
The Role of the Principal in the Implementation of School-Based Management at Smk Negeri 1 Kotamobagu

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Abstract: School-Based Management is a management concept that offers schools autonomy to make decisions in an effort to involve all components of the school effectively and efficiently. The role of the principal is very important in terms of implementing School-Based Management. This research is a qualitative research, with a case study design. The research focused on the role of the principal in the implementation of school-based management at SMK Negeri 1 Kotamobagu, to find out the planning, implementation, and evaluation processes. Data collection techniques through interviews, observations, and documentation studies. Data analysis was carried out with the flow of stages: data reduction, data presentation, inference and verification, final conclusion. Data validation uses two triangulations, namely source triangulation and technical triangulation. The subject of the research is the principal and related elements such as vice principals, educators, education staff, school committees, students. The results showed that: 1) Program planning is structured, adjusted to the school's vision, mission and goals. The work program is prepared by each school component by revising the previous year's work program, and is verified by the principal after being discussed together. The substance leads to improving the quality of school management with a SWOT analysis. 2) The implementation of management is managed by each school component which is controlled by the principal, with written implementation instructions such as: division of tasks for teachers and education staff, academic regulations, and school rules in accordance with the plan. 3) After the planning and implementation process, evaluation of all aspects is carried out, both in the academic field or curriculum, student affairs, quality management, facilities and infrastructure, as well as public relations, carrying out School Self Evaluation, and accreditation.

Keywords: School-Based Management, SBM, The role of the principal, SMK.

PRELIMINARY

School-Based Management (SBM) or school-based management applied in schools is a strategy to create effective and productive schools, theoretically, this model is representative for educational reform efforts and to achieve education decentralization. SBM is a management model that gives schools broad autonomy to plan, budget, and implement their various programs, by empowering the elements involved in the school, namely principals, teachers, employees, parents, students and even the community involved. support the development of the school to achieve optimal educational goals.

SBM makes schools free to manage resources, funding sources, learning resources and allocate according to priority needs and are more responsive to local needs. Yusufhadi Miarso (2007, p, 728) states that SBM is the delegation of authority at the school level to make decisions regarding the allocation and utilization of resources based on accountability rules relating to these resources. Furthermore, the Ministry of National Education (2006, p, 10) suggests that SBM is a management model that provides greater autonomy (authority and responsibility) to schools, provides flexibility to schools, and encourages direct participation from school residents (teachers, students, principals, employees) and the community (parents,

community leaders, scientists, entrepreneurs, etc.).

With this autonomy, schools are given the authority and responsibility to make decisions according to the needs, abilities and demands of the school and the community or related parties. In SBM, schools are given broad authority, for that we need reliable and professional human resources in the school management process, for that both principals, teachers, TU staff, must understand SBM well and then develop their abilities to be more professional in managing schools. The purpose of implementing School-Based Management in essence is to become independent and empower schools through authority (autonomy) to schools and to encourage schools to make participatory decision-making.

Rahman et al (2006:106) revealed that the principal is a teacher (functional position) who is appointed to a structural position (principal) in the school. The principal is a determining factor in managing education in his school for the creation of educational goals. Therefore, principals are required to have various abilities in leading the management of education, adequate knowledge and skills. The principal is one component of education that plays an important role in improving the quality of education. This is as explained by the Advent Lecturer Team in Ahmad Susanto (2016: 13) that educational leadership is the ability to drive the implementation of education, so that the educational goals that have been set can be achieved effectively and efficiently.

Thus, it is clear that the principal is someone who is given the authority to lead a public or private institution, of course, who has adequate knowledge, abilities and skills and has a lot of experience in the scope of education.

RESEARCH METHODOLOGY

This research is a qualitative research, with a case study research design. The research focused on the role of the principal in the implementation of school-based management (SBM) at SMK Negeri 1 Kotamobagu. In qualitative research, humans are the main data source and the results of the research are in the form of words or statements that are in accordance with the actual (empirical) situation.

According to Denzin and Lincoln in the book Lexy J. Moleong (2006:5) qualitative research is research that uses a natural setting, with the intention of interpreting phenomena that occur and is carried out by involving various existing methods, and qualitative research results emphasize meaning rather than generalization. According to Donal Ary (2002:424-425) qualitative research has six characteristics, namely: (1) caring about context and situation (concern of context), (2) natural setting (natural setting), (3) humans as the main instrument (human instrument).), (4) descriptive data (descriptive data), (5) research design appears together with observations (emergent design), (6) data analysis by inductive analysis).

