

Implementation of School-Based Management at Senior High School of State I Ratahan Timur

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ARTICLE INFO

Article history:

Received: 10 January 2023; Received in revised form: 23 January 2023; Accepted: 26 February 2023;

Available online: 10 March 2023; Handling Editor: Mersy Elisabet Sumangkut

ABSTRACT

Implementation of School-Based Management (SBM), from time to time, the public's awareness of the urgency of education is increasing and is starting to appear on the surface. The purpose of this study is to describe the implementation of school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur. Describe the efforts made by the school to overcome the obstacles to the implementation of school-based management that occurred at Senior High School of State I Ratahan Timur. The research method used is the descriptive qualitative method. the research object is the implementation of learning supervision at Senior High School of State I Ratahan Timur, the researcher uses data collection techniques through observation, interviews, and documentation studies. Furthermore, to analyze the data that has been collected from the beginning of the study to the end of the study with data reduction techniques, data presentation, and conclusions. The results of this study indicate that the principal as a school leader seeks to optimally carry out his leadership duties following the concept of characteristics of school-based management objectives. This is evidenced by his role in planning, organizing, supervising, and evaluating the implementation of teaching and learning activities and administrative services running effectively and efficiently. This study concludes that school-based management in Senior High School of State I Ratahan Timur is seen as a very good government policy so that schools can be given the authority to determine the direction of school policies independently.

Keywords: effective and efficient, education policy, school-based management, senior high school, principal

INTRODUCTION

Based on Law no. 22 1999 concerning Regional Government essentially gives authority and flexibility to the regions to regulate and manage the interests of the local community according to their initiatives based on the aspirations of the people following statutory regulations. Authority is given to districts and cities based on the principle of decentralization in the form of broad, real, and responsible autonomy. This is manifested in the form of duties and obligations that must be carried out by the

regions to achieve the goal of granting autonomy, in the form of improving public services and welfare, as well as maintaining harmonious relations between the center, regions, and between regions to maintain the integrity of the Unitary State of the Republic of Indonesia. The regional and municipal authorities, as defined in Article 11, cover all areas of government, namely public works, health, education, culture, agriculture, transportation, industry and trade, investment, environment, land, cooperatives, and manpower. Thus, it is clear that education policy is under the authority of districts and regions. The relevance of education is one of the main problems of education in Indonesia. Therefore, various educational programs, which refer to this theme of relevance, have been continuously carried out since Pelita I (the beginning of the Soeharto government) until now, even though until now there are still many problems and challenges that need attention. One of the educational problems related to relevance is the need to adjust and improve educational program materials so that they can move quickly in line with the demands of the world of work and the demands of society's life that change continuously. As a concrete manifestation of these efforts, among others, changes were made to the 1968 curriculum into the goal-oriented 1975/1976 curriculum, then refined in 1984 and 1994. This was intended to achieve alignment between teaching and curriculum with new policies in the education sector, increasing efficiency and the effectiveness of improving the quality of graduates, as well as the relevance of education to the demands and needs of society. This goal-oriented curriculum applies to all types and levels of education from elementary to tertiary education.

Concerning curriculum management, increasing relevance to the demands of the development of community needs, among others, is carried out by curriculum management that departs from a prediction that can provide an overview and condition of society in the next 10-20 years. For example, demographic developments, socioeconomic and cultural developments, environmental changes, as well as developments in science and technology (Batmetan, 2019). The various programs implemented by the government have provided hope for the continuity and control of the quality of Indonesian education during the crisis. However, because the management was too rigid and centralized, the program did not have much positive impact on national education enrolment rates and the quality of education continued to decline. It is suspected that this is heavily related to management problems. In this regard, one thought emerged regarding education management which gives flexibility to schools to regulate and implement various policies widely. This thought in its journey is called School-Based Management (SBM), which has succeeded in appointing commissions and solving various educational problems in several developed countries, such as Australia and America. The main objective of SBM is to increase the efficiency, quality, and equity of education. Increased efficiency is obtained through the flexibility to manage existing resources, community participation, and simplification of the bureaucracy. 8 Implementation of SBM requires the support of a skilled and qualified workforce to generate more productive work motivation and empower local regional authorities, as well as streamline the system and eliminate bureaucracy 9 SBM provides opportunities for school principals, teachers, and students to innovate and improvise in schools, related to curriculum, learning, managerial, and other issues that grow from their activities, creativity, and professionalism.

The complexity of the problems faced by schools in Indonesia will become an obstacle in the simultaneous implementation of school autonomy. Therefore, there needs to be a phased implementation to avoid clashes between spec and inter-executing units. For this purpose, at least three stages need to be carried out, namely short-term, medium-term, and long-term. In language, MBS

