

Planning Of School Heads In Implementing School-Based Management

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Abstract

This study to determine the form of Principal Planning in Implementing School-Based Management at SMP Negeri 10 OKU. This study used a qualitative method. Data collection was carried out by interview, observation, documentation. From this research, it can be concluded that the form of the principal planning process in implementing SBM at SMP Negeri 10 OKU has been implemented well. This is evidenced by the implementation of deliberations by teachers, staff, committees in planning activity programs to be implemented, along with the necessary budget funds. The principal in implementing SBM at SMPN 10 OKU, is as follows: the principal tries to apply a democratic leadership pattern, to achieve this, the principal implements work discipline, togetherness, loyalty, high commitment in carrying out tasks.

Keywords : *Planning, Principal, School Based-Management*

INTRODUCTION

Increasing the quality of education through standardization and professionalism today requires understanding from various parties to change the various components of the education system. Granting greater authority from the central government to the government regions, including in the field of education but not in matters of religion, foreign policy, defense and security, justice, monetary and fiscal consequences. education. For better management, schools/ agencies must be trusted to manage their schools. With the concept of thinking that there is management to improve the quality of school-based education or School-Based Management (MBS) [1]. School-based management is a school management system that provides authority and power to school institutions to regulate school life by the potential, demands, and needs of the school concerned [2]. Based on the vision, mission, and goals of education in schools, various programs and activities are determined to achieve goals by utilizing the existing potentials and utilizing them for schools and communities.

Management of school management means managing the substance of education in the school that so that it can run in an orderly, smooth, and truly integrated system of cooperation to achieve goals effectively and efficiently [3]. The implementation of SBM requires to close cooperation and community participation. This is necessary so that education providers achieve maximum results, in this case, the role of the principal in realizing the expected quality of education.

The principal is an education leader, namely the person most responsible for the success of education in his school [4]. A school principal must be able to act as an educator, manager, administrator, and supervisor. In implementing SBM, a school principal is required to have a creative, innovative attitude and to improve the quality of the school [5]. A school principal is the one who determines the policies at school, the principal must carry out his function and role in leading the school wisely and with direction to achieve the goals that have been planned maximally to achieve improving the quality of education in his school so that the quality of students will also increase.

Improving the quality of education requires the role of the principal as a managerial, creative, and innovative in managing his school management. Good management of the principal is a supporting factor for the success of SBM. The principal in leading and managing the school effectively and efficiently, and can create an organizational climate that is conducive to the teaching and learning process in the school he leads. The management of education in SMP Negeri 10 OKU which is by following under the context of SBM is to strive for teachers, education staff, and students to jointly improve the quality of schools.

There are six components of school management, Curriculum Management and Learning or Teaching Programs; Educational Personnel Management; Student Management; Financial management; Management of Facilities and Infrastructure; Public Relations Management [6]. Adds one component in school management, namely, special service management, which includes library management, health, and school security [7].

The function of management is the existence of a plan, planning functions to guide the implementation of education, as a reference for the implementation of the program [8]. Planning is the principal's duty as a manager to determine policy strategies, program implementation, and how to achieve goals. So based on the problems contained in SMPN 10 OKU, the researcher has the initiative to research and describe how Planning the Principal in Implementing School Based-Management at SMPN 10 OKU?

METHODS

This study, using a research approach, namely qualitative methods. Phenomenological research approach. The purpose of this qualitative study was to determine the principal's planning in implementing SBM. Data collection techniques used in conducting research are interviews, observation, and documentation.

RESULTS AND DISCUSSION

The form of the school principal's planning process in implementing school-based management at SMPN 10 OKU is based on the principle of deliberation and collaboration with interesting elements. The head of the school is the manager who is responsible for planning and collaborating for the implementation between school stakeholders so that the implementation of school-based on management can be carried out according to what has been programmed to improve the quality of education. Based on data analysis by following under the basic concept of SBM, namely SBM is a decentralization of the level of authority for school level school administration. Responsibility and decision making for the implementation or administration of the school have been left to the principal, teachers, parents of students, sometimes students, and other members of the school community [9].