This research was conducted at the State Vocational High School (SMK) 1 Kotamobagu, which is located at Jl. Hi. Zakaria Imban, Molinow Village, West Kotamobagu District. The reasons for conducting research at SMK Negeri 1 Kotamobagu are:

1. Because SMK Negeri 1 Kotamobagu is one of the favorite SMKs in Kotamobagu City.
2. Because previously there has been no research conducted at the school with the same case.
3. Because SMK Negeri 1 Kotamobagu is seen as very good as a research location considering that the school is advanced in Kotamobagu City, it makes researchers interested in conducting research to get answers based on the existing research focus. This research is planned to start in January 2022 and be completed in March 2022.

In this study, researchers used three methods commonly used in qualitative research in general, namely (1) interviews, (2) observation, and (3) documentation studies. The main instrument in this research is the researcher himself. Sugiono (2009:305) suggests that in qualitative research, the research instrument or tool is the researcher himself. The following will be discussed in detail about the three techniques above: The role of the principal in the School-Based Management Planning Process through interviews with informants, it was found that the results of the School-Based Management planning process at SMK Negeri 1 Kotamobagu before implementing everything were planned in advance with a SWOT analysis, after being planned then discussed for mutual agreement. In the planning, the principal is assisted by a team consisting of each field in the school, negotiates and designs the school's Vision and Mission which contains points that are the school's targets/goals, this becomes a reference in preparing programs in this school such as annual programs, semester programs, even daily execution. Through the observations of researchers, program planning is prepared for face-to-face activities at school and also online implementation, now the government has allowed for face-to-face school activities with applicable regulations. Implementation of School-Based Management at SMK Negeri 1 Kotamobagu, is carried out properly supported by the formulation of a shared Vision and Mission, clear school goals, adequate resources to support the implementation of School-Based Management, teaching and learning activities are carried out well, strong school leadership, as well as effective management of teaching and educational staff. Vision and mission, rules, educational calendars, organizational structures, announcements, various kinds of wall data are all displayed on the school walls so that all parties in the school can see them.

- The principal is responsible for and controls every administration carried out, including: curriculum administration, student affairs, personnel, finance, and general administration.
- The principal of the school carries out his duties as; Administrator, Evaluator, Supervisor, Manager, Motivator, Leader, Innovator well.

School Based Management Evaluation

The principal forms a supervision team involving internal school parties, especially teachers and external parties such as school supervisors and assessors. The results of the evaluation of the implementation of programs/activities are made a report consisting of technical and financial reports. The principal evaluates every semester, in 3 months, even assesses every day. Things that are not formulated to solve the problem together are then applied. After that, they returned to conduct debriefing so that they were continuously updated for the better.

DISCUSSION

In this discussion, three things will be discussed, namely: 1) The Role of the Principal in the School-Based Management Planning Process. 2) The Principal's Role in the Implementation of School-Based Management. 3) School-Based Management Evaluation, which is based on the findings in the research as described above.

The Principal's Role in the School-Based Management Planning (SBM) Process

Based on research findings at SMK Negeri 1 Kotamobagu, before anything is carried out, of course it must pass the planning stage first, as well as in running an educational institution in this case the school. The role of the principal is very important, from the results of research that has been carried out it is known that the principal in the planning process of School-Based Management at SMKN 1 Kotamobagu plays an active role, together with a team represented by each school field to formulate and discuss the school's Vision and Mission which will be used as a basic reference in preparing programs, both short term, medium term, and long term, such as; annual program, semester program or daily implementation. GR

Terry (2010:16) says this is a process consisting of planning, organizing, implementing, and supervision carried out to determine and achieve the targets that have been set through the utilization of human resources and other resources. From this understanding, it can be understood that the process of achieving goals starts from the planning process.

The principal in carrying out his duties as the leader of SMKN 1 Kotamobagu understands the direction and targets to be achieved from the school's vision and mission so that in terms of implementation it will be directed and successful. So basically the principal in terms of everything is planned in advance, then discussed for mutual agreement, then appoints officers who carry out, and is carried out according to existing rules, after being carried out, it is informed to all school members, for example through fostered meetings, after which it is evaluated by all those involved. related to obtain the best results, such as the basic concept of School-Based Management.