comes from three words, namely management, based, and school. Management is the process of using resources effectively to achieve goals. Based has the basic word base which means basis or principle. School is an institution for learning and teaching as well as a place for receiving and giving lessons. Based on this lexical meaning, School-Based Management (SBM) can be interpreted as the use of school-based resources in the process of teaching and learning. Eman Suparman, as quoted by Mulyono in Sri Minarti's quote, defines School-Based Management as harmonizing resources carried out independently by schools by involving all interest groups related to schools directly in the decision-making process to meet school quality needs or to achieve goals of school quality in national education. Meanwhile, Slamet defines School-Based Management (SBM) as coordinating and harmonizing resources that are carried out automatically (independently) by schools through several management inputs to achieve school goals within the framework of national education, by involving interest groups directly related to schools in the process. decision-making (participatory). This means that schools must be open and inclusive of resources outside the school environment that have interests aligned with national education goals. 10 At this level, School-Based Management (SBM) can be interpreted as management that provides autonomy (authority and responsibility) greater responsibility to schools), provide flexibility to schools, encourage direct participation from school members (teachers, students, principals, employees), and the community (parents, community leaders, scientists, entrepreneurs), and improve school quality based on national education policies and applicable laws and regulations. That is all components of the school work together with school stakeholders to improve the quality of school education according to government standards. Following this detailed description, School Based Management (SBM) is the granting of full autonomy to schools to be active, creative, and independent in developing and innovating in various programs to improve the quality of education following the needs of the schools themselves which cannot be separated from the framework of national education goals. by involving interested parties (stakeholders) and schools must also be accountable to the interested community. According to Levacic, as quoted by Ibrahim Bafadhal, explained that in the characteristics of School-Based Management (SBM), there are three kinds, namely as follows: 1. Power and responsibility in decision-making related to improving the quality of education which is decentralized to school stakeholders. 2. The domain of education quality improvement management covers all aspects of education quality improvement, including curriculum, staffing, finance, infrastructure, and new student admissions. 3. Even though the entire domain of education quality management is decentralized to schools, regulations are needed that regulate the central control function over the overall implementation of authority and responsibility. Edmon, as quoted by B. Suryosubroto, tries to put forward various indicators that show the characteristics of the concept of School-Based Management (SBM), including the following: 1. A safe and orderly school environment. 2. The school has a vision and quality targets to be achieved. 3. The school has strong leadership. 4. There are high expectations from school personnel (principals, teachers, and other staff including students) to excel. 5. There is a continuous development of school staff according to the demands of science and technology. 6. There is continuous evaluation of various academic and administrative aspects, and the use of the results for improvement or quality improvement. 7. There is intensive communication and support from parents and the community. 11 The general objective of School-Based Management (SBM) aims to become self-sufficient or empower schools by granting authority

(autonomy) to schools, providing greater flexibility to schools to manage school resources and encourage the participation of school members and the community to improve the quality of education.

Implementation of School-Based Management (SBM), from time to time, the public's awareness of the urgency of education is increasing and is starting to appear on the surface. This can be indicated by the public interest in sending their children to credible educational institutions. This is because the community is aware that facing increasingly difficult challenges caused by changes and challenges of the times in which there are social, cultural, political, and economic developments that require mental readiness, and also the most important is a readiness in mastering knowledge. Therefore, educational institutions that are advanced and able to provide maximum service to the community following the needs of the community will become "idols" to send their children to school. That is, in this case, it is not only commercial institutions that are required to be competent, but educational institutions are also required to compete with other educational institutions to offer services that are following the needs of the community as user education. Therefore, educational institutions must have a good and well-established education management system to welcome the era of competence. That is if education is to be carried out in a planned and orderly manner, the various elements involved in the activity need to be identified. For this reason, it is necessary to study the education business as a system. The system here is a mechanic in educational anatomy. In line with the demands mentioned above, education has begun to improve itself and undergo reforms as a consequence of these demands. The government, in this case, has prepared an education management concept, namely the concept of School-Based Management (SBM), to be implemented in educational institutions as a response to the demands of the times. The implementation of School-Based Management (SBM) is essentially the granting of wider autonomy to schools with the ultimate goal of improving the quality of educational outcomes so that they can produce actual achievements through well-established managerial processes. Through improving the performance and participation of all stakeholders, schools at all levels and all types of education with their autonomic nature will become an organic, democratic, creative, and innovative educational institution and unique with its characteristics to carry out self-renewal (self-reform). That is, in this context, schools have the authority to make decisions because decisions will be correct according to the needs and reality of the teaching and learning process in the intact School-Based Management (SBM) concept. At this level, Syaiful Sagala stated that the powers possessed by schools include, among others (1) making decisions related to curriculum management; (2) decisions relating to the recruitment and management of teachers and administrative staff; (3) decisions related to school management. The components that are decentralized and that will be discussed in this study are curriculum management, teaching staff management, student management, funding/financial management, and school-community relationship management. In implementing School-Based Management (SBM) in autonomous schools, several principles should be used as a benchmark and as a school corridor. There are four principles of School-Based Management (SBM), namely the principle of equifinality, the principle of decentralization, the principle of self-management, and the principle of human initiative which are clearly described as follows. 1. The principle of equifinality is based on modern management theory which assumes that there are different ways to achieve goals. School management emphasizes flexibility and schools must be managed by schools based on their respective conditions. This principle of equifinality encourages the decentralization of power and allows schools to have sufficiently developed mobility, and to work according to their unique strategies to manage

their schools effectively. 2. The principle of decentralization. Consistent with the principle of equifinality, decentralization is an important symptom of modern school management reform. The theoretical basis for this principle of decentralization is that school management in teaching activities faces various difficulties and problems.

Therefore, schools must be given the power and responsibility to solve problems effectively as soon as possible when problems arise. The goal of the principle of decentralization is to solve problems efficiently, not to avoid problems. Thus, SBM must be able to find problems, solve them promptly, and contribute to the effectiveness of teaching and learning. 3. The principle of a self-managing system. MBS does not deny the need to achieve goals based on policies from above, but according to MBS, there are various ways to achieve these goals. Therefore, it is very important to allow schools to have a self-managing system (self-managing system) under the control of the main policies and structures, have the autonomy to develop teaching objectives and management strategies, distribute human and other resources, solve problems, and achieve goals according to their respective conditions. Since the school implements a self-management system, schools are welcome to take initiative on their behalf. 4. Principles of human initiative (human initiative). Following the development of human relations and behavioral science changes in modern management, people are starting to pay serious attention to the important influence of human factors on organizational effectiveness. The human resource perspective emphasizes the importance of human resources so that the main point of management is to develop human resources in schools to take more roles and initiative. Thus, School Based Management (SBM) aims to build an appropriate environment for school constituents to participate widely and develop their potential. Improving the quality of education mainly comes from progress in internal processes, especially from the human aspect.

