

Principles of School-Based Educational Management at SMK Negeri 6 Manado

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Abstract

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School-Based Management (SBM) is an educational management approach that grants schools greater autonomy to manage resources and educational processes independently and transparently. At SMK Negeri 6 Manado, SBM principles such as transparency, independence, partnership, participation, and accountability are applied to enhance educational quality and strengthen community relationships. This study employs a qualitative method through observation and interviews with school stakeholders. The findings reveal that SMK Negeri 6 Manado has successfully utilized SBM principles to address various challenges, including managing the salaries of honorary teachers through community participation. Additionally, collaboration between the school, community, and industrial sectors provides students with direct experience in entering the workforce. However, challenges persist in managing BOS funds, which can no longer be used to pay honorary teachers' salaries. The implementation of SBM at SMK Negeri 6 Manado demonstrates that this approach can support inclusive, relevant, and community-based collaborative education.

Keywords: School-Based Management (SBM), school autonomy, community participation, educational quality.

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INTRODUCTION

In school-based management, the power and responsibility to make important decisions about operations are managed by the school systematically. This local decision-making takes place within a central framework that sets overall objectives, policies, curriculum, standards, and accountability requirements (Caldwell, 2005).

School-Based Management (SBM) is an approach that gives schools more autonomy to manage educational operations and processes, so that schools can make decisions faster and more effectively according to their specific conditions and needs. This policy is part of the government's efforts to respond to various public demands for more quality, equitable, and efficient education. In Indonesia, the implementation of SBM is becoming increasingly relevant amid the challenges of a multidimensional crisis affecting the education sector, especially due to limited education funding from the government and the declining purchasing power of some parents to support their children's education. This causes obstacles in the equal distribution of access to education and a decrease in the quality of education in several regions.

School-Based Management (SBM) is an approach that gives schools more autonomy to manage educational operations and processes, so that schools can make decisions faster and more effectively according to their specific conditions and needs. Another definition of MBS, as stated by Professor Supeno who said that MBS is a management system that gives schools the right to autonomously manage school operations independently by involving community participation (Karo Sekali, at al., 2021). The implementation of School-Based Management (SBM) in Indonesia began to emerge around 1999, along with the enactment of government policies on regional autonomy as a new paradigm in the implementation of education. As stated in **Law No. 22 of 1999** concerning regional autonomy, which gives greater authority to regions and schools in managing education independently.

This policy is part of the government's efforts to respond to various public demands for more quality, equitable, and efficient education. The implementation of MBS is becoming increasingly relevant amid the challenges of a multidimensional crisis, especially the current economic uncertainty that affects the education sector, as a result of limited education funds from the government and a decline in the financial ability of some parents to support their children's education. This causes obstacles in the equal distribution of access to education and a decrease in the quality of education in several regions.

As a form of collaboration with the community, MBS aims to invite various stakeholders, such as parents and the surrounding community, to actively participate in managing and supervising school operations. Through supervision and support from the community, schools can be more flexible in allocating resources and managing urgent needs. Thus, schools not only rely on assistance from the central government, but also involve the community in funding and supervision.

At SMK N 6 Manado, the principles of MBS have been applied to strengthen the relationship between the school and the community. Based on the results of interviews with Mner Edwin and Mner Domits, this school applies principles such as openness, independence, partnership, participation, and accountability. These principles are an important cornerstone in the implementation of SBM, where schools seek to create an educational environment that is transparent, independent, and supported by a broad network of partnerships. For example, the school's openness in project implementation and community involvement in students' practical activities demonstrate the school's efforts to build trust and support from the community. In addition, independence in solving internal problems also shows the capacity of the school to adapt to various challenges.

Through the implementation of School-Based Management (SBM), SMK N 6 Manado is able to provide opportunities for students to engage in hands-on practices in real-world environments by collaborating with various institutions such as hospitals, hotels, and health centers. This indicates that the adoption of SBM can foster students in acquiring relevant experiences while strengthening the connection between schools, the industrial sector, and public services.

Through effective collaboration between schools, communities, and other stakeholders, the quality of education is expected to improve. School-Based

Management (SBM), with its emphasis on autonomy and community involvement, is not merely an educational policy but also a vital strategy for creating education that is inclusive and aligned with the needs of society and the labor market.

METHOD

The method used in this study is a method with a qualitative approach by taking a location at SMK Negeri 6 Manado with the object of research by teachers. With data collection techniques through observation, interviews and documentation. The purpose of this approach is to understand the application of school-based management principles that are implemented in the school.

DISCUSSION

School-Based Management Concept

School-based management is the decentralization of instructive dynamic authority from the Government or the Central Office to the principals, teachers, students, parents or guardians and networks or communities to guarantee a more successful school organization and a superior responsibility of staffs (Caldwell, 2005).

