

## **School Based Management Model (Multisite Study in SD Negeri 1 Labuha, SD Alkharat Labuha, SD Negeri Kupal and SD Naskat Panamboang, South Halmahera Regency)**

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**Abstract:** This study aims to determine the implementation of School Based Management with by examining planning, implementation and monitoring process during undertaken evaluation at four elementary schools in South Halmahera Regency. Involved schools were SD Negeri 1 Labuha, SD Alkharat Labuha, SD Negeri Kupal and SD Naskat Panamboang. Data collection was conducted through observation, interviews and document studies. Data analyses were conducted in site and cross site. Collected data was processed according to their respective sites, and formed into two groups: X and Y based on characteristic similarities. The approach used in this research is a qualitative approach. Research result exhibit each research sites possess similarities, difference, excellence, and weakness in characters. The characteristics of each site could be developed as a special management model for educators.

**Keywords:** School Based Management, Characteristic, Evaluation Monitoring, Planning, South Halmahera Regency.

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### **I. Introduction**

Education decentralization as an effort to initialize schools education authorization is capable of shifting thought paradigm for every educational stakeholder in stages. It would drive them to act quickly in decision making, increase participation in educational implementation, and optimize every available educational resource to achieve better school education management. The realization of decentralization in the education field could be conducted by implementing education management process at school level in an autonomous manner called the Management of School Based Education (MBS). School Based Management Education is described in Constitution No. 20 Year 2003 on National Education System. Chapter 51 Stated that the procurement of educational units since the early education unit, basic education, and middle education were based on minimum service standards using the principles of School Based Management (MBS). Thus every school is required to implement School Based Management (MBS) concept as the school institution itself will be more flexible and independent in determining its future in accordance with the ability and resource requirements in each school.

School Based Management was implemented in South Halmahera Regency by local government. MBS itself was applied at national level. It directed principals in elementary schools (SD) to conduct comparative studies in several regencies/municipalities in South Sulawesi Province. The results of this comparative study are expected to provide the concept of education in studied regencies as "pilot project". South Halmahera Regency government could use it to form School Based Education Management model (MBS). Therefore School Based Management concept approach is the only appropriate approach for schools especially primary school level which possesses similar regional characteristics without neglecting the concept of School Based Management (MBS). Based on library and phenomenon research, School Based Management (MBS) in four schools assigned as research object has not implemented the whole concept and examined the maximum quality standard. Therefore it is required to research the existence of education in the era of regional autonomy through planning, implementation and monitoring management as well as evaluating several MBS components including student, educators, educational facilities and infrastructure, curriculum, financing, supporting and relationships components. Every MBS component had been investigated, examined and analyzed. This research findings could be used as model to improve school based management education quality at elementary school level in South Halmahera Regency.

## **II. Research Methodology**

This research is a multi site research at elementary school level (SD). The object of this research is SD Negeri 1 Labuha, SD Alkharat Labuha, SD Negeri Kupal and SD Naskat Panamboang, Halmahera Selatan District.

This research uses a descriptive method in qualitative approach by way of photographing, describing and interpreting each phenomenon as is. Any data or information obtained in the field can be developed into a theory that must be adapted to existing theories. This research is known as a multi-site study involving several sites and research subjects that are assumed to have similar characteristics (Kasiram, 2008).

Data collection were conducted by observation, interview, and documentation. The overall results of the data obtained are then analyzed using on site and cross site analysis. Site analysis is data analysis in research site using qualitative data consisting of words rather than numbers. Data analysis were performed simultaneously with data collection which includes the following activities: (1) Establishing the focus of research whether it remains as planned or needs to be changed; (2) Preparation of findings; (3) Preparing next data collection plan based on finding from previous data collection; (4) Development of analytic questions for further data collection; and (5) Preparing and targeting following data collection.

Cross-site data analysis is intended to combine and compare findings generated from the entire site with the following stages: **1)** Researchers groups research sites. This grouping is based on the similarity of certain characteristics seen before data collection was conducted. **2)** Performing cross-site analysis within a single group of sites. Based on the findings produced on each site, data are arranged in the form of certain propositions. **3)** Conducting cross-site group analysis. Temporary findings on the X site group consisting of SDN.L and SD.AL combined with similarity and compared with temporary findings on the Y site group consisting of SDN.K and SD.P, resulting in cross-group XY sites findings. The cross-group findings on these sites are conceptual statements or cross-group sites propositions. These findings are the substantive-theoretical findings which are considered as final findings of the research.