The Role of the Principal in the Implementation of School-Based Management (SBM)

The principal is a strategic element, quoted from Uhar Suharsaputra (2010): "Leadership is a strategic element in an organization. Leadership can be seen, both from the point of view of the individual, the process, as well as its effect on the organization, and the role of leadership can encourage change in the organization. In relation to school organizations, the principal is a leader who plays a very important role in determining the performance of the school organization through efforts to mobilize and direct all members of the school organization. Based on observations and interviews, in the implementation of School-Based Management at SMKN 1 Kotamobagu, the following are some of the principal roles: the administration of school management is carried out transparently. The principal as an administrator is responsible for and controls every administration carried out, among others: curriculum administration, student affairs, personnel, finance, and general administration. This proves the role of the principal as an administrator, and in accordance with the theory of Nurkholis (2006: 120) "The role of the principal as an administrator has two main tasks, namely first, controlling the organizational structure which controls how to report, with whom the task must be done and with who interacts in doing the task. Second, carry out substantive administration which includes curriculum administration, student affairs, personnel, finance, facilities, public relations, and general administration. As an Evaluator of the principal in evaluating realistic program results through meetings, open forums, and the existence of accountability reports from each field. The principal also takes measurements related to budget planning that is tailored to the needs, then the planning is adjusted according to the priority scale. Based on the observations of the principal carrying out his duties as an evaluator, it is also adjusted to the nurkholis theory (2006: 120) "as an evaluator, the principal must take the first step, namely measuring attendance, crafts, and personal teachers, education staff, school administrators, and students. The measurement data are then weighed and compared, which is finally evaluated. Evaluations that can be done, for example, are the program, the teacher's treatment of students, learning outcomes, learning equipment, and the teacher's background. As a supervisor, the principal is obliged to provide guidance to school residents. The principal supervises the school community's understanding of the school's vision and mission. In accordance with the theory of Nurkholis (2006:121) states "The principal is obliged to provide guidance or guidance to teachers and education personnel and other administrators. After planning and implementing every semester and even every month we have an evaluation for all sections, the aim is none other than improving management for the progress of the school, it is also evidence of the principal's role as a manager in School Based Management, carrying out the planning, organizing, and mobilizing processes. school program. The principal accepts criticism and suggestions from all school members openly, both orally and in writing. In accordance with the theory of Nurkholis (2006: 120) "The

principal must play a managerial function by carrying out the process of planning, organizing, mobilizing, and coordinating. As a motivator, the principal motivates school members to always be enthusiastic in carrying out their duties, namely by setting an example of discipline in daily life, through observations it is known that the principal is very disciplined, the principal also said in an interview: "I make every rule I make sure to do it, Be a role model for others, for example the rules at school at 07.15 have started teaching and learning activities, every day before 7 o'clock I am at school, often I and security stand in front of the gate controlling there". This is also supported by the statement of a teacher: "If you are late, you are very reluctant because the principal is never late, he is always at school except when he is on an external assignment and comes very early in the morning, the principal is just like that so it feels awkward if he is late". Another teacher also added: "The principal also often gives rewards for those who work well, and carrying out various innovations is one of the motivations for getting better at work". This is in accordance with the theory of Nurkholis (2006:121) "Principals must provide motivation to teachers and education staff so that they are enthusiastic in carrying out their duties". As a leader, the principal also mobilizes the school community so that they carry out their duties and obligations well in order to achieve school goals. To improve the professionalism of teachers, the principal budgets in the RKAS for the implementation of training or seminars. Set an example, time management, work effectiveness, and discipline in carrying out their duties and responsibilities. As an innovator, the principal has carried out his duties, it is known through observations that the principal monitors teachers in teaching and learning activities and is evaluated together and solves problems that are found together in the evaluation results. In accordance with the theory of Nurkholis (2006:121) "Principals carry out reforms to the implementation of education in schools that are led based on predictions made previously. It is known through observations that the principal monitors teachers in teaching and learning activities and is evaluated together and solves problems that are found together in the evaluation results. In accordance with the theory of Nurkholis (2006:121) "Principals carry out reforms to the implementation of education in schools that are led based on predictions made previously. It is known through observations that the principal monitors teachers in teaching and learning activities and is evaluated together and solves problems that are found together in the evaluation results. In accordance with the theory of Nurkholis (2006:121) "Principals carry out reforms to the implementation of education in schools that are led based on predictions made previously.

