

Strategies to Improve Learning Achievement Through School-Based Management

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Abstract. This study aims to describe in depth the Strategy to Improve Learning Achievement through School-Based Management at SMK Pelayaran Sinar Bahari Palembang. This study used a descriptive qualitative approach. Data collection is carried out by interview, observation, and documentation techniques. Data analysis techniques include data reduction, data presentation and conclusions. Research informants are principals, vice principals and teachers. The results showed that ;(1) The implementation of management at SMK Pelayaran Sinar Bahari Palembang including all activities carried out openly and always coordinated with the school committee and even involved in both academic and non-academic activities. (2) A prominent supporting factor in the leadership of the principal at SMK Pelayaran Sinar Bahari Palembang, is teacher support. (3) Supervision carried out by the principal at SMK Pelayaran Sinar Bahari Palembang, including evaluations carried out after each activity.

Keywords: Learning Achievement and School-Based Management

INTRODUCTION

National education goals must be able to prepare out-put in the field of education in entering the global era. Meanwhile, education so far still uses the standard report card value as the standard standard. Students succeed when there is no red report card, institutionally the school has not been able to provide stock as expected. Based on the reality of community needs, education must be able to develop various educational domains (knowledge, skills and attitudes). Learning outcomes can be characterized by three affective, cognitive and psychomotor domains. In this regard, the quality of education can be produced if teachers have professional competence. Teacher competence is a set of knowledge, skills, and behaviors that must be possessed, lived, mastered, and realized by teachers in carrying out their professional duties (Sarimaya, 2008: 17).

Quantitatively it can be said that education in Indonesia has progressed, this educational success indicator can be seen in the literacy of the community reaching 67.24%. This is as a result of the education equity program, especially through IMPRES which was built on the New Order regime. However, the success in terms of qualitative education in Indonesia has not succeeded in building the character of an intelligent and creative nation, let alone a superior one. Many graduates of formal educational institutions, both from high school and college levels, seem unable to develop creativity in their lives. High school graduates find it difficult to

work in the formal sector, because they do not have special skills. For scholars, those who can play an active role in working in the formal sector are few. The expertise and professionalization inherent in higher education institutions seem to be mere symbols, graduates are not professional (Uno, 2007: 6).

The complexity of educational products is strongly influenced by external factors. Unlike the industrial world when we process goods with certain qualities, certain quality goods will come out, but the educational process is different. Teachers are a very strategic component in the educational process. Teachers are human resource figures who occupy positions and play an important role in education

. When everyone is questioning the issue of education, the figure of the teacher must be seen on the agenda of the conversation, especially when it comes to formal education in schools. It is undeniable, because formal educational institutions are the world of the teacher's life. Most formal education is the world of the teacher's life. Most of the time teachers are in school, the rest are at home and in the community. Being a teacher based on the demands of work is an easy act, but being a teacher based on the vocation of the soul or the demands of conscience is not easy, because to him more requires a devotion to students than because of the demands of work and material oriented. The teacher who bases his devotion on the calling of the soul feels his soul closer to his protégé. The absence of students in class became his thoughts, why his students were not present in class, what caused it,

and various questions that the teacher might ask at that time (Djamarah, 2005: 2). With the demands of these teachers, improving the competence and quality of Indonesian human resources is an absolute necessity, especially in the face of such rapid changes and developments in the fields of science and technology. This need will be even more pronounced in entering the free market era. In the free market era, all aspects of life require adequate knowledge and skills.

The reality shows that the quality of Indonesia's human resources is relatively far behind compared to Malaysia, the Philippines, Thailand and Singapore. In a study by an international body published by UNDP (United Nations Development Programme) in 2000 stated that Indonesia was ranked 109th out of 174 countries. In terms of the Human Development Index as reported by UNDP in the Human Development Report 2003 places Indonesia 112th out of 174 countries. The same report in 2005 slipped to 117th out of 177 countries. On the other hand, from the WEF (World Economy Forum) report in 2000 Indonesia was only ranked 44 out of 59 countries in economic competitiveness (Rosyada. 2004: 3)

Similarly, the competitiveness ranking of Indonesia's human resources occupies the most distended number in the international arena. The world community, especially Indonesia, is currently faced with the problem of widening the gap between developed countries that have mastery of science and technology and groups countries that are still lagging behind in the mastery of science and technology. For Indonesia, one of the efforts to anticipate it is through development in the field of education, namely through improving the quality of education, which in turn will improve the quality of Indonesian human resources.

Improving the quality of education can be achieved if teachers have high performance, especially in terms of discipline, considering that the teacher is someone who is characterised in the class, it is natural that teachers have high work discipline. Without high work discipline, the results of education carried out will not be optimal.