## **III. Findings And Discussion**

Research findings on several components in implementing School Based Management (MBS) on each site includes the following components: (1) students, (2) educators personnel, (3) education infrastructure and school facilities, (4) curriculum, (5) financing, (6) support and relationships. All these components become a unified whole and integrated under School Based Education Management (MPBS) concept which was formulated in three main issues: Planning, Implementation, evaluation and monitoring.

### **Student component**

Planning phase on student component in four (4) elementary school site is described as follows: (1) projection and needs analysis, (2) Forming selection committee for accepting prospective students, (3) Announcement of prospective student registration, (4) termination of prospective students, (5) Orientation or introduction to the school environment, and (6) Lesson planning. In implementation stage, it was found that each student planning conducted in four (4) elementary school sites was run as planned. Nevertheless, during learning activities, program implementation slightly experience time difference. SD Negeri 1 Labuha and SD Alkhairat Labuha recognize double shift classroom and parallel classes. While SD Negeri Kupal and SD Naskat Panamboang only recognize morning learning system. With the imposition of a learning time system, every learning activities can be arranged which is described as follows: The division of classroom learning and distributing student schedule. Similarly, monitoring and evaluation reveals that the students can be monitored and evaluated both by internal and external parties in accordance with the authority.

### **Teachers Component**

Planning stage on educators at four (4) elementary school sites is described as follows: (1) educators procurement, (2) homeroom planners placement, (3) classroom teachers and subject teachers planning, (4) subject schedules planning, (5) educator resource building capacity planning, (6) Academic and on academic planning ,and (7) Increased competence and academic qualifications. All stages of this planning management have not proceeded optimally. Implementation stage is described as follows : (1) educators recruitment can be undertaken by local government through the Regional Personnel Board and Education Office associated recruiting PNS and PTT. While the school does the procurement towards freelance educators. (2). Recruiting new educators' requirement is limited to a diploma graduates who then are assigned with classroom teacher learning system and subject teachers. (3) Educators possessing bachelor degree (S1) is mostly in SD Negeri 1 Labuha, SD Naskat Panamboang, SD Alkhairat Labuha, and SD Negeri Kupal employ mostly diploma graduates. (4) Teachers who have a tertiary education (S1) financed by local government or personally financed. (5) Teachers in four (4) primary school research sites lacks training from local government and schools themselves. (6) Teachers' learning system seems to be no longer appropriate in improving the quality of education in every

school because one educator should teach a number of subjects which could be burdensome to learn, master, and teach the material. Achieved value is not maximal. (7) The educators who carry out the learning activities of a double shift and parallel classes are SD Negeri 1 Labuha and SD AlkhairatLabuha, morning classes are conducted in SD NaskatPanamboang and SD NegeriKupal.

Monitoring and evaluation activities were conducted by internal and external parties according to respective school authority. Research result describe that monitoring and evaluation activities in recruiting PNS, PTT, and freelance could be conducted by Regional Personnel Board (BKD), Education Authorities, by the school themselves. The results exhibit educator placement has not been distributed evenly by the government, therefore, schools take the initiative to procure educators. In addition, according to research result from monitoring activity and evaluation on educator implementation activities such as classroom teaching system was not effective and has burdened educators because they ought to teach multiple subjects outside the teacher's own mastery. Similarly, monitoring and evaluation reveals that four research sites barely surpass academic value requirement in national exam.

### **Infrastructure and Facilities Components**

In general, the existence of educational facilities and facilities in schools is to determine the quality of education, especially in supporting teaching and learning activities in schools and classes, therefore the existence of infrastructure and facilities depends on planning, implementation process, and monitoring evaluation. Based on the results of the research in four (4) elementary school sites, infrastructure and facilities planning in each school is greatly influenced by the following aspects: (1) Determining total prospective students enrolling annually, (2) Planning school land area building new classrooms, double shift classroom and parallel class, (3) Strategic location planning and positioning, (4) infrastructure and facilities with multilevel model development planning, (5) School land acquisition planning for schools with narrow grounds. Infrastructure and educational facilities planning were implemented in accordance respective school's capability. Based on research result obtained in the implementation process stated that SD Negeri 1 Labuha and SD AlkhairatLabuha implement a learning system with double shift and parallel classes due to unfulfilled school infrastructure and facilities such as classroom learning. SD Negeri 1 Labuhapossess narrow school land and can no longer build additional classrooms. Thus requiring analysis and study, especially in the existence of land that no longer support the need for high school model or land acquisition for future school development.