School Based Management Evaluation

Evaluation is a planned activity to measure, assess the success of a program. Evaluation is the best way to test effectiveness and productivity, evaluation is very common in an organization. According to Arikunto (2010:2) "Evaluation is an activity to collect information about the work of something, which is then used to determine the right alternative in making decisions". While Program Evaluation Arikunto (2010: 18) said that "Program evaluation is an effort to determine the level of implementation of a policy carefully by knowing the effectiveness of each component". Furthermore, Arikunto (2010:21) said "Program evaluation can be interpreted as a supervision activity. In brief, Supervision is defined as an effort to conduct a review to provide guidance, so program evaluation is the first step in supervision, namely collecting the right data so that it can be continued with proper coaching as well. Based on observations, it was found that the principal provided input for program planning, continuation, expansion and termination of the program as well as obtaining reports of supporting information and obstacles in program implementation as detailed previously, all for the progress of the school. The principal evaluates through meetings, open forums, meetings, and the existence of accountability reports from each division or division in the

school. After the planning and implementation process,

CONCLUSION

Based on the description of the research results above, it can be concluded as follows:

1. In the process of planning School-Based Management, the principal applied is in accordance with the basic concepts of School-Based Management. Before the implementation, everything is planned in advance as the data described in the discussion with a SWOT analysis, after being planned and then discussed for mutual agreement, then appointing officers who will carry it out, and carried out according to existing rules. The vision and mission become a reference in preparing school programs, such as: annual programs, semester programs, even in carrying out daily activities. At the beginning of the school year all school members hold a work program meeting, discuss and arrange any activities that will be carried out in the current school year, especially teachers in preparation for teaching, preparing learning tools, coordinating also with the Subject Teacher Conference (MGMP), division of tasks based on prior observation, adjusting the school's vision and mission according to the school's basics, and strengthening it with debriefing every semester. The planning process is carried out so that the implementation will be in accordance with what is expected.
2. The implementation of School-Based Management at SMK Negeri 1 Kotamobagu has been carried out well. Which is supported by the formulation of a shared Vision and Mission, clear school goals, adequate resources to support the implementation of School-Based Management, well-implemented teaching and learning activities, strong school leadership, and effective management of teaching and educational staff. As Administrator: the principal implements a transparent school management administration system, for example: reports on the use of boss funds, or any reports, are displayed in a place that can be seen by all parties in the school, as well as other wall data. The principal carries out and controls substantive administration which includes curriculum administration, student affairs, personnel, finance, facilities, community relations, and general administration. The administration at this school is very good, as evidenced in every assessment the inspectorate always gets very good results. As an Evaluator: the principal conducts assessments in the implementation of programs or policies as well as in the attendance, diligence and personality of teachers, education personnel, school administrators, and students. As Supervisor: the principal provides guidance to school residents as well as supervises the understanding of educators and education staff regarding school programs and goals. As Manager: the principal has carried out the process of planning, organizing, and running programs for the school by involving the school community, for example carrying out the division of tasks according to qualifications and based on observations, improving school collaboration styles, financial management in a transparent and accountable manner, managing school administration in a democratic manner. As a motivator: the principal carries out his duties by motivating school members to be more enthusiastic in carrying out their duties by setting an example of discipline in daily life, also giving rewards for educators and education staff when doing a good job to become motivation, as well as the principal giving sanctions for educators and education personnel who are negligent in their duties/work. As a Leader: the principal is able to move the school community so that they carry out their duties and obligations well to achieve goals. The school principal budgets funds for the training of educators and education staff to improve professionalism at work. As an Innovator: The principal provides innovation through existing problems, monitors teachers in teaching and learning activities and is evaluated together and then solves the problems found

together in the evaluation results. The principal has played an effective and efficient role in the implementation of School-Based Management at SMKN 1 Kotamobagu.

3. In the School-Based Management Evaluation, after the planning and implementation process, the principal evaluates every semester, in 3 months, even every day what is lacking and a joint problem solving is formulated, then applies it after that he returns to conduct briefing so that it continues to be updated for the better. The principal forms a supervision team involving internal school parties, especially teachers and external parties such as school supervisors and assessors. The results of the evaluation of the implementation of programs/activities are made a report consisting of technical and financial reports.

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