

Role of School Chairman Leader Ship in Implementing School Based Management in Fundamental Schools 20 Air Kumbang

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Abstract

The principal as a leader in the school environment is not only obliged to carry out administrative duties but also concerns the task of how to manage all school programs. He must be able to lead and direct both administrative aspects and the educational process in his school. This study aims to determine and describe the role of principal leadership in implementing school-based management at SD Negeri 20 Air Kumbang. The method used is a qualitative method. Data collection techniques using observation, interviews and documentation. The results of this study can be concluded that the leadership of the principal at SD Negeri 20 Air Kumbang has fulfilled the characteristics as a principal by being able to lead his subordinates well, the principal is able to empower the school's resources in the school and the principal of SD Negeri 20 Air Kumbang has a very important role important in the successful implementation of SBM, especially in the areas of financial management and public relations management. The principal tries to implement SBM effectively and efficiently so that school goals can be fulfilled.

Keywords: *Leadership, Principal, School Based Management*

INTRODUCTION

One of the problems currently facing the Indonesian nation is the problem of a leadership crisis. The leadership crisis occurred mainly among government officials. This happens when the policies that have been issued by the government tend to be the result of a political compromise. On this matter it affects policies in the field of education. Various efforts have been made to improve the quality of national education, including through various training and improvement of teacher competence, procurement of books and learning tools, improvement of educational facilities and infrastructure, and improving the quality of school management. The concept of leadership is closely related to the concept of power. With power the leader acquires the tools to influence the behavior of his followers. Quality elementary schools are schools that are able to function all school components effectively and efficiently in an effort to create a conducive learning process so that educational goals are achieved, as a forum for the educational process, the socialization process, and the transformation process.

Leadership is related to the problem of the principal in increasing the opportunity to hold meetings effectively with teachers in a conducive situation. The behavior of the principal must be able to encourage the performance of teachers by showing a friendly, close and full consideration of teachers both individually and as a group. Then the principal is active in improving the relationship between parents, teachers and students. In the development program, the principal carries out extracurricular activities as much as possible to meet the needs of students and society. The principal introduced a new style of social management to parents and teachers. He formed a committee that involved all stakeholders in the school development process. The principal also applies top down management at the school level. He delegated responsibilities to the vice principal of the school as well as to the teachers. Teachers and staff have the right and responsibility to express a variety of opinions that lead to good results in improving the quality of schools. From all that, the

school has developed in several ways. Students become more active in class, teacher attendance increases, the welfare of teachers and staff and their working conditions also improves. A principal who does not study management theory in managing his school will not be able to achieve goals effectively because what is done to achieve goals must be based on systematic behavior and relationships with concepts, assumptions and generalizations of management theory

Air Kumbang 20 Public Elementary School is one of the primary schools that follows the steps instructed by the principal in increasing efforts and innovations for implementing madrasah-based management. In order to improve the quality of education, a principal leadership role is needed that can empower all madrasah citizens. The uniqueness of this research is that after this madrasah-based management model has been implemented in SD Negeri 20 Air Kumbang it has been able to improve the quality and quantity of primary schools so that the input and output of primary schools has increased significantly so that it greatly affects student achievement and the trust of parents in SD. this continues to add up.

Based on preliminary observations made by researchers, it can be concluded that SD Negeri 20 Air Kumbang is one of the schools that has implemented SBM as part of the national education system, SD Negeri 20 Air Kumbang has implemented this management model as a manifestation of government autonomy in education. The principal of the school in his leadership pays attention to the existing resources in the school, both human resources and other resources. Departing from the background explanation above, the formulation of the problem to be discussed is What is the role of the principal's leadership in implementing school-based management in Air Kumbang 20 Public Elementary School?

Previous research was also conducted [1], entitled "The Role of Principal Leadership in Implementing School Based Management at SDIT Al Iman Bonjonggede". The results of this study indicate that 1. There is an effort from the principal in empowering and improving the competence of teachers of SD IT AL IMAN Bojonggede by holding seminars, training motivational training by bringing in resource persons, following teachers in MGMP activities, 2. There is good cooperation between schools and community / commitment to the participation of the community in the management and school social activities. 3. In his leadership, the principal applies the principles of school-based management, including the independence of the school head in managing the school in various aspects, there is justice in school management, including the principal being fair in deciding votes or problems, being fair in placing and assigning duties to teachers and staff, openness, The head of the school in its leadership is open to all parties, both foundations, teachers / staff and to committees both in administrative and financial matters. 4. There is monitoring and supervision carried out by the principal in implementing school-based management including monitoring school programs, monitoring administration, monitoring learning, monitoring teacher discipline and staff. The similarity between previous research and current research lies in the limitation of the problem, namely both examining the role of principal leadership and school-based management. There is no difference between this study and the current study.