On the other hand, monitoring and evaluation activities were conducted by internal parties such as the school itself and external parties such as the local government through education authorities. Research result exhibits shows that SD Negeri 1 Labuha and SD AlkhairatLabuha with double shift and parallel class learning system can use classroom to study well and proportionally, nevertheless the use is not necessarily effective therefore there is a need to develop the infrastructure and facilities in the form of classrooms in order to meet the standards of ideal service. SD NegeriKupal and SD NaskatPanamboang proves that the availability of infrastructure and facilities meet minimum service standards, therefore, it does not require addition and development except in other infrastructure and facilities such as laboratory development. Both schools surrounding is still very supportive for a various construction of educational facilities and facilities.

### **Curriculum Components**

Research result exhibit that curriculum planning implemented at four (4) elementary school sites consisted of (1) Curriculum planning using education calendar as guidance on preparing various learning document, (2) education curriculum planning guided by KTSP curriculum and K13 curriculum, (3) education curriculum planning at SD Negeri 1 Labuha and SD NegeriKupal can use the KTSP curriculum applied in class II, III, V and VI, while the K13 curriculum can be applied or on trial in class I and IV, (4) while the curriculum planning SD NaskatPanamboang and SD AlkhairatLabuha used KTSP curriculum applicable to all classes, (5) examining curriculum quality could be conducted in the classroom supervision planning, (6) the school appoints one of the educators to be the head of the curriculum affairs.

Planning processes previously conducted were able to be performed by educators who acts the main actor in a learning process. Therefore, according to research result in implementation of various planning activities above found that : (1) In the process of conducting education curriculum activities, The educators have understood the prepared learning documents, (2) SD Negeri 1 Labuha and SD Kupal have applied curriculum KTSP and K13, while SD AlkhairatLabuha and SD NaskatPanamboang have not taken applied K13 curriculum except KTSP curriculum, (3) schools in four (4) research sites have implemented classroom supervision activities to measure learning quality in curriculum implementation, (5) educators have their own experience in classroom supervision activities especially in mental readiness of teaching, (6) curriculum quality on learning activities can be seen in the value of national academic examination results obtained for three consecutive years which slightly increased.

Monitoring and evaluation were conducted on various activities afterward. The results of monitoring and evaluation studies at four (4) elementary school research sites revealed that : (1) all educators possess learning document during study activities, (2) teaching staff especially class teachers are too burdened with preparing learning documents, therefore, learning process becomes ineffective, (3) educators are continuously strengthened through training and academic qualifications, therefore, educators must be ready to face the K13 curriculum to be implemented in all schools equally, (4) the educators should be strengthened through supervising activities in order to improve their teaching quality, (5) National academic examinations score barely surpassed requirements therefore it needs to be improved annually.

### **Financing Components**

Research result exhibits finance planning at four research sites consists of : (1) financing planning based on funding sources obtained from external and internal parties, (2) financing plan could be used for the purpose of annual work program involving educators, (3) financing planning in the form komie contribution from internal party, while funding in the form of BOS, DAU, DAK and Bansos funds is obtained from external parties, (4) financing planning breaks down on employee spending planning and non-employee expenditures. In accordance with the financing plan outlined above, the implementation process was conducted in four (4) elementary school sites. It stated that every financing implementation processes could be designated as annual program by adjusting school income from external and internal sources. Monitoring and evaluation on implemented programs followed afterward. It exhibited every research sites use appropriate budget funding sources which could be monitored properly and no existing irregularities in school budget usage.

### **Support and Relationship Components**

Support and relationship planning could be initiated by developing internally and externally. It would aid the school in developing school-based management to fulfill the various needs of the school through planning based on students and educators' needs, infrastructure and facilities, curriculum, and financing planning. Every planning support in answering various needs above. Based on research result in implementation activities, it exhibited every activity went well according to the plan. Monitoring and evaluation activities in various support and relation in school need programs followed. It exhibited that support and internal and external relationships have been well maintained and implemented, therefore it can be maintained to realize a sustainable school.