Based on the results of interviews conducted by researchers with the principal, coordinator of facilities and infrastructure, Deputy Curriculum, senior teachers, and the TU. The school principal has been carrying out his function as a manager, where we can see that he has developed and increased the potential or performance of teachers. Furthermore, he has also done short-term, medium-term, and long-term planning.

The school principal also acts as a mediator in deliberation activities and is the coordinator of the opinions and suggestions submitted by school residents and the committee. From the research results, there are several stages in the school-based management planning process, namely;

1. Formulate the vision, mission, and goals of the school,
2. Identify the driving and inhibiting factors,
3. Formulating the Application of School-Based Management.

In the planning process, participatory decision making is carried out so that the implementation of SBM can be carried out. Making decisions by deliberation so that decisions and mutual agreement can be obtained. This is where the principal's role as a leader is to be able to lead activities in deliberation and coordinate areas in improving quality so that the implementation of SBM can be carried out. Stating "Communication, leadership and proper decision making by the principal will have a positive impact on teacher's performance. As the principal not only provides direction and supervision to the teacher, he

must also be able to make decisions and communicate important matters to create a conducive and dynamic work atmosphere" [10].

As for the school principal's SBM planning process, there are several things, namely:

1. The learning and teaching process
2. Curriculum management
3. Educator and Education workforce management
4. Management of facilities and infrastructure.
4. Financial management
5. Student services,
6. School-community relations
7. Management of school culture

There are several areas of MBS planning at SMPN 10 OKU, namely: Management of curriculum and teaching programs, to ensure the effectiveness of curriculum development and teaching programs by following under with standards. The principal is the person who is responsible for planning, implementing, and assessing changes or improvements so that the curriculum and teaching programs are carried out properly. The principal is the person who provides motivation, guidance, and provides direction by providing supervision both individually and in groups. This is in line with what was expressed, the principal is the ability and readiness of the school principal to influence, guide, direct and mobilize school staff to work effectively to achieve predetermined educational goals [11].

Management of Education Personnel, to utilize educational personnel effectively and efficiently it is necessary to have personnel functions that must be carried out by the principal so that what is expected can be achieved, with the availability of educational personnel by following under the opinion of, that the principal's leadership is the method or business of the principal in influencing, encouraging, guiding, directing and mobilizing teachers, staff, students, parents and related parties to work or play a role in achieving predetermined goals [12].

Student Management, which regulates various activities in the field of student success, progress, and student achievement requires authentic data that are contained in the student's main book, reliable, and have validity. This data is needed to determine and control the success or achievement of the principal as an education manager in his school. The progress of these students must periodically be reported to parents (in the form of a report card), as input to participating in the educational process. Student management carried out by the Principal is the arrangement of activities related to students, from entering to leaving the student from a school.

Facility and Infrastructure Management, is the availability of facilities and infrastructure needs such as learning support books, a good library so that it can improve children's reading ability, laboratories, and facilities for sports, and other facilities that support the learning process.

The existence of good management of facilities and infrastructure creates a school that is expected to provide a pleasant atmosphere for both teachers and students. With the complete provision of school facilities and infrastructure, it can produce superior graduates and make schools more qualified.

Financial management and finance, school financial management is a series of activities to regulate school finances, starting from planning, bookkeeping, spending, monitoring, and accountability for school finances. The allocation and management of funds are appropriate for educational activities at school, this must be transparent and thorough from the stage budgeting, use, monitoring, and accountability. This is done by preparing school expenditure budgets, namely teaching and learning activities funds, development funds, as well as the cost of maintaining the facilities available at school. This is especially important in the context of SBM, which gives school principals the authority to find sources of funds according to the needs of their respective schools.

School relationship management, which is the key to creating good relationships between schools and communities effectively. The principal tries to foster and improve good cooperative relations between the school and the community to create an effective and

efficient school. This is by following under the objectives of MBS. Which is "to increase efficiency, quality, equity, and the relevance of education by following under the needs of the wider community" [13]. The implementation of SBM requires close cooperation between the school authorities in this regard to the role of the school principal and community participation. This is by following under what states that planning and continuity are needed so that education providers achieve maximum results to realize the expected quality of education [14].