The headmaster as an education manager, has a real role in efforts to improve teacher performance and the quality of education, the principal who is less assertive, and inconsistent, often causes teacher distrust of the principal's policies set. The role of the headmaster is very important in determining education policies and

strategies. Especially with regional autonomy, the principal has the authority to determine the direction of school policy. The implementation of school-based management requires the leadership of professional principals who have managerial abilities and personal integrity to realize the vision into action, as well as democratic and transparent in various decision making (Mulyasa, 2007: 42). The success of the quality of education is largely determined by the principal's leadership in managing teachers, facilities and infrastructure, and students. The teacher as the central figure in the classroom needs special attention and proper treatment so that the teacher can maximize his role. Such is the case with the management of school and student facilities and infrastructure. The use of facilities and infrastructure as a tool to support the success of education needs to be well managed. Especially with students as educational objects that have a variety of characters and backgrounds, of course, it requires good management. However, in reality, many school principals have not been able to maximize the role of teachers, manage facilities and infrastructure, and manage students properly.

Schools as educational institutions are tasked with organizing the educational process, teaching and learning processes in an effort to educate the nation's life. In this case, the principal as a person assigned the task of leading the school is responsible for achieving the role and responsibility of the school. In order for the principal's leadership function to successfully empower all school resources to achieve goals according to the situation, professional abilities are needed, namely personality, basic expertise, professional experience and skills, professional training and knowledge, as well as administrative and supervisory competencies (Wahjosumidjo, 2016: 431). It is not easy to become a professional principal, there are many things to understand, many problems to solve, and many strategies to master. It is unfair if the appointment of the principal is only based on the experience of being a teacher measured in terms of time (length of time being a teacher). To become a professional principal needs to start from professional appointment, as well as the period of being a principal, not the era of a lifelong principal. The principal needs to be elected within a certain period of time (3-5 years), and after that a new one is elected, the old principal returns to being a teacher. This will foster a democratic climate in schools, which will encourage the creation of a

conducive climate for the creation of optimal learning quality to develop all students' potential (Mulyasa, 2007: 7).

The current condition of school principals according to the Ministry of National Education estimates that 70% of the 250 thousand school principals in Indonesia are incompetent. Based on the provisions of the Department, each principal must fulfill five aspects of competence, namely personality, social, managerial, supervision, and entrepreneurship. However, almost all principals are weak in the areas of managerial competence and supervision. This conclusion is the finding of the Directorate of Quality Improvement of Educators and Education Personnel of the Ministry of National Education after conducting a competency test. The Directorate of Quality Improvement conducts competency tests based on the Regulation of the Minister of National Education Number 13 of 2007 concerning the Competency of School Principals. The number of principals who do not meet this competency standard is inseparable from the current process of recruitment and appointment of principals. Since the enactment of regional autonomy, the appointment of school principals has become the full authority of the regent or mayor, so the appointment process is rarely accompanied by training (Sudrajat, 2008: 1).

SMK Pelayaran Sinar Bahari Palembang, has quite good achievements, this success certainly cannot be separated from the management of the school carried out by the principal and good teachers. With this achievement, it shows that the leadership of the principal at SMK Pelayaran Sinar Bahari Palembang is going well. However, there are still problems that need to be corrected, among others, long- and medium-term planning needs to be made, and spelled out in the vision, mission, and goals. In addition, observations while in the field show that the evaluation and monitoring of school principals is still not running regularly. Related to the problems mentioned above, in this study, researchers will try to photograph strategies to improve learning achievement through school-based management at SMK Pelayaran Sinar Bahari Palembang.

METHOD

This research was carried out at SMK Pelayaran Sinar Bahari Palembang. Which is located at Jl. Perintis Kemerdekaan Lrg. Pasundan 546, Lawang Kidul, Kec. Ilir Timur II,

Palembang City South Sumatra This research uses a qualitative research approach where qualitative research as a scientific method is often used and implemented by a group of researchers in the field of social sciences, including education. As for this study, the primary data sources are school residents which include; principals, teachers, employees, students, and adults who do not teach (security guards, janitors, household attendants, and managers of canteens and school cooperatives). Secondary sources are sources that do not directly provide data to the data collector, for example through other people or documents. Data collection techniques are carried out by observation, interviews and documentation. The validity of the data is tested by the triangulation method. Data analysis uses qualitative data analysis with steps, data collection, data reduction, data presentation and conclusions.

RESULTS AND DISCUSSION

Implementation of School-Based Management in Improving Learning Achievement at SMK Pelayaran Sinar Bahari Palembang

Planning is an ongoing process, important and must get attention to achieve the goals that have been set. Planning is a process of setting goals and choosing the organization's strategy to achieve those goals.