[2] entitled "Principal Leadership in Implementing School-Based Management at SMA Negeri 1 Darul Imarah, Aceh Besar District". The results showed that: 1. The leadership style applied by the principal of SMAN 1 Darul Imarah Aceh Besar is a democratic leadership style. The principal involves all parties, both teachers and employees at the school so that they can work together in carrying out their duties. 2. The implementation of the School Based Management model is applied based on the needs of the school based on the provisions that have been implemented by the government. The principal applies a management model that provides greater autonomy to schools, flexibility to schools, and encourages direct participation of school members and the community to improve school quality based on national education policies and applicable laws and regulations 3. The inhibiting factors for the implementation of SBM are funds and facilities / infrastructure is still limited, the role of the community is not maximal. The efforts that can be made by the Principal of SMA Negeri 1 Darul Imarah Aceh Besar are to overcome various obstacles, namely more often to socialize community participation in education, to deepen management knowledge by sending teachers to attend trainings. The similarity between

previous research and current research lies in the limitation of the problem, namely both examining the role of principal leadership and school-based management. The difference between the previous research and the present research lies in the place of research, if the previous research the place of research was located in Senior High Schools (SMA) and the current research place the research place was located in Elementary Schools (SD).

[3] entitled "The Role of School Principals in the Implementation of School Based Management (MBS) at SDIT Jabal Nur Gambing, Sleman". The results of this study are as follows. (1) SDIT Jabal Nur has implemented SBM and this can be seen through the independence they have, both physical and non-physical independence, as well as the active participation of stakeholders. (2) The dominant role of school principals in implementing SBM is managerial, because school principals can directly choose who serves in the school organizational structure. (3) The role of schools in the context of SBM is as a driving force for school life. These roles are the principal as an educator, manager, administrator, supervisor, leader, entrepreneur, motivator, and climator. (4) The inhibiting factors in implementing SBM are communication that has not been going well in schools and the lack of socialization for the implementation of SBM, while the supporting factors are the active role of school members in implementing SBM and granting great authority or autonomy from the foundation to schools. The similarity between previous research and current research lies in the limitation of the problem, namely both examining the role of principal leadership and school-based management. There is no difference between this study and the current study.

[4] entitled "The Influence of School Principal Leadership on Implementation of School-Based Management at Mamba'ul Ulum Private Madrasah Tsanawiyah in Mojoagung District, Jombang Regency". The results of this study indicate that there is a very significant influence between the leadership role of the principal on the implementation of SBM at MTs.S Mamba'ul Ulum in Mojoagung District, Jombang Regency. This is evidenced by the fact that the analysis results show the coefficient of determination (R^2) = 0.476, meaning that this value indicates that the ability of the independent variable to influence the relationship with the dependent variable is 0.476 or it means that the accuracy of the multiple linear regression equation is able to explain the variation relationship between the variable of the principal's leadership role as leader, administrator and supervisor on the implementation of SBM was 47.6%. While the remaining 52.4% is influenced or explained by other variables which are not included in the leadership role of the principal. While the value of the multiple correlation coefficient (R) = 0.476 = 0.690, this means that this value indicates that the close relationship between the independent variable and the dependent variable is strong. Meanwhile, from the results of hypothesis testing with the F test it is stated that the simultaneous variable leader (X_1), administrator (X_2), and supervisor (X_3), has a significant effect on the variable implementation of MBS (Y) as the dependent variable. The similarity between previous research and current research lies in the limitation of the problem, namely both examining the role of principal leadership and school-based management. The difference between this study and the current research lies in the research method used. This research method used is quantitative methods, while the current research method used is qualitative research.