Specialized service management, including library management, health, and school security. A complete and well-managed library allows students to further develop and deepen the knowledge they acquire in class through independent study, both during free time at school and at home. Besides that, it allows teachers to develop knowledge independently, and can also teach with various methods, for example, individual learning. Schools provide security services to students and employees at school so that they can learn and carry out tasks safely and comfortably. In carrying out the planning process in the context of implementing SBM, the principal of SMPN 10 OKU began with MBS socialization activities for school members reviewing programs that will be implemented to improve school quality.

The understanding of the application of SBM is used as a reference in planning the next activity, this is that school management is to school members so that it can facilitate schools to develop all the potential they have to improve school quality. This is by following under Suryosubroto's statement that autonomy is given to the school to freely manage resources by allocating funds according to priority needs, schools are more responsive to local environmental needs, so with this autonomy schools will be more flexible in improvising themselves according to their abilities.

Thus, it can be seen that the planning process for school principals in implementing SBM has achieved the desired results, as a driving force, a mediator in empowering all the resources available to their institution, this is the key to the success of the school principal.

Based on the data exposure obtained from the observations of the researchers, the role of the principal in implementing SBM involves all school members. For the implementing of SBM, the role of the principal is the most important part in improving the quality of the school he leads. As a principal, he has a big responsibility in implementing SBM to achieve the expected goals. However, to achieve this, the principal cannot do it alone without help from the school community, because it is necessary to have a clear division of tasks to make it easier to carry out monitoring and evaluation.

Thus, it can be said that the success of an educational institution does not only depend on the principal but must be the whole in an institution.

carrying out its role as a leader must be able to carry out the role of a leader who not only gives orders but also provides instructions and advice as well as communication skills. This will create a more conducive and lively organizational climate in implementing a system.

To achieve the desired school goals the principal must be able to provide motivation, mobilize, provide guidance and support in carrying out tasks to his subordinates to achieve goals by following under what is expected. Based on the results of the research conducted, there were support and cooperation from various parties in the implementation of SBM at SMPN 10 OKU, it was shown by the direct involvement of the principal in planning, implementation, and the evaluation stage. This is evidenced by the socialization of the implementation of SBM programs in schools, the distribution of tasks to school members, and the monitoring and evaluation of programs implemented in schools.

Judging from the results of the principal's research in implementing SBM at SMPN 10 OKU, it has been going well, this can be seen from the implementation starting from curriculum management, education management, student management, facilities and infrastructure management, financial management and management of school relations with the community.

To carrying out teaching and learning activities, it must pay attention to the ability of human resources (HR) in the environment, this can be seen from the researchers that the

principal of SMPN 10 does several things, namely, selection in recruitment, training, and increasing cooperation to improve school quality.

From the above statements, Yuliani also said, the principal in improving teacher professionalism was adjusted with the ability of teachers, school situations, and school activities, including upgrading or training teachers, will be able to increase professionalism so that the impact can motivate teacher work and increase the quality of knowledge they have.

From the data obtained as a whole, which is found in SMPN 10 OKU, it has always been a concern of the principal, especially in improving the quality of the school. For the implementing SBM the principal tries to carry out all existing activities in school in collaboration with both staff and parents and even the community. This can be seen from the activities of meetings and deliberations involving all school members. As for the collaboration carried out to an effort to obtain financial support, namely from the committee and student guardians, if there is a school that cannot be met by the school, program implementation is done so that it can be carried out properly. Likewise, in terms of providing work motivation, guiding, helping with problem-solving. It is hoped that this can improve the quality of education increasing teacher professionalism.

CONCLUSIONS

The planning of process for school principals in implementing SBM at SMP Negeri 10 OKU has been carried out well. This is evidenced by the implementation of deliberations by teachers, staff, and committees in planning activity programs to be implemented at SMPN 10 along with the necessary budget funds. Headmaster. Then the school principal prioritize the programs to take precedence in learning activities, the principal in implementing SBM at SMPN 10 OKU, as follows: the principal tries to apply a democratic leadership pattern, this is shown by the involvement of all school members in implementing what has been previously planned. So that what is planned has achieved and according to expectations, the chief

The school carries out work discipline for teachers and employees, there is togetherness in carrying out tasks, asks teachers and employees to have high loyalty and commitment in carrying out tasks, then will be supervision and evaluation of the extent to which programs are implemented.

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