School is a place to carry out the teaching and learning process which has a very important role in the world of education. School is a place to give and receive lessons to create students who experience progress after experiencing the process of learning. The government has designed schools as formal institutions that are born and developed effectively and efficiently for the community from the primary, secondary, and tertiary education levels. Therefore a school is an institution or organization that is authorized to carry out learning activities. As an educational organization, schools certainly have certain requirements whereby the education that a student gets at school is regular, systematic, multilevel, and follows clear and strict requirements. A good and structured organization is needed by schools for smooth operations. Each school is led by a school principal assisted by his deputy and the main component is the teacher as the spearhead of implementing learning activities, as well as administrative staff as the executor of school administration. The current problems of education have not been completely resolved, including very limited learning facilities, a curriculum and learning that is not community-based, leadership and management, and a lack of accountability. This phenomenon certainly needs serious attention from all elements of society, because in Amanah. law number 20 of 2003 the community is given space to organize education in the context of educating the life of the nation.

Various ways have been attempted by the government to improve education, but so far the level of progress in education in Indonesia is still faced with enormous challenges, this can be seen from the most crucial thing, namely the low output of education. From various studies, it has been found that one of the contributing factors to the lack of success of our education system is partly the lack of fairness

of the community in determining school policies, even though the role of this community is very much needed to be responsible in taking care of and nurturing their children to go to school. Indeed, education is a shared responsibility between the government, parents, and society. If it is not supported by the community, education will not be fully successful. The government is always trying to think and formulate policies to improve the quality of our education in a better direction. One of the regional autonomy efforts, including the management and development of the education sector which was previously centralized, has become decentralized.

School-based management is a policy for implementing the decentralization of regional government education as the highest authority in the region, having authority in terms of regulation, management, guidance, and supervision. For this reason, to implement the decentralization of education, good education management is needed. Thus the government's policy for improving school management is the implementation of school-based management. Treatment of this approach requires high participation from the community, both represented in school committees, education councils, and society in general. Rawis, Tambingon, and Lengkong (Rotty, et al. 2017) mention the need for support and involvement of all parties in overcoming educational problems in North Sulawesi. PP No. 19 of 2005 concerning SNP article 49 paragraph 1 states that: management of education units at the primary and secondary education levels applies school-based management as indicated by independence, partnership, participation, openness, and accountability. The same thing was also stated by Irianto (2011: 159), that the implementation of school-based management provides broad opportunities for stakeholders to actively participate in determining the direction of school policies. The current implementation of education management still shows some significant weaknesses that need to be corrected. This is indicated by the discovery of sub-optimal services provided by educators and teaching staff in the implementation of school-based management (SBM) as a form of decentralization of education.

Senior High School of State I Ratahan Timur is one of the educational institutions under the auspices of the education office, always trying to improve the ability of every teaching staff to achieve educational goals to produce quality students. The results of initial observations made in August 2022 show that the application of school-based management at Senior High School of State I Ratahan Timur in planning, organizing, implementing, supervising, and evaluating is still not effective. the involvement of teachers, committees, and the community is still very minimal in identifying resources, making commitments, and working with school elements and components to compile, describe and explain the vision and mission, goals, objectives, plans, and programs for implementing school-based management. Teachers present at school only complete their main tasks as teachers giving themselves to the preparation of the education unit level curriculum which contains the components and framework of the KTSP, the educational goals at the education unit level, the structure and content of the curriculum, in this case, the curriculum implemented in Senior High School of State I Ratahan Timur namely the revised 2013 curriculum, educational calendar, annual program, semester program usually only borne by the vice principal of curriculum matters. The presence of teachers at school is often not on time according to the hours of teaching and learning activities due to the teachers' residence which is quite far from school. The average distance between schools and teachers' homes is more than 15 kilometers, coupled with very minimal public transportation access to schools. This is the cause so that sometimes teachers arrive at school not on time which can cause learning activities

not to run properly according to a predetermined schedule. So, the demand for the implementation of school-based management is prioritized active, creative, effective, and fun learning. Likewise with school committees, in terms of contribution to schools, they are also not optimal, even though the infrastructure in schools is still inadequate, until now the school committee has not taken the initiative to find solutions so that infrastructure facilities can be fulfilled according to good standards. A practical example is several student desks and benches that should no longer be suitable for use but there is no handling or effort from the school committee to deal with this problem or when proposing assistance to fulfill school facilities it seems that the school committee management only signs it and there is no follow-up (Batmetan, 2018). so that submission of assistance proposals can be realized to meet the needs of school facilities. Even though the function of the school committee is as one of the components to empower and provide support for the implementation of policies in the form of finances, ideas, and personnel in the implementation of the educational process, it is felt that so far this has been lacking.

The role of the community cannot fully rely upon either, they only hand over their children to schools and lack synergy with schools so that the child's education process meets expectations, namely the creation of quality human beings. As a practical example, when planning and implementing a school program, the community is invited to sit down together to discuss so that the program will be implemented properly, but sometimes it is very difficult for them to comply with the invitation so that the school makes its own policy decisions without the participation of the community. Even when subject teachers give children homework assignments, parents rarely pay attention to how far their children's development is progressing. For this research to get a clear picture according to the problems that have been described, this research is focused on the implementation of school-based management at Senior High School of State I Ratahan Timur. The formulation of the problem in this study is how is the implementation of school-based management Senior High School of State I Ratahan Timur. What are the obstacles to the implementation of school-based management at Senior High School of State I Ratahan Timur? What are the efforts taken by the school to overcome the obstacles to the implementation of school-based management that occurred at Senior High School of State I Ratahan Timur?