School-Based Management (SBM) is an approach to educational decision-making that places schools as the center of decision-making. This concept puts the decision-making process as close as possible to the learning activities that take place in the school, giving the school greater autonomy in managing various aspects of education. The implementation of SBM is not only the government's response to the demands and aspirations of the community, but also a strategic strategy to improve the efficiency, quality, and equitable distribution of access to education in Indonesia.

School-Based Management (SBM) is one way to reform the education system, aiming to create effective education through independent school administration. The challenges or obstacles in implementing SBM generally involve curriculum and learning management, student management, educator and staff management, facilities and infrastructure management, financial management, community relations management, as well as school culture and environment management (Andriyan, at al, 2022).

However, it should be understood that the focus and priorities in the implementation of SBM are dynamic and adaptive, depending on the context of the situation and the prevailing government policies in a given period. For example, the prolonged multidimensional crisis in Indonesia has had a significant impact on the education sector. The limited government funds for education and the decline in the economic ability of some parents to finance their children's education have led to a decline in the quality of education and hindered efforts to equalize access to education.

Therefore, the active involvement of the community in school management is very crucial. This community participation not only helps the government in terms of supervision and funding, but also eases the burden on the government in ensuring the sustainability of education, especially for underprivileged groups whose number continues to increase. Thus, the government can focus more on

efforts to improve the quality of education and equal access to education for groups that need greater assistance.

At its core, School-Based Management (SBM) aims to enhance school autonomy, encourage active participation from the school community and the public in the education process, and provide greater flexibility in managing school resources. As a result, key decisions involving finances, learning curriculum, facilities, infrastructure, and other essential elements supporting the education process are made collaboratively by the principal, teachers, staff, and community representatives. These decisions then become the shared responsibility of the school, having received approval and support from the local community.

Principles of School Independent Education Management at SMK Negeri 6 Manado

Based on an interview with one of the teachers, the following are the principles applied at SMK Negeri 6 Manado:

1. Transparency

This school upholds transparency between the institution and the community. For example, in development projects, the school ensures openness to guarantee smooth implementation without hidden obstacles. This transparency strengthens the relationship between the school and the community, which in turn enhances community oversight and support. Furthermore, student practical activities actively involve the surrounding community.

In addition, student practice activities involve the surrounding community. Students begin their practice in the school environment with direct interaction with the local community, before moving on to the practice area outside the school as needed. This harmonious relationship reflects the good cooperation between the school and the community, which supports the teaching and learning process and the progress of the school.

2. Independence

SMK Negeri 6 Manado demonstrates the ability to resolve issues independently without relying solely on the central government. For instance, incidents among students, such as cases of physical altercation, are addressed directly by the school without involving the provincial government. This approach reflects the school's capacity to manage internal problems effectively. Such actions highlight the school's responsibility in creating a safe and supportive environment for students, as well as its commitment to resolving issues efficiently.

3. Partnership

Good cooperation is established between schools and various stakeholders, including the community and the government. For example, students carry out practices in various places such as the Rogers Hotel, Puskesmas, Siloam Manado Hospital, and several pharmacies. This collaboration provides students with real-world experience in the world of work, so they can apply the knowledge gained in the classroom. Direct interaction with professionals in their fields through this practice also improves the quality of learning. With this collaboration, the school is able to expand its network and support student development to the maximum.

4. Participation and Accountability

Schools and communities encourage each other's active involvement in the educational process. The community also plays a role by reporting students who skip school to the school. This participation makes it easier for schools to supervise and handle student absenteeism issues, creating a conducive environment for education. In addition, community involvement strengthens awareness of the importance of education, both for students and society as a whole.

These principles show the commitment of SMK Negeri 6 Manado in managing school-based education effectively and collaboratively.

Implementation of School-Based Management at SMK Negeri 6 Manado

In our study on the implementation of School-Based Management (SBM), we conducted an interview with a teacher at SMK Negeri 6 Manado to gain deeper insights into the application of SBM based on Nurkholis' theory (2002:76). The interview focused on key strategies outlined by Nurkholis for the successful implementation of SBM. Based on the interview findings, several important points related to the implementation of SBM at the school were revealed.

First, regarding school autonomy, the teacher emphasized the importance of four main aspects. Schools must have real autonomy in terms of decision-making power and authority. In addition, the continuous development of knowledge and skills of teachers and school staff is also very important, accompanied by easy and open access to information to all parts of the school. Finally, a fair and transparent reward system for high-performing parties should also be implemented to encourage morale and quality improvement.

