



Implementation of School Based Management (SBM) on Vocational High School in Central Jakarta

(Case : Implementation of SBM, Principal Manajerial, School Comitee, and Teacher Performance in Public and Private Vocational High School)

Dewi Nurmalasari

Special_dewi@yahoo.co.id,

Yunika Murdayanti

yunika_murdayanti@yahoo.com

Santi Susanti

san_ppm@yahoo.com

Dita Puruwita

dita.puruwita@gmail.com

Faculty of Economics, Universitas Negeri Jakarta, Indonesia

Abtract

Decentralization of education is expected to improve the basic problems of education. The basic problems of education are: the problem of quality, equity, relevance, and efficiency of management be solved, in this case, the management model of education that is expected to be able to provide a solution is School Based Management (SBM) or the School Based Management (SBM).

School-Based Management considers that, the only way to the improvement the quality and relevance is democratization, participation and accountability in education. Principal/headmaster, teachers and the community are the main factors to improve the best school-based management. However, an entity called "community" is very complex and infinite (borderless) so it needs to be simplified (amplified) one way according to the Board of Education Department of Education was established at the district/city and School Committee at the level of the educational unit.

Otherwise, research on the implementation of SBM mostly done in public schools, private schools rarely done. Therefore, in this research planned to take samples across both public and private high school in central Jakarta, and then see whether there is a difference effect between the models of SBM implementation in public schools and private schools. The Testing



model was as follows: a) the entire high school, b) public high school, c) private school, and e) comparing the model public high school and private high school. The analytical method used was action research with research outcomes management model of school-based management, which refers to the curriculum2013.

This paper study purpose is to determine the differences between the school - based management of public vocational school and private vocational school in Central Jakarta. The method in this study is the experimental method with static group comparison approach . Data were collected by looking at how the school-based management in the public vocational school and private vocational school , after which measure the difference in results based management by using a Likert scale . The sampling technique used in this study is proportional random sampling . Affordable in the study population was held on 3 Jakarta Public Vocational School (SMKN 3) and Taman Siswa private Vocational School (SMK Taman Siswa) , Based on the research data normality for the variable Xi (School Based Management SMK) , produces L count (L_0) of 0.158667 compared with L tabel (L_t) at the 0.05 level is 0.170511 , then $L_0 < L_t$, means that the data were normally distributed , as well as X2 (School Based Management in the Private vocational School) which has also normally distributed data with L_0 0.1476 < 0.167438 . In addition to the normal , of the results of homogeneity test showed that the data had homogeneous variance , this is evidenced by the F value (1,91) < F table (1.04) and then to see the school-based management difference between public vocational school and private vocational school, is based on the results obtained t (5.08) > t table (1,67) . The t test conclusion that there is a difference between public vocational school and private vocational school.

Keywords: performance of the principal, the school committee, the performance of teachers, school-based management (SBM)

INTRODUCTION

Education is one area that is decentralized . Decentralization in the education sector can be divided into three different things , that government decentralization in education , and decentralization of education itself (autonomy on an education) , as well as the decentralization of the education stakeholders . Decentralization of education is expected to improve the basic problems of education are: the problem of quality, equity , relevance , efficiency and management can be solved , in this case , the management model of education that is expected to be able to provide a solution is School Based Management (SBM). Because of SBM, schools were given the authority to take decisions relating to the school's aspirations and needs of the school. SBM can be viewed as an approach to school management in the context of decentralization of education that gives wider powers to schools to make decisions about the management of the resources the school education (human , financial , material , method , technology , authority and time) are supported with the participation the high school community , parents , and the community and in



accordance with national education policy framework in order to improve the quality of education.

School-Based Management (SBM) can be called as changes of a paradigm in the school-management (Undang Undang SISMAiknas No. 20/2003 Chapter XV), but this paradigm does not mean "new" at all, because it ever possessed in Inpres. 10/1973. In micro management, schools entirely controlled by the principal/headmaster and teachers, teachers as a manager doing and controlled the school management which can't separated with the environment, that is also an integral with their communities. SBM intends to "restore" the management to the owner (community/environment), hopefully that the school's community are expected to be felt fully responsible for returning to education management which held at the schools.