### **MBS Model Development**

Model development were obtained from in site and cross site analysis, where each site possess similarities, differences, weaknesses, and advantages. Research result illustrates that the development of School Based Management model (SBM) can be applied to all primary schools in Soult Halmahera Regency. It is described as follows:

- (1) Every site in Elementary School (SD) must meet the minimum service standard requirement for all school needs.
- (2) Every site in Elementary School (SD) must meet the student's management that includes: student analysis and projection, forming student committee, announcing prospective students acceptance, announcing students passing school requirements, conducting school orientation (MOS), class division, Appointment of homeroom teacher and implementing study activities.
- (3) Every site in elementary school (SD) must meet educators management requirements : Every educator must meet the academic qualification for at least strata one or bachelor degree (S1), Every educator must have certain subject competencies, Every educator must leave the classroom teacher learning system, Capacity building through educators training, initiatives or maintaining educators welfare who implement School Based Management (MBS), Every educator must have a target academic achievement for each subject.
- (4) Each site in Elementary School (SD) must meet educational facilities and infrastructure requirements: Wide school land in order to meet school needs and development, managing school appearance in the classroom and environment, study group time must match with a number of classrooms available.
- (5) Every site in the elementary school must meet the curriculum requirement: Every elementary school must possess educator curriculum, the curriculum must be comprehensively understood, Preparing study documents, conducting classroom supervision activities, Adjusting to the current curriculum especially K13 curriculum, the curriculum must reach the target through the academic scores of the national exam.
- (6) Every site in elementary school must meet the financing management that includes : Determine the sources of funding for financing school needs, Build communication and cooperation with internal and external funding sources, finance source which comes from local government in the form of DAU, DAK, BOS and Bansos and the school in the form of participation fee committee.
- (7) Every site in the primary school must meet the support and relationship management that includes: Principal as an important role internally and externally, Outlining the functions and job of the teaching staff, build intensive communication and good cooperation.

#### IV. Conclusion

1. Planning, implementation, and monitoring of student components evaluation possess similarities in student recruitment phase. SD Negeri 1 Labuha and AlkhairatLabuha Elementary schools apply double shift learning system and parallel classes, therefore both schools can adjust their learning activities. Monitoring and evaluation can run well according to the plan by both internal and external parties.
2. Planning, implementation and monitoring educator's components evaluation. There are similarities in educators' recruitment. SD Negeri 1 Labuha and Alkhairat SD Labuha experienced double shift and parallel class system. The educators at SD Negeri 1 Labuha in terms of academic qualifications (S1) is superior to other elementary school sites. The classroom teacher system provides heavy teaching burden. There is still a lack of strengthening and capacity training activities on four elementary school sites. Monitoring and evaluation conducted by both internal and external parties revealed implementing double shift and parallel class is not effective. Changing the classroom teacher system to subject teachers, improving the subject teacher training and improving their studies.
3. Planning, implementation and monitoring evaluation on education infrastructure components and facilities revealed that the four school continue to plan infrastructure and facilities in order to meet school needs. However, SD Negeri 1 Labuha and SD AlkhairatLabuhahas not been able to successfully improve school infrastructure in order to apply double shift and parallel classes. In monitoring and evaluation activities, SD Negeri 1 Labuha and SD AlkhairatLabuha need additional classrooms. Each research sites require more infrastructure and facilities development.
4. Planning, implementation, and monitoring of curriculum components exhibit KTSP curriculum planning could be applied to four primary school sites, K13 curriculum planning only for SD Negeri 1 Labuha and SD Kupal State learning documents preparation. The results of monitoring and evaluation conducted by internal and external parties reveal that supervision activities need to be carried out intensively in order to train educators' quality and mental capacity.
5. Planning, implementation and monitoring and evaluation of financing components exhibit every site developing financial planning with regards to funding sources for annual program designation. Each school expects funding assistance from the local government apart from the school committee fee. Monitoring and evaluation phase exhibits every primary school sites use budget accordingly without any irregularities, therefore supervisory party continues to trust the school.
6. Planning, implementation, and monitoring of support and relationshipsrevelas every elementary school site develops support and relationships planning. They maintain communication and cooperation to both internal and external parties. School's internal party would build communication with educators in conducting school activities. The school builds partnerships with various external parties to support various school activities and programs. Monitoring and evaluation phase exhibits the schools are capable of maintaining mutual support and relationships with internal and external parties well.

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