Second, the active participation of the community in the educational process in schools is the key to the success of SBM. This includes participation in school financing, curriculum-related decision-making processes, and various other aspects of school management. Schools, according to the teacher, must proactively involve the surrounding environment in school management because schools are an integral part of the wider community. This community involvement is not only financial support, but also in terms of strategic decision-making.

Third, the role of school principals as leaders and inspirers is vital in the implementation of SBM. The teacher explained that the principal must play the role of a designer of the school's vision, a motivator for all school residents, and a facilitator in the learning process and school management. The leadership of the principal must be based on managerial skills and qualified leadership, not solely based on rank or seniority.

Fourth, a deep understanding and full commitment from all parties involved to their respective roles and responsibilities is a determining factor for success. Thorough and clear socialization of the concept of SBM, including the elaboration of the roles and responsibilities of each individual and the limits of their authority, is essential to ensure the alignment and effectiveness of work. This clarity of roles will minimize potential conflicts and ensure each individual contributes optimally.

And the results of the interview regarding the implementation of School-Based Management at SMK N 6 Manado, show that:

1). Regarding the question of active community participation in financing and decision-making on the curriculum, until now the community has not had an influence in determining the school curriculum. However, in terms of financing, community participation already exists, especially in helping pay the salaries of honorary teachers. This is because BOS funds can no longer be used to pay the salaries of honorary teachers, except for those who already have NPTK. For teachers who do not have an NPTK, salary payments are made with community participation funds. However, the role of financing from the community has so far not affected the curriculum aspect.

2). Regarding the principal, he is considered an inspiration in the development and development of the school. This can be seen from the ongoing construction project of three new buildings, initiated by the current principal. His role is very important in encouraging the improvement of facilities in schools.

3) All parties in the school at SMK N 6 Manado understand well their roles and responsibilities in carrying out school management. This is important because if there is one party that does not carry out its role properly, school operations will not run smoothly.

4). Regulations from the Ministry of Education Relevant to Encourage the Education Process in Schools Effectively, Namely Through regulations from the Provincial Education Office which function as a guide to encourage the educational process to be more efficient and effective. The principal, as an extension of the Education Office, makes school rules based on official regulations, such as setting entry hours for students and teachers. In essence, the principal implements policies that are in line with the rules that have been set by the Education Office to manage the school properly.

Challenges in The Implementation of School-Based Management at SMK Negeri 6 Manado

One of the challenges in implementing School-Based Management (SBM) lies in the policy changes that now prohibit the use of School Operational Assistance (BOS) funds to pay the salaries of non-permanent teachers, except for those who possess an Educator and Education Staff Identification Number (NPTK). For teachers who do not have an NPTK, their salaries must be funded through contributions from the community. Despite changes in the financing mechanism for non-permanent teacher salaries, these changes do not extend to the curriculum aspect. In other words, funding sourced from the community does not alter or affect curriculum implementation at the school.

This situation indicates a change in policy in the use of BOS funds, which could previously be used for various school operational purposes, including the payment of salaries for honorary teachers. This new policy directly affects how schools manage available funds, especially in terms of financing teachers who do not have NPTK. Along with that, schools must look for alternative sources of funding, such as community participation funds, to ensure that honorary teachers who have not been registered in the NPTK system continue to receive their salary payments.

It is important to note that despite changes in the source of funds used to pay the salaries of honorary teachers, the impact on aspects of the curriculum in

schools remains limited. The curriculum implemented in schools continues to run as usual without significant changes. Funding from the community does not function to regulate or influence teaching materials, teaching methods, or other educational policies.

In this context, the role of community participation funds becomes more important, but does not interfere with technical affairs in education, including in terms of curriculum management that still refers to the rules that have been set by the government. Therefore, despite changes in the way teachers are financed, the quality of education and curriculum implementation remain a priority without any direct disruption from these changes. The sustainability of education in schools facing this situation is still guaranteed by following the existing curriculum guidelines.

CONCLUSION

Based on our group's observations regarding School-Based Education Management (MPMBS) at SMK N 6 Manado, it can be concluded that the implementation of MPMBS in this school shows several main principles, namely openness, independence, partnership, participation, and accountability. Through these principles, schools optimize autonomy to improve the efficiency, quality, and equity of education.

The school also demonstrates independence in resolving internal issues without relying entirely on the central government, while fostering collaboration with various stakeholders, such as the business sector and the local community. The partnerships established provide students with opportunities to train in real-world environments, enhancing their practical experience. Moreover, community participation in supporting funding, particularly for the salaries of non-permanent teachers, reflects the synergy between the school and the community in promoting quality education.

The implementation of School-Based Quality Management (MPMBS) at SMK N 6 Manado has successfully enhanced community engagement and improved the effectiveness of school management, despite the community not yet having a significant influence on the curriculum aspect. The principal plays a crucial role as the primary driver in the development of school infrastructure.

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