Planning activities in school management at SMK Pelayaran Sinar Bahari Palembang include::

- a. Socialization is carried out by the principal, teachers and school committee to the community through meetings that can foster awareness about community participation in advancing the school.
- b. Rapat-rapat yang dilaksanakan oleh kepala sekolah dengan dewan guru.
- c. Rapat-rapat yang dilaksanakan oleh pengurus sekolah.
- d. Rapat bersama antara kepala sekolah, guru dan komite sekolah serta tokoh masyarakat.
- e. The meeting was held with alumni of SMK Pelayaran Sinar Bahari Palembang

The process of planning activities or preparing school programs by involving teachers and the community will encourage the realization of openness and will reduce the level of planning errors to a minimum. The activities carried out by the principal are in accordance with the theory put forward by According Nurkholis (2016, hal. 119)

which states that one of the roles of the principal has many functions, including the following: As a manager, the principal must play a managerial function by carrying out the process of planning, organizing, actuating, and controlling. Planning relates to setting goals and strategies to achieve those goals. Organizing is concerned with designing and creating organizational structures. This includes selecting people who are competent in carrying out the work and finding the most suitable supporting resources. Moving is influencing others to be willing to carry out their duties voluntarily in order to achieve the desired goal. Controlling is comparing whether what is implemented has been as planned.

Planning activities are carried out carefully and deliberated openly by involving all elements, namely the Principal, Teachers, Committees and guardians of students consisting of:

- a. Annual / short-term program (1 years)
- b. Mid-term program (4 years)
- c. Long-term program (8 years)

The process of preparing the program has the main objective to be able to realize the Vision, Mission and Goals of the School. In implementing the SBM program, it emphasizes transparency, participatory and accountability. This is in accordance with the theory proposed by Lako (2004: p. 81), which states Leadership (leadership) has a broad meaning, namely: (1) as a process to direct and influence the activities of group members, (2) provide vision, joy, excitement, love, trust, passion, obsession, and consistency to the members of the organization, and (3) using symbols, paying attention, showing examples or concrete actions, producing heroes at all levels of the organization, and providing effective training to members, and much more.

The implementation of management at SMK Pelayaran Sinar Bahari Palembang is:

- a. All activities are carried out openly and always coordinate with the school committee and even involved in both academic and non-academic activities.
- b. In the implementation of activities, a committee is always formed even though in practice it is carried out jointly.
- c. Although the number of teachers is only 20 with the status of 16 civil servants, and 4 honorees, it turns out that this is not an obstacle to improving student achievement, this is evidenced by the many achievements obtained as described in the description of school conditions mentioned above.

The achievement of the school is

inseparable from the involvement of all elements / components in the school in every activity shows the trust of the community in the school. This is the implication of leadership as stated by Lako (2004: p. 81) who states that: Leadership has several implications, which are as follows:

- a. Leadership means involving other people or parties, namely employees or followers.
- b. Leadership involves an unequal distribution of power between leaders and group members.
- c. Leadership has the ability to use different forms of power to influence the behavior of its organizational members in a variety of ways.
- d. Leadership must have sufficient competence (knowledge, skills, abilities, and experiences), moral integrity and high personal ethics to lead and be a role model for followers in building the organization.

Organizing is the process of dividing labor according to components / elements in order to achieve predetermined goals. The organization carried out at SMK Pelayaran Sinar Bahari Palembang includes:

- a. Organizing teachers
- b. Organizing the learning process
- c. Organizing facilities and infrastructure
- d. Organizing PSM

Organizing is carried out by carrying out coordination between teachers and principals so as to find things that need to be followed up. The headmaster also made efforts to create a conducive work situation with full togetherness and mutual trust and respect. Coordination with the community is carried out so that efforts are made so that the community is always active and cares about the school. The organization of such teachers is in accordance with the theory put forward by Mulyasa (2012, hal. 98), who said that one of the principal's roles is as a leader, the principal as a leader must be able to provide guidance and supervision, increase the willingness of education staff, open two-way communication, and delegate tasks. The abilities that must be realized by the principal as a leader can be analyzed from personality, knowledge of education staff, school vision and mission, decision-making ability, and communication skills.

From the explanation above, it can be seen that organizing in school management at SMK Pelayaran Sinar Bahari Palembang includes:

- a. Teacher meeting to discuss activities that will be carried out soon

- b. Coordination between activity committees that have been formed
- c. Coordination between committees, teachers and school committees.