The aims of this study is to describe the implementation of school-based management at Senior High School of State I Ratahan Timur . Describe the obstacles to the implementation of school-based management at Senior High School of State I Ratahan Timur. Describe the efforts made by the school to overcome the obstacles to the implementation of school-based management that occurred at Senior High School of State I Ratahan Timur.

METHOD

Approach and Type of Research

Every research has a technique for approaching a research object because the approach taken will provide clear instructions for the research plan to be carried out in this study using a qualitative descriptive approach. The descriptive method used in this study is descriptive qualitative which is intended to examine various problems that exist in the field and obtain meaning that is more appropriate to the environmental conditions of the research site. Following Sukmadinata's explanation (2010) that descriptive research is a form of research that is most basically aimed at describing or describing existing phenomena, both natural phenomena and human engineering. *According to Nazir*

(2011), descriptive research is a method in the status of a human group, an object, a set of conditions, a system of thought, or a class of events at present, the purpose of this descriptive research is to make a description, picture or painting in a general way. systematic, factual, and measures the facts, properties, and relationships between available phenomena. Based on the understanding above, it means that description is a purpose intended to understand and describe phenomena or problems experienced by research subjects, for example, behavior, perceptions, performance, motivation, and actions as they are. Historically, this was done using descriptions in the form of words of *dar ahas* in a special natural context by utilizing various natural methods. Furthermore, to obtain authentic data and research findings, the authors use a qualitative approach. *Sugiyono's interpretation (2012)* suggests that qualitative research is often called the naturalistic method because the research is carried out in natural conditions (natural settings), also known as the ethnographic method. After all, initially, this method was used more for the field of cultural anthropology research, also called the qualitative method. because the data collected and the analysis is more qualitative in nature. the research object is very natural with data that develops as it is, not manipulated by researchers and its presence does not affect the dynamics of the object. In finding the correct data about the implementation of learning supervision at Senior High School of State I Ratahan Timur, researchers used data collection techniques through observation, interviews, and documentation studies. Furthermore, to analyze the data that has been collected from the beginning of the study to the end of the study with data reduction techniques, data presentation, and conclusions.

Place and time of research

This Research Place is East Ratahan Public High School I, Southeast Minahasa. Time of Research This research will be carried out after obtaining research permission with the stages and time of research as follows:

- a. Pre-Field Stage This stage is used by researchers to prepare everything needed, including taking care of permits, field assessments, selecting and determining informants, and preparing equipment before going directly to the field to conduct research.
- b. Field Implementation Stage At this stage the researcher went into the field to collect data using observation, interviews, and documentation.
- c. Data Analysis Stages. The data obtained in the previous stage was arranged in a systematic and detailed manner so that it is easier to reach and inform other parties.
- d. Reporting Stage At this stage the researcher makes a written report based on the results of the research that has been done, while the form of the research report is in the form of a scientific thesis report.

Data and Data Sources

Primary Data Source

Primary data is a source of data obtained directly from the subject using measurement tools or data retrieval tools directly on the subject as the information sought. The primary data sources in this study are as follows: *Principals, Committees, Teachers, Parents of students, and students.*

Secondary Data Sources

Secondary data is data obtained from other parties indirectly obtained from research subjects. Secondary data sources obtained are data obtained directly from parties related to high school data which are the object of research, library materials as a support for the first data, including data on student graduation, study results during the study, and several other related variables.

Data collection technique

To collect valid and objective data in this study the authors used data collected through interviews (interviews), observation, and documentation.

1. Intervention or interview methods

Interviews are used as a data collection technique when researchers want to conduct preliminary research to find problems that must be studied and also researchers want to know things - things from respondents. According to *Cholid Nurbuko and Abu Ahmadi*, Interview is a question-and-answer process in research that takes place orally between two or more people face to face and listens directly to the information conveyed.

Based on the quotation above, the researcher concludes that interviews are a method used to obtain data by directly asking for information from the interviewees. In the interview there are three procedures, namely:

- a. A free interview is an interview process where the interview does not intentionally lead to questions and answers on the parties from the research focus.
- b. Guided interviews are interviews that use a guide from the subject matter.
- c. Free guided interviews are a combination of free interviews and guided interviews. So, the interview contains only the main points of the problem that are examined further in the interview process takes place according to the situation of the interviewer, if it deviates from the main problem, it will be discussed.

2. Data Presentation (data display)

In this study, the authors used guided free interviews so that the implementation time was not too rigid and did not deviate from the problems to be studied.

3. Observation Method

Observation as a specific data collection technique compared to other techniques, namely interviews and questionnaires, always communicates with people, so observation is not limited to people but other objects. Observation (observation) is a data collection tool that is carried out by systematically observing and recording the observed symptoms. The data collection process can be divided into two, namely participant observation (participant observation) and non-participant observation, then in terms of the instrument used, namely structured and unstructured observations face-to-face or using communication media such as telephone, WhatsApp, etc.

4. Documentation Method

The documentation method is a way of finding data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, leggers, and others.

The types of documents collected in this study included documents related to the implementation of school principals' learning supervision activities, school data, personnel and applicable regulations, and school history.

Research Instruments

The research instrument is a very important tool used in research activities. The instruments used in this study are as follows :

- d. Researcher himself Research is the main instrument in qualitative research.
- e. Guidelines for interviews conducted on informants related to research activities.
- f. Checklist when observing the object of research.
- g. Documentation record format is used to record written documents or archives of data needed in research.

Data analysis technique

After the data has been collected in full, the next step for the writer is to analyze the data - the data obtained in the implementation of the research must be processed in such a way that conclusions will be drawn. Miles and Hubermen argue that activities in qualitative data analysis are carried out interactively and continue until completion. Activities in data analysis are data reduction, data display, and conclusion drawing or verification.