School-Based Management (SBM) considers that, one - the only entrance that is closest to the improvement of quality and relevance is democratization, participation and accountability in education. Principal/headmaster, teachers and the community (school committee) are the main actors of school based management, so that the decisions regarding the handling of education issues at the micro level have resulted from the interaction of all three parties are public education stakeholders who have a vested interest in the success of education in schools, as they is a good payer education through tuition fees and taxes, so schools should be responsible to the community.

After the implementation of SBM, Ministry of Education has made the establishment of the Board of Education facilities and the School Committee in the entire country. The governor establishment of the Board of Education committee and the School Committee. The system to make the school committee is showed on 44/2001 and Undang-Undang Law No. SiSMAiknas. 20 of 2003.

Board of Education is expected (BE in each district / city) as well as the School Committee (SC) at each school who presented the diversity that exists in order to really - really can represent the community. Therefore, the interaction between the school and community can be realized through making mechanisms of interaction between education officials at district / city government with the Board of Education. Evidence of community responsibility towards education embodied in giving consideration in decision-making, public accountability and control functions supporting (support) as well as the role of mediator between the school and the community they represent.

Actually there are many research on the SBM, but, have not found many studies on the implementation of SBM in private schools, especially primary schools, whereas according to Bekasi in Figures (2009) the number of private vocational



schools in Central Jakarta there are 48 schools and 20 public vocational high school . Private schools whose existence is supported by foundations non-government organizations that are relatively more independent than by a public school that everything was covered by the government . Therefore, the authors were motivated to conduct research on the implementation of SBM in East Jakarta especially in primary schools in general , and then compared the implementation of SBM among private schools with public.

RESEARCH OBJECTIVES

To find the difference in the implementation of School Based Management (SBM) between private school with public vocational high school in Central Jakarta.

Conceptual Description of School-Based Management

Model SBM is an idea which decision-making powers relating to education are placed in the closest place to the teaching and learning process in the school . This concept is based on " Self Determination Theory" which states that if a person or group has the power to take keputusan itself , then the person or group will have the power to make their own decisions , then that person or group will have a great responsibility to carry out what those who had decided . SBM implied in any school work to improve the quality of education using more strategies to empower all schools in an optimal potential . School-based management is the systematic decentralization of authority at the school level and responsibility to make decisions on important matters relating to school activities specified in the main frame of the goals, policies , curriculum , standards , and accountability (Brian J Caldwell 2005:p .1)

Susan Albers Mohrman , et al . in Nana Fattah (2004 : 17) states : School-based management as an approach to politics to me redesign and modify the structure of government with the authority to move the school , the central government's decision to move the local stakeholders , at the risk of school empowerment in improving the quality of national education . This is consistent with the spirit and the spirit of centralization and autonomy in the education sector .

Based on the opinion , the Technical Team BAPPENAS (1999:10) states that : School -Based Management (SBM) is an alternative form of school decentralization in the education program characterized by extensive autonomy level, school , and community participation in national education policy framework .

Thus it can be concluded that the MBS is a school management system that gives autonomy to the schools and the community in education by focusing on local needs and potential , offering direct participation of relevant groups and also increase people's understanding of education . In addition , school autonomy also play a role in accommodating general consensus believes that wherever possible the



decision should be made by those who have the least access to information , is responsible for implementing policy and those affected by the consequences of the implementation of the policy.

Relevant Research

1. Sutadji (SPs. UI 2004) in his dissertation entitled " Factors Affecting Implementation of School-Based Management Policy (Survey of School-Based Management in Jabotabek Area) examines the factors influencing factors → MBS policy implementation . Results of data analysis using LISREL (Linear Structural Relationship) and Structural Equation Model (Structural Equation Model) obtained the conclusion that (1) the characteristics of schools that significantly affect learning outcomes are the characteristics of parents , while the characteristics of the teacher , the principal characteristics , and the condition of the school does not significantly affect the outcome of leadership and learning . (2) the principal leadership is not significantly affect learning outcomes , but significantly effect on school climate . (3) school climate significantly influence the learning outcomes . (4) factors that significantly influence student learning outcomes are the characteristics of parents and school climate , while leadership significantly influence school climate.