METHOD

In this research " The Role of Principal Leadership in Implementation of School Based Management at 20 Air Kumbang Public Elementary School" used a descriptive research method with a qualitative approach. This method is used by researchers in describing the results of the research while in SD Negeri 20 Air Kumbang. According to) he explained that qualitative research methods are social science research that collects and analyzes data in the form of words and human actions and researchers do not try to calculate or quantify the qualitative data that has been obtained and thus do not analyze numbers. In obtaining data, researchers must deal directly with information in order to obtain accurate data, so that it is easier for researchers to conduct research. The data sources in

this study consisted of two types, namely Primary Data Sources, which are data sources that directly provide data to data collectors.

The primary data sources are from the first informants, namely the principal, teachers and community leaders at SD Negeri 20 Air Kumbang and the secondary data sources are records of events or records that are far from the original source. These secondary data sources include the vision and mission of the school and the work program of the school principal. In this study, the researcher is involved with the daily activities of the person being observed or who is used as a source of research data. While making observations, the researcher does what the data source is doing and feels the joy and sorrow. With this participant observation, the data obtained will be more complete, sharp and to know at the level of meaning of each behavior that appears. After the researcher made observations, the researcher took the data by using the interview technique which is one of the techniques that can be used to collect research data. In simple terms, the interview is an event or process of interaction between the interviewer and the source of the information or the person being interviewed through direct communication.

The data validity process was carried out to provide an overview of the truth of the data that the researchers found in the field. [5] stated that the validity test in qualitative research includes data credibility tests, transferability defendability, and confirmability.

RESULTS AND DISCUSSION

The following will describe the results of field studies related to research, namely the role of principal leadership in the implementation of school-based management at SD Negeri 20 Air Kumbang. The leadership role of the principal in the implementation of SBM was obtained from the results of direct interviews, both with the principal and with other elements that were still within the scope of the school. The application of school-based management is physical evidence of the results of the appearance of the principal and other components in relation to education management. This school-based management physical evidence was collected based on the observation guidelines that were filled in directly by the researcher when conducting field tests and the documentation obtained by the researcher during the research.

The leadership of the principal has a very important role in mobilizing personalities to carry out school work programs. The principal as a leader must have the ability to persuade and motivate all subordinates to carry out tasks with enthusiasm to achieve predetermined goals. Principals tend to use participatory and mutual participation styles in the process of mobilizing subordinates, which are patterned in cooperative relationships. This can be seen from the principal paying attention to the teachers and teachers and all employees to be able to carry out their respective duties properly.

Leadership with a cooperative relationship pattern carried out by the principal can also be seen from activities that can motivate you and all employees to be able to do a good job, for example through direction, coaching subordinates so that they can improve their performance and achieve organizational goals. in accordance with the vision and mission that has been set according to the target. School-based management is important to be implemented in schools because it provides benefits to schools, one of the benefits is that it gives schools great freedom and power along with a set of responsibilities. With autonomy, which gives responsibility for resource management and the development of an SBM strategy in accordance with local conditions. The application of school-based management in SD Negeri 20 Air Kumbang can be seen more specifically in the components or parts of the scope of school management.

At SD Negeri 20 Air Kumbang, school-based management includes several components or parts, including: a. Management of educators and education personnel, b. Management of students, c. Management of curriculum, d. Financial management, and e. Management of public relations. The five components are components that according to the research results have implemented the concept of school-based management. Researchers then describe the application of school-based management which includes only financial management and management of school and community relations. The following is an

overview of the application of school-based management in each component. In financial management, SD Negeri 20 Air Kumbang is quite adequate. Related to the role in the school community, the school has played a role and invited the community to advance the school.

The budget planning process in schools is very simple and the principal can also do a very simple format for preparing the RAPBS including sources of school income, spending on teaching and learning activities, procurement and maintenance of facilities and infrastructure, development of learning resources and learning tools and honoraria and welfare. In practice, the preparation of the RAPBS process at SD Negeri 20 Air Kumbang practiced Liphan's opinion, namely planning, preparing, managing implementation, and assessing budget implementation. This is done by SD Negeri 20 Air Kumbang to obtain a budget that has a positive value to realize the plans that have been drawn up and to find out the size of the budget for each education program.

