala Sekolah dalam Mengimplementasikan Manajemen Berbasis Sekolah pada SMA Negeri. *Indonesian Journal of Education Management & Administration Review*, *3*(1), 3. https://jurnal.unigal.ac.id/ijemar/article/view/2942/2588

Jadidah, A. (2021). Upaya Peningkatan Mutu Pendidikan Agama Islam: Problematika dan Solusi. *Tarbiyatuna: Jurnal Pendidikan Ilmiah*, *6*(1), 66. http://ejournal.kopertais4.or.id/mataraman/index.php/tarbiyatuna/article/view/4347/3221

Kurniawati, E., Arafat, Y., & Puspita, Y. (2020). Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Muru Pendidikan melalui Manajemen Berbasis Sekolah. *Journal of Education Reseach*, *1*(2), 136. https://www.jer.or.id/index.php/jer/article/view/12/11

Mattayang, B. (2019). Tipe Gaya Kepemimpinan: Suatu Tinjauan Teoritis. *JEMMA: Jurnal of Economic, Management and Accounting*, *2*(2), 46. http://www.ojs.unanda.ac.id/index.php/jemma/article/view/247/216

Meilani, H., Lubis, M. J., & Darwin. (2022). Impelementasi Manajemen Berbasis Sekolah (MBS) di dalam Kepemimpinan Kepala Sekolah. *Jurnal AlBasicedu*, *6*(3), 4375. https://jbasic.org/index.php/basicedu/article/view/2840/pdf

Mistrianingsih, S. (2016). Peran Kepala Sekolah dalam Impelementasi Manajemen Berbasis Sekolah. *Manajemen Pendidikan*, *25*(1), 104. http://ap.fip.um.ac.id/wp-content/uploads/2015/05/14-Siti-Mistrianingsih.pdf

Mulyasa, E. (2008). *Menjadi Guru Profesional*. PT. Remaja Rosdakarya.

Mulyasa, E. (2011). *Menjadi Kepala Sekolah Profesional*. PT. Remaja Rosdakarya.

Nurkolis. (2006). *Manajemen Berbasis Sekolah*. PT. Grasindo.

Pratiwi, S. N. (2016). Manajemen Berbasis Sekolah dalam Meningkatkan Kualitas Sekolah. *Jurnal EduTech*, *2*(1), 87.

file:///C:/Users/Acer/Downloads/578-736-1-PB.pdf

Rahmah, A. M. (2023). Manajemen Kepala Sekolah dalam Upaya Meningkatkan Mutu Sekolah di SMP Plus Ma'rif NU Pengandaran. *SOSIOSAINTIKA: Jurnal Ilmu-Ilmu Sosial*, *1*(1), 18. https://doi.org/https://doi.org/10.59996/sosiosaintika.v1i1.31

Robbins, S. P. (2008). *Perilaku Organisasi Edisi Kesepuluh*. PT. Indeks.

Setiawan, M. R., Sudrajat, A., & Tedjawiani, I. (2022). Manajemen Berbasis Sekolah (MBS) dalam Meningkatkan Mutu Sekolah (Studi Deskriptif tentang Peran Kepala Sekolah dalam MBS pada SMPN 2 dan SMPN 4 Malangbong). *JIIP: Jurnal Ilmiah Ilmu Pendidikan*, *5*(5), 1337. http://jiip.stkipyapisdompu.ac.id/jiip/index.php/JIIP/article/view/553/508

Sugiyono. (2018). *Metode Penelitian Kualitatif*. Alfabeta, CV.

Undang-Undang Sekretariat Negara RI Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. (n.d.).

Zai, E. P., Duha, M. M., Gee, E., & Laia, B. (2022). Peran Kepala Sekolah dalam Pelaksanaan Manajemen Berbasis Sekolah di SMA Negeri 1 Ulugawo. *CURVE ELASTICITY: Jurnal Pendidikan Ekonomi*, *3*(2), 3. https://jurnal.uniraya.ac.id/index.php/JPE/article/view/460/384