2. Cholmin Heryadi (SPs. UPI Bandung , 2007) in a thesis entitled " Teacher Perceptions About the Principal Managerial Capabilities and Performance Committee Against School Effectiveness Implementation of School-Based Management (Case Study in Primary School in Lahat regency) " states that : a) the magnitude of relationship / correlation between principal managerial capability variables with the variable implementation of school -based management by using the regression equation was 0.98 , indicating a strong relationship . Thus the principal managerial ability has a strong contribution to the effectiveness of the implementation of school -based management . b) the magnitude of the relationship / correlation between the performance variables of the school committee on the implementation of school -based management by using the regression equation was 0.97 , indicating a strong relationship . Thus the performance of the school committee has a strong contribution to the effectiveness of the implementation of school-based management.

3. Purwanto (SPs. UPI Bandung , 2008) in a thesis entitled " Contribution Performance School Committee and Managerial Ability Principal Effectiveness Against Implementation of School -Based Management (Descriptive Analytical Study of the High School in the District of Purwakarta) " states that : a) the magnitude of the relationship / correlation between variables with the variable performance of the school committee effectiveness of school-based management implementation using a regression formula is equal to 0.434 , indicating a strong relationship . Thus the performance of the school committee has a strong contribution to the effectiveness of



the implementation of school-based management . b) the magnitude of the relationship / correlation between principal managerial capability variables on the effectiveness of school-based management implementation using a regression formula is equal to 0.478 , indicating a strong relationship . Thus the principal managerial ability has a strong contribution to the effectiveness of the implementation of school-based management .

Susilowati (SPs. UPI Bandung , 2005) in his thesis entitled "The Contribution of the Principal Performance Effectiveness Against Implementation of School-Based

Management (Implementation of School-Based Studies in Public Elementary School District as Cileunyi , Bandung) . The results showed that the significant relationship between the performance of principals and administrators of the school committee of the effectiveness of school-based management implementation . Performance of the principal amount of the contribution to the effective implementation of school-based management by 41 % , the contribution of the management committee of the school of the effectiveness of school-based management implementation by 52 % . The contribution of the performance of school principals and administrators of the school committee of the effectiveness of school - based management implementation by 46 % .

Prostration (SPs. UPI Bandung , 2010) in his thesis entitled "The Contribution of the Principal Performance Effectiveness Against Implementation of School-Based Management (Analytical Descriptive Study of School-Based State Primary School High Cliff State) " . The results showed that the significant relationship between the performance of principals and administrators of the school committee of the effectiveness of school -based management implementation . Performance of the principal amount of the contribution to the effective implementation of school -based management by 12 % , the contribution of the management committee of the school of the effectiveness of school-based management implementation by 30 % . The contribution of the performance of school principals and administrators of the school committee of the effectiveness of school -based management implementation by 33 %.

Mardoyo (SPs UMS Solo, 2008) in his thesis entitled " Head of State High School Performance 1 Klaten in the Implementation of School-Based Management " , research results show that the performance of the principal in teacher empowerment , among others, held a regular teacher performance coaching , integrated , organized supervised learning , creating a conducive climate performance , improve teacher skills through courses , workshops , education and training , seminars , action research , and so on .. Prasanara facilities management education , mendistribusikan principal responsibility and authority to subordinates is teacher as assistant principal



infrastructure affairs duties and functions that help principals, such as inventarising learning aids, laboratory equipment, furniture for teachers and students, and so on. Performance of school principals in the management of the education budget is the principal form as a team treasurer, as treasurer of the school committee, BOS treasurer, treasurer of rehabilitation funds, and so on. Assigned to appropriate authority and responsibilities of each, so as to facilitate the supervision and monitoring of the use of the budget optimally.

hypothesis formulation

Based on the theoretical description of the above, it can be formulated the hypothesis that there is a difference between the School-Based Management in Private Vocational School and public vocational schools.

Research Methodology

The purpose of this study was to determine the difference between the School Based Management in Private Vocational School and public vocational schools in Central Jakarta. The method used in this study is an experimental method with a static group comparison approach. Population in this research is the Private Vocational School and vocational.