The steps taken by the author in analyzing the data are as follows:

1. Data reduction

Reducing data, namely summarizing, choosing the main things, focusing on the important things, looking for the pattern of themes, and removing things that are not necessary. Thus, the reduced data will provide a clearer picture and make it easier for the writer to carry out further data collection and look for it if needed. The term data reduction in qualitative research can be equated with the term data management (starting from editing, and coding, to data tabulation) in quantitative research. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, and the like. In this case, Miles and Huberman stated that what is most often used to present data in qualitative research is narrative text. Thus, the presentation of data is the second step after data reduction, to make it easier for researchers to understand what is happening in the field which can be done in the form of narrative text, graphic charts, matrices, and others.

2. Data Verification (conclusion drawing)

The next qualitative step is to draw conclusions based on the findings and verify the conclusions that are concluded are still temporary and will change if no strong evidence is found that contains the next data collection stage. After the data is collected, the writer then analyzes it to get a conclusion, while to analyze the data the writer uses the inductive method or physical analysis which starts from specific facts to draw general conclusions. After the data has been processed in such a way, the steps taken by the writer, then the next step is to conclude using the inductive method.

Data Validity Testing

Checking or checking is necessary to ensure the validity of the data. Data checking adheres to certain techniques that are deemed appropriate to the research model being carried out. In this study, the authors used observation and triangulation persistence techniques. The persistence of observers is carried out using researchers making careful and careful and continuous observations in this way, the

certainty of data from the sequence of events will be recorded definitely and systematically, to support this method the researcher reads a lot of book references as well as research results or documentation related to researched findings. By reading this, it is hoped that the researcher's insight will be wider and sharper so that it can be used to check whether the data found is correct or not. Triangulation is a data validity checking technique that utilizes something other than the data to check data or as a comparison of the data. The most widely used triangulation technique is examination through other sources. According to Denzin Moleong distinguishes four kinds of triangulation as an examination technique that utilizes the use of sources, methods, investigators, and theories. In this study of the four types of triangulations, the research used examination techniques using sources and supported by methods. Source triangulation is comparing and checking back the degree of trust in information obtained through different times and tools in qualitative methods.

RESULTS AND DISCUSSION

Implementation of school-based management at Senior High School of State I Ratahan Timur

a. Exposure Based on Observation

Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur in implementing the concept of school-based management (SBM) can be seen from several components of school administration including from a school operational perspective, namely the school principal who can carry out management functions properly as an example of the completeness of the administrative structure of the school's implementation which is well structured with the rules that apply to administering the school is also to assist with duties and functions as a school principal where for the function assignments have administrators who are selected based on the competence of educators and education staff at Senior High School of State I Ratahan Timur, these functions are deputy principals, subject teachers, homeroom teachers, school administration, and completeness of the school committee. So that the observations made by the researchers found that the synergy between leaders and educators and educational staff at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur was created well so that school administration was directed and running well.

The researcher also found that the management of teaching and the educational staff was effective, this can be seen from the fulfillment of the need to support the implementation of learning activities well met, school leaders also always motivate teachers to take part in exercises to increase teacher competence, even some teachers in schools This teacher has the title as a certified professional teacher. To evaluate the performance of teaching staff, the principal of the school routinely supervises and evaluates teacher performance. The educational or administrative staff as supporters of education also carry out their functions in supporting school administration even though the number of staff at

this school is only 1 person. The infrastructure at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur is quite adequate, this can be seen from the availability of sufficient space and learning facilities for students. In addition to classrooms, other infrastructure facilities such as teacher rooms, administrative rooms, and clean toilets for students are also quite adequate. Researchers also found other important things such as the application of the principle of openness where openness is intended such as management transparency, financial management as well as important decision-making processes for schools which are always discussed in deliberation through periodic school meetings which are routinely carried out. This is illustrated by the documentation study where researchers find the agenda and minutes of the school's periodic meeting. The school regularly invites parents/guardians of students and the committee to consult to discuss important matters for the progress of the school.

b. Data Presentation Based on Interview Results

Implementation of school-based management is a government policy that gives schools authority so that schools can manage their affairs independently to achieve educational goals as mandated by law based on the results of interviews with school principals who stated that: School-based management is an excellent government policy because with SBM schools are given greater autonomy to be able to make decisions, plan and implement the management of existing resources in schools. For the sake of the advancement of education the principal emphasized that by implementing school-based management, school members would get positive things that were beneficial in the process of implementing education in schools. This was stated through interviews as follows: The advantage of implementing SBM is that all school members have the responsibility to create a conducive learning atmosphere. So, in this case, I, as the school leader, always encourage every school member to work together and smartly to improve learning as well as the quality of graduates from our school. SBM school-based management will be able to run effectively and efficiently if every component in the school is properly empowered and there is a need for maximum cooperation between school principals, teaching staff, parent's education, and even the community around the school environment. (KS-MH-03-6/1/2023 10:30)

The vice principal for curriculum affairs stated through interviews that: Our school has implemented the 2013 curriculum as a curriculum for achieving the educational goals of each learning program based on the principles that have been designed and outlined by the ministry of education. Therefore, in carrying out routine school learning activities every semester we compile school programs following the agenda issued by the Minsel-Mitra Education Office through the education calendar and from this educational calendar we make an annual program semester program learning implementation plans and other administration as outlined in the curriculum book at the school KTSP education unit level. We usually start the implementation of curriculum affairs activities with consultations with the school leadership as well as through meetings that are regularly held by the school. Empowerment of each school component to carry out its functions and work following the main tasks is a very important thing to note. the assignment of responsibilities is formally carried out

by Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur every semester. (WK-JM-01-06/1/2023;11:00) Through an interview with one of the educators stated that: After this meeting, the division of tasks was outlined in At the beginning of the semester we held a meeting to discuss the distribution of tasks among all the teachers at the school. the school principal assisted by deputy principals make a draft for each teacher and conveys it through the meeting. This division of tasks is very important so that the teachers in the school know their duties and responsibilities that will be carried out during one semester. am a letter of a decree on the division of teaching tasks for teachers. (GR-FK-6/1/2023;10:15)