Submission of information from the school to the community with the knowledge of the committee. The headmaster as the person in charge of the education process in the school has tried to create an atmosphere of togetherness and trust between teachers and school administrators, this is in line with the principles of implementing the SBM program, namely openness, participation and accountability. This is in accordance with the theory put forward by Mulyasa (2013, hal. 98) which suggests that one of the roles of the principal is as Managers, principals must have the right strategy to empower education personnel through cooperation or cooperation, provide opportunities for education personnel to improve their profession, and encourage the involvement of all education personnel in various activities that support school programs.

2). Factors that support and inhibit the principal from implementing school-based management in improving the learning achievement of SMK Pelayaran Sinar Bahari Palembang

A prominent supporting factor in the leadership of the principal at SMK Pelayaran Sinar Bahari Palembang, is the support of teachers even though the teacher is still honorary, the support of the teacher is inseparable from the role of the principal who has the ability to form team work to work together with teachers in order to achieve the goals that have been set, the role of the principal in moving teachers to achieve the goals that have been set so that SMK Pelayaran Sinar Bahari Palembang obtained various achievements in accordance with the theory put forward by Mulyasa (2013a, a. 35), which suggests that one of the characteristics of school-based management includes: Compact and Transparent Team Work, In school-based management, the success of school programs is supported by the performance of compact and transparent team work from various parties involved in education in schools. The success of school-based management is the result of the synergy of cohesive and transparent team collaboration.

3. Implementation of Evaluation and Monitoring of the Implementation of School-

Based Management in Improving Learning Achievement at SMK Pelayaran Sinar Bahari Palembang

One of the roles of the principal is to supervise, supervision is carried out in the form of evaluation, supervision is the process of matching between implementation and plans that have been made, starting from planning, organizing, and implementing. In supervision at SMK Pelayaran Sinar Bahari Palembang do the following:

- a. Every activity is always evaluated
- b. Evaluation aims to determine the results of activities and as material for consideration of future activities.
- c. Evaluations are carried out openly in teacher council forums.

Supervision is carried out in an open and continuous manner that is known to all parties. Various things planned at SMK Pelayaran Sinar Bahari Palembang are manifestations of school management that has implemented elements of openness, responsibility / accountability and participation. This is done starting from planning, organizing, implementing and supervising openly by involving all elements of the school and community. The implementation / management of schools in the SBM concept according to Bellen et al is characterized by the following:

- a. Increased participation of the School Committee and the community to support school performance.
- b. School programs are structured and implemented with the interests of educational purposes in mind, not just for administrative/bureaucratic purposes.
- c. Apply the principle of effectiveness from efficient use of school resources (Personnel, Finance, Facilities and Infrastructure)
- d. Able to make decisions that are in accordance with the ability and school environment (although different from general patterns / habits)
- e. Ensure the maintenance of schools that are accountable to the government and the community.
- f. Improve the professionalism of school personnel.
- g. Increase school independence in all fields.

Referring to the exposure of research results and signs of the implementation of schools that implement the SBM program, SBM has been implemented demanding SBM characteristics. This is in accordance with the theory put forward by Mulyasa (2013b, hal. 33) which states: The

principal as a manager has the function of planning, organizing, leading and controlling the efforts of the members of the organization and utilizing all organizational resources in order to achieve goals. Education management means a systematic, systemic, and comprehensive process of cooperation in order to realize the goals of national education. One of the government's efforts to achieve the excellence of the nation's community in mastering science and technology, which is stated in the Law. With the implementation of regional autonomy, the application of education management leads to school-based management (SBM). School-based management is a strategy to realize effective and productive schools. School-based management is a new paradigm of education management, which gives broad autonomy to schools, and community involvement within the framework of national education policy. Autonomy is given so that schools are free to manage resources, financial resources, learning resources and allocate them according to priority needs, and are more responsive to local needs.

CONCLUSION

Based on the results of the study, the conclusions in this study are described as follows.

The principal as the person in charge of the education process in the school has tried to create an atmosphere of togetherness and trust between teachers and school administrators, this is in line with the principles of implementing the SBM program, namely openness, participation and accountability.

A prominent supporting factor in the leadership of the principal at SMK Pelayaran Sinar Bahari Palembang, is the support of teachers. The teacher's support is the principal's ability to form a compact and transparent teamwork. Meanwhile, the inhibiting factors in the implementation of the principal's leadership are: (1) community structures that tend to be difficult to accept school activities outside of learning hours such as art activities, because it is considered to interfere with activities in their environment. (2) the number of teachers who are

only 20 people with the status of 16 civil servants and 4 honorary people makes it difficult for school principals to coordinate activities, especially the implementation of administrative programs.

Collaborating with alumni can provide input that supports school programs and has implemented elements of openness.

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