The sampling technique used in this study is proportional random sampling. on 3 Public vocational high school Jakarta and taman siswa private vocational high school. School-based management is measured using a Likert scale with statements that are tailored to the indicators of each variable. The indicator is the School Based Management principal leadership, teacher learning, school committee involvement. Analysis of the data according to the order, the normality test, homogeneity test, and t test (different test). Further analysis of the first test requirements that the estimated regression error normality test Y and X with Liliefors test, the significance level (α)=0.05. with the formula :

$$L_o = F(Z_i) - S(Z_i)$$

Terms of normality is H_0 in the reception area, meaning $L_{hitung} < L_{tabel}$. After the normality test next test is the test of homogeneity, with the formula

$$F \text{ count} = \frac{\text{Variance biggest}}{\text{Variancesmallest}}$$

And the last is a different test, with the formula :



$$t_{hitung} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Of the frequency distribution of school-based management in public vocational high school, with the range 159-126 and obtained (\bar{X}) at 136.22 Standard Deviation of 8.78, and it can be seen that in the interval 126-131 is the smallest value of school-based management gets a frequency of 10 next the second interval is 132-137 has a frequency of 9, which is the third interval 138-143 get 4 frequencies, intervals with numbers 144-149 to get a frequency of 1, while the interval 150-155 has a frequency of 1, and for the interval with the highest limit of the method of discussion 156-159 has a frequency which is 2.

Of the data-based management in private vocational schools, with the value obtained Spanning 150-121 (\bar{X}) at 132.14. Standard deviation of 8.9, and it can be seen that in the interval 121-125 is the lowest value of the lecture method gets a frequency of 6, then the second interval is 126-130 has a frequency of 4, the third interval 131-135 get 6 frequencies, intervals with numbers 5 136-140 gain frequency, while the interval 141-15 has a frequency of 5, for the highest interval of the lecture method has also received frequency 146-150 2.

If you just look at the histogram of both the results will be seen is that the public vocational high school, school-based management higher than private vocational high school, school-based management. However, if we really examined and see that the limit value for each interval in the two classes differ. From these data it can be concluded that school-based management in public vocational high school is higher than in the private vocational high school.

Data analysis

Based on tests of normality that has been done, the calculation results obtained while L_t $L_o = 0.158667 = 0.1705$. The calculations show that the value is less than the value of L_o L_{table} : $L_o < L_t$ is $0.158667 < 0.1705$ which proves the samples are normally distributed.

After Testing homogeneity of variance (variance equation) performed on both samples to determine whether or not a homogeneous sample. From the test results obtained by F test concluded that the data are homogeneous across groups. F table is 1.91 for $df = (n_1 - 1, n_2 - 1) = (26, 27)$ with a significance level $\alpha = 0.05$. Based on the results above, the conclusion is $F_{hitung} < F_{table}$ is $1.04 < 1.91$ then the entire group of data is homogeneous.

Based on the survey data were normally distributed and homogeneous, then the differences in school-based management was analyzed by t-test. \bar{X} value-based



management school in SMK is 136.22 and the value of (X)⁻ -based management is a private vocational school in 132.14

This difference was analyzed by Test - T obtained the value ratio of 5:04 t . the value ratio of 1.68 T Table . T turns out the value bigger than t table so that the null hypothesis (Ho) is rejected . So it can be concluded that there are differences in public vocational school-based management and private vocational school-based management.

DISCUSSION

Based on the results of hypothesis testing that has been described above , the data obtained indicate that school-based management in SMK higher because in this case because the school supervision of the Department of vocational education in the country is more intense .

Based on the study the researchers did and confirmed by relevant research and expert opinions , it can be concluded that school-based management in public Vocational School is Higher than private vocational high school.

Researchers realized that in this study there are still many shortcomings and limitations that researchers experienced during this study , including the limitations of the studied factors that researchers only examined the differences in school-based management in the public and private vocational schools . While school-based management is very wide-ranging. In addition , in this study researchers used a questionnaire to collect only the data , so it is feared it will produce biased results from respondents that do not reflect actual conditions .

CONCLUSION

Based on the data processing , knowledge description , analysis and interpretation of the data that has been carried out and described in the previous chapters , we conclude there is a difference between school-based management of public and private vocational schools .

One effective method that can improve school-based management , is the intensity of supervision and support from the Education Department .

SUGGESTION

Based on the conclusions and implications that have been described above , the following is a suggestion which is expected to be a useful input for all parties , these suggestions are :

1. For the principal, the school -based management can improve the quality of teaching as well as improved quality of learners.



2. For teachers , the results of this study can be input to carry out learning activities that are not monotonous and learners are actively involved in the theoretical lessons . This research can also be input in addition to the learning outcomes that there are other important aspects that should be considered as the output of a process of learning and involvement in the school environment
3. For other researchers , the results of this study can be used as a reference in similar conduct research , and provide the opportunity for other researchers to develop this research by examining in greater depth about school -based management.

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