In the preparation of the RAPBS, SD Negeri 20 Air Kumbang conducted negotiations between the principal assisted by the SD Negeri 20 Air Kumbang staff, donors and student guardians in the school committee. All of these components are parties directly related to school operations in accordance with their position and capacity. This is done because almost all items of educational and learning activities require sufficient and efficient use of financing, by involving all interested parties in the school, they will know the estimated costs for various activities at school and there is a sense of responsibility from all parties. to succeed programs that have been planned for the achievement of educational goals. This is in accordance with the research conducted by Winanda[6], the principal of the school is not merely the authority in the application of School Based Management. In the matter of funding the principal is very involved and even the principal goes directly to the community to seek funding assistance by involving stakeholders around him.

The leadership of the principal in implementing school-based management at SD Negeri 20 Air Kumbang has a professional nature, it can be seen from his responsibility in implementing the school management component. There are at least five components of school management that are implemented, including: curriculum and teaching programs, education staff, students, finance, educational facilities and infrastructure, management of school relations with the community and management of special services for educational institutions. At SD Negeri 20 Air Kumbang, the focus of SBM will be discussed, namely relating to finances and managing school and community relations. The leadership of the principal in implementing School-Based Management at SD Negeri 20 Air Kumbang can improve the quality of education and is based on a clear vision and mission that has an impact on the coaching system, parenting style and the education system that is structured and well-planned.

The involvement of teachers and employees as the school community in various school policies will foster a sense of responsibility and good dedication to their work. So that optimal service can be carried out to users of educational services, both students and parents, and optimal services have an impact on a conducive atmosphere in the teaching and learning process, resulting in reliable educational output. This is consistent with previous research conducted by Risal [7], entitled "The Role of Principal Leadership in Implementation of School-Based Management at SD Negeri 3 Kulo, Sidrap Regency". The results of this study indicate that, in the context of implementing school-based management in SD Negeri 3 Kulo Kab. Sidrap, especially the role of the principal, has fulfilled the characteristics of a school principal because he is able to lead his subordinates well, is able to utilize existing resources in the school because the principal plays an important role in the successful implementation of SBM, especially in the areas of financial management and community relations management. The principal tries to implement SBM effectively and efficiently so that school goals can be fulfilled. Supporting factors for the application of SBM in SD Negeri 3 Kulo Kab. Sidrap namely, The condition of the school is conducive to the learning process, both the environment and the relationship between teachers as well as well-established relationships with the community, the existence of trust from the community and the availability of adequate facilities and infrastructure. While the inhibiting factors for the

application of school-based management in SD Negeri 3 Kulo Kab. Sidrap, namely the lack of understanding of the concept of SBM among the community and difficulties in raising funds to improve the quality of education. The similarity of previous research with current research lies in the limitation of the problem, namely both studying the role of school principal leadership and school-based management. There is no difference between this study and the current study.

The same thing was also stated by Mufidah's[8], research entitled "The Role of Manager of the Head of MIN Jejeran Bantul in the Implementation of Madrasah-Based Management". Based on the explanation above, the role of the head of madrasah is very important as the key to success in implementing Madrasah-based Management. The managerial process carried out by the head of madrasah starting from planning, organizing, mobilizing, and supervising requires creativity and the right strategy to make it happen. So that the principal must carry out his role and function as a manager by empowering teachers and education in madrasahs to improve their profession, and encouraging the involvement of educators and education personnel and stakeholders, in various activities that support the madrasah program. Principals of madrasah who are able to work together in managing and being responsible for school activities or programs can increase community trust and make superior madrasahs who are in great demand. The similarity of this study with previous research lies in the focus of the study, namely the Role of School Principals and School-Based Management.

CONCLUSION

From all the discussion and exposure to the main problems raised in this study based on the research data and the analysis process, it can be concluded that the leadership of the principal at SD Negeri 20 Air Kumbang has fulfilled the characteristics of a school principal by being able to lead his subordinates well. , the principal is able to empower the school's existing resources in the school. The principal tries to implement SBM effectively and efficiently so that school goals can be fulfilled. Supporting factors include the condition of the school which is conducive to the learning process, high public trust and interest, especially parents in sending their sons and daughters to SD Negeri 20 Air Kumbang, the relationship between fellow teachers is good and compact and the relationship with the parents of students is also good, so that in implementing school-based management it can be done with cooperation, the existence of adequate facilities and infrastructure. And the creation of a good relationship between the school and committee administrators in an effort to advance school programs.

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