While the parents of students who were met at the school when the researcher made observations stated the following: we entrust this school as a place for our children to study because this school is a public school which is near where we live and we think this school has sufficient facilities to our children's learning activities and even this school also no longer asks parents for school fees for learning activities. at certain times we as parents were also invited by the school to discuss good learning conditions for our children. (OR-MU-01-6/1/2023;09.30). The participation of the community to contribute ideas for the sake of school progress is very important in the implementation of school management. because the participation of the surrounding community will give birth to their role to participate in trying to think about positive things for the betterment of the school. The school committee has an important role in the progress of the school. With the role of the committee, schools can meet needs that have an insufficient budget allocated by the government through the School Operational Assistance Fund. when confirmed by researchers through school committee interviews stated that: We were selected to be the school committee at Senior High School of State I Ratahan Timur. Through a meeting of parents of students in the past, this meeting was attended. by almost all parents of students from grade 10 to grade 12. In the election of the school committee, apart from the chairman of the committee, elections were also held for the secretary, treasurer, and members. Our existence as a school committee is also recorded in the school decree. indeed, we realize that our task as a school committee is quite heavy because of course we also have to try to find solutions so that this school can become a better school like other high school schools in Southeast Minahasa. (KM-SS-02-6/1 /2023;10.00).

Based on the results of interviews with some of the informants above, it can be concluded that there are several important things regarding the implementation of school-based management at Senior High School of State I Ratahan Timur, namely: 1. School-based management is seen as an excellent central government policy so that schools can be given the authority to determine the direction of school policies independently so that educational goals can be carried out effectively and efficiently. 2. Good cooperation is needed between each component of the school to support the implementation of SBM so that the objectives of implementing SBM can be implemented properly. 3. The duties and responsibilities of each educational component in schools must be carried out properly following the duties and functions of the school community. 4. Empowering the community and school committees are important because by doing so they will also contribute ideas for the achievement of school goals and the implementation of effective and efficient school-based management.

c. Data Exposure Based on Documentation Study

Information about the implementation of school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur was strengthened by a documentary study obtained by researchers. The supporting documents include:

1. Curriculum at the KTSP education unit level

This document contains every learning implementation activity that is to be carried out by Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and is the main guideline that must also be reported and submitted to the Minsel Partners education office as the unit that fosters Senior High School of State I Ratahan Timur. This KTSP contains, among other things, long-term and short-term plans for school administration and subject teacher learning, such as lesson plans syllabi, and others.

2. SK decree

Some of the important decision letters obtained from the Head of Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur include the Decree on the division of tasks for educators and educational staff, in which this decree contains details regarding the duties of teachers and staff, specifically in which subjects are attached and the number of teaching hours for each teacher. also additional duties from teachers such as duties as vice principal for curriculum matters, deputy principal for student affairs, vice principal for public relations affairs, homeroom teacher, and other tasks and functions. Another decision letter document is the decree on the determination of the school committee which explains the duties and functions of the school committee and also contains an attachment to the composition of the school committee from the chairman, secretary, treasurer, and members for a certain period. committee for school exams committee for big day welcoming Independence Day committee welcoming Christmas and so on.

Obstacles to the implementation of school-based management at Senior High School of State I Ratahan Timur.

a. exposure based on observation results

Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur To carry out the school-based implementation, the obstacles encountered in the field

cannot be separated. The results of the observations of the researchers found several main obstacles including in terms of human resources where most of the teaching staff at this school were teachers whose implementation and service as teachers could be categorized as workers who had a short working mass so that they gave themselves completely for the progress of the school considered to be still lacking in supporting the implementation of effective and efficient SBM. in terms of competence because the working period is still short so it is still lacking in terms of attending training and competency training. Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur also currently only has one educational staff whose status is still honorary staff, of course in administering the main tasks as administration it will not be optimal. such as managing the administrative completeness of student data and other data. The main obstacle can also be seen from the inadequate school facilities and infrastructure to support learning, such as the availability of a computer laboratory, internet access, and library, which does not yet exist, and other supporting facilities that should be in schools to support learning. The role of the school committee is also not very visible following the tasks and functions that have been given to them. This can be seen from the lack of initiative from the committee to provide solutions in terms of completing the lack of supporting facilities in learning at Senior High School of State I Ratahan Timur.

b. Exposure based on interview results

Human resources, in this case, the teacher as the spearhead of implementing teaching and learning activities in schools, has duties and responsibilities that must be carried out not only to meet the demands of being a government employee but this task must be carried out with motivation and generosity to give birth to future generations. strong and superior nation generation. Government employees but this task must be carried out with motivation and generosity to give birth to generations of strong and superior nations. The principal stated through interviews the following: We have to realize that one of the main obstacles to the implementation of school-based management is in terms of human resources where currently the personnel in our school are still not good enough teaching staff, let alone educational or administrative staff, plus only a small proportion of this personnel have participated in competence development training (KS-MH-01-6/1/2023-10.00).

Infrastructure is supported in the implementation of teaching and learning activities because adequate facilities will facilitate and expedite the teaching and learning process. The next obstacle for Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur in the implementation of school-based management is in terms of supporting facilities for the implementation of learning which is not as good as those of superior schools in Southeast Minahasa, this was conveyed by the deputy principal for infrastructure matters in the interview as follows: The infrastructure that supports teaching and learning activities in our school can be said to be incomplete or inadequate. currently available only standard facilities for the implementation of

learning activities Teaching is like a classroom, and there are no library and laboratory facilities in our school so it becomes an obstacle for teachers to carry out teaching and learning activities effectively and efficiently. (WK-LO-01-6/1/2023; 09.00).

The gap between the infrastructure facilities of schools in the city center and schools outside the city center is still different. If most schools in cities already have supporting facilities for learning activities, then schools outside the city have limited learning infrastructure. while in terms of fulfillment and distribution of human resources in education units, so far it has not been evenly distributed, there are a large proportion of schools whose teaching and educational staff are still not fulfilled, while several schools in the city center have an excess of teaching and educational staff based on interviews with administrative staff which states that: The duties and functions as an employee at this school have been conveyed to us by the Principal, but according to the distribution of duties and functions in administration, it has not been fulfilled properly, we are often overwhelmed in carrying out the tasks assigned. This is due to the implementation of administrative administration in our school, only one person to do all the tasks in the staffing will not be carried out completely. (TU-EU-01-6/1/2023;09:15)

Based on the results of these interviews, it was concluded that one of the obstacles to the implementation of school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur was the management of personnel administration which had not gone well according to the concept of SBM implementation due to staff administration activities that had not been implemented. if guided by the main duties and functions of administering school administration, then what should be fulfilled is staffing administration, educators and education staff affairs, student affairs, facilities, infrastructure, financial affairs, and others (Manggopa, 2022). School and community committees should be supporting components that schools need to carry out the concept of school-based management but until now the role of school committees has not shown optimal results based on the results of interviews with the Chair of the school committee who stated that: Since being elected as school committee administrators, we have not coordinated well among ourselves with school committee members and administrators so that to create programs to support school activities so far this has not been realized even during our busy lives we also have not coordinated with the school to discuss activities what we want to program for the school. (KS-SS-01-6/1/2023:11:10). This opinion was reinforced by the principal who stated through interviews as follows: Actually, we need the role of the school committee to help our school, because we believe that the school committee will at least be able to contribute to the fulfillment of learning facilities in schools but, until now the school committees that have been formed have not optimally carried out their duties and functions. (KS-MH-02-6/1/2023:11:50).

Based on the opinions through interviews with several informants above, the researchers concluded several points that became obstacles to the implementation of school-based management as follows: 1. Human resources as the main component of implementing learning activities still have weaknesses, including as teachers who have not received training that can increase professionalism in the position of educator so that in the future training is needed for teachers and even human resources

in the field of personnel administration also consisting of only one person so that the implementation of school administration tasks will not be optimal as expected. 2. The supporting infrastructure for the implementation of school-based management has also not been properly met. Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur still needs several facilities to meet the needs in the implementation of teaching and learning activities such as library computer facilities and good internet access. 3. the cooperation between the community and the school committee has not been well established even though the role of the community and the committee is very much needed for the implementation of a good school-based management concept.

c. Documentation study

The implementation of the documentation study observation found the documents that became obstacles to the implementation of school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur as follows:

1. List of teaching and educational staff

The documentation study found that out of 15 teachers, only 3 had the qualifications as certified professionals issued by the ministry of education, while 4 teachers were still in the youth management group. Two honorary staff and 7 THL staff.

2. List of school goods inventory

based on the school inventory list, information was obtained that several supporting facilities that should have been available at the school were not owned by the school until now

3. School committee meeting agenda

Documentation study observations show that meetings with the community around the school and the school committee were held only once. on the agenda of this first meeting was the recovery of the school committee management.

Efforts made by the school to overcome obstacles to the implementation of school-based management that occurred at Senior High School of State I Ratahan Timur

a. Exposure of Data Based on Observation Results.

Observations made by researchers found efforts made by Senior High School of State I Ratahan Timur to overcome obstacles to the implementation of school-based management as follows: The limitations of school human resources at the beginning of the semester, it is carried out by presenting competent speakers to provide the latest material in implementing the curriculum and improving teacher learning tools. Following up on the results of the IHT in-house training for a certain period the Principal has carried out learning supervision for teachers as well as school development supervisors and cross supervisors Minsel Education Office Partners go to school to check the completeness of teacher learning tools so that the learning process carried out by the teacher is truly following the

guidelines for the 2013 curriculum, school principals as school leaders also always try to encourage teachers who have participated in competency and professionalism education and training to try to participate in both those carried out by the government and other educational support institutions. To fulfill the current shortage of administrative staff, the school is trying to propose fulfilling this educational staff by proposing the formation of personnel administration recruitment to the government education office with the hope that as soon as possible they can get new employees. In carrying out the duties of school leadership, the principal also tries in such a way that administrative processes and learning activities always run well. This can be seen from the fact that every day the school principal takes the time to check the work of every teacher and employee to obtain information or obstacles to the implementation of school activities which will later find solutions to solve them through periodic meetings held by the school every month. Efforts made by schools to fulfill school infrastructure are by optimizing the use of School Operational Assistance Funds where schools seek to allocate a budget to fulfill sufficient infrastructure in the Bos financing component through the proposed RKAS school budget activity plan. another effort is to propose assistance in procuring infrastructure facilities to support teaching and learning activities to the ministry of education and the education office of Minsel Partners.

b. Data presentation based on interview results

Based on the results of interviews with school principals stated that: Schools program in-house training activities at the beginning of each semester with an allocation of funds from School Operational Assistance where in this IHT activity we invite competent and professional resource persons in the field of education to transmit their knowledge and knowledge to teachers so that completeness of teacher learning administration can be fulfilled and can in practice carry out learning activities every teacher can carry it out professionally. to find out how far the teacher's understanding of the IHT has been implemented, at a certain period we enter the classroom to directly monitor teaching and learning activities through the supervision program, and similar activities are also carried out by the Bina supervisor and the cross supervisor of the education office for all teachers in the school to ensure learning activities are carried out following the 2013 curriculum guidelines. We also have to monitor through notification letters and information from the center and education office of Minsel Partners regarding plans for implementing training activities for teachers and staff. So that later we will motivate teachers to be able to participate in training activities (KS- MH-03-06/1/2023;12.00).

Based on this information, the school principal always strives to improve the quality of human resources for teaching and education staff and always gets special attention from every teacher and school administrative staff. An interview conducted with a teacher who is also the school treasurer stated that: In the Bos budget, we always spend on necessities to support learning activities in schools, such as the budget for procuring guidebooks which must be purchased annually according to the curriculum used in schools, namely curriculum 13. In addition, the boss's budget also provides a budget for procuring consumable materials such as the provision of ATK paper stationery that must be provided for the implementation of school administration activities. Also, in the BOS funds, there is a budget for procuring practical equipment, even though the budget is not large, every year we can use it to purchase school equipment such as computers, printers, projectors, and so on (SK-01-6/1/2023;11:15).

Another opinion was conveyed by the vice principal for infrastructure matters through interviews who stated that: We update the school asset records every year and serve as a reference for both central and regional governments to provide equipment assistance. This information is also entered into the Dapodik primary school data so that it can be monitored in real-time by policymakers at the center. On another occasion, the school principal also went through our instructions to submit a proposal for procuring practical tools for students through the local government and the central government. (IW-01-9/1/2023; 09.00). Based on the results of the interviews above, the following conclusions are drawn: 1. School leaders always try to ensure that school human resources, both teachers and school staff, update their competence and professional skills so that reliable staff is obtained in carrying out their duties so that they can produce quality graduates. 2. To meet the needs of school facilities, it is budgeted through the School Operational Assistance Fund and the submission of assistance to the regional and central governments.

c. Data Exposure Based on Documentation Study

A documentation study conducted at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur found documents that were part of the school's efforts to overcome obstacles to implementing school-based management, including:

1. Minutes of in-house training workshop implementation

The minutes of the IHT implementation show the activities carried out at the beginning of each semester containing the decision of the committee for the implementation of the IHT activities on the topic of material to be discussed by the resource persons, the schedule for the implementation of the activities, the attendance list of participants and the tasks collected during the IHT workshop implementation.

2. Report on the use of BOS funds.

The Bos accountability documents include: The RKAS contains a plan for needs to be financed with the BOS budget, a shopping list based on the components of the use of BOS funds, and reports on the use of BOS funds. the researchers obtained information that several components of the use of BOS supported the provision of learning facilities such as library purchases purchasing goods such as computers, printers, projectors, etc. Meanwhile, increasing teacher competence included the component of teacher professional development.

3. Proposal for the procurement of school infrastructure

Researchers found copies of aid proposals submitted by Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur to complete the lack of learning facilities, including proposals for the procurement of typewriter equipment, proposals for the procurement of new classrooms, proposals for the procurement of school furniture, and proposals for library rooms.

C. Research Findings

Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur always strives to carry out school management following statutory provisions, even though there are still obstacles to implementing it in the field. In the following, the author will present research findings based on the results of interview observations and documentation studies on the implementation of school-based management at Senior High School of State I Ratahan Timur.

1. Implementation of school management at Senior High School of State I Ratahan Timur

After observing interviews and studying documentation, the researcher found several things related to the implementation of school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur as follows:

- a. The management function of the school organization goes well where the structure of the school implementation is carried out well, there is good synergy between leaders and subordinates, and the duties and functions are carried out based on the main tasks that are inherent and carried by each organizer according to the school organizational structure.
- b. The management of teaching and educational staff runs effectively so that the implementation of teaching and learning activities goes well. school leadership always motivates teachers and administrative staff to complete competencies by participating in competency improvement training.
- c. Supporting facilities for the implementation of school activities are quite adequate, such as the availability of classrooms for teaching and learning activities, and supporting rooms such as the principal's room, the teacher's room, and the administration room.
- d. The application of the principle of openness where openness such as financial management transparency is also an important decision-making process for schools which is always discussed in deliberation through periodic meetings to evaluate school activities.

2. Obstacles to the implementation of school-based management at Senior High School of State I Ratahan Timur

Based on interview observations and documentation studies, researchers found the following:

- a. Until now, Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur has only one administrative staff, so services in the personnel administration section have not been maximized so far.

- b. Supporting facilities for learning activities such as science practice and computer practice is still inadequate so schools are still trying to fulfill these lacking facilities by submitting proposals for assistance in procuring learning support facilities.
- c. The role of the community as the main component supporting the implementation of school-based management has not played an effective role.

3. Efforts made by the school to overcome obstacles to the implementation of school-based management that occurred at Senior High School of State I Ratahan Timur

The findings of the researchers were obtained from the results of interview observations and documentation studies regarding the efforts made by the school to overcome obstacles to the implementation of school-based management that occurred at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur as follows:

- a. The implementation of in-house training as a school effort to increase the competence of teachers and staff is carried out periodically by utilizing the allocation of funds from the Bos School Operational Assistance. to assess the ability of school principals and supervisors on a scheduled basis to supervise learning for teachers both in the administration of learning and the implementation of teacher teaching activities in the classroom to ensure that the implementation of the learning process carried out by the teacher is truly following the instructions in the 2013 curriculum.
- b. Fulfilling the limitations of supporting facilities is always carried out by schools with various efforts such as allocating funds to School Operational Assistance as well as by submitting proposals for procuring infrastructure facilities to the central and regional governments.
- c. Schools also continue to strive to carry out good communication with the surrounding community and school committees to inspire role and participation so that they can contribute positive thoughts for the progress of the school.
- d. The fulfillment of educational staff or school administration staff is also being pursued by communicating with the education office and the North Sulawesi Provincial Personnel Agency.

Based on the results of interview observations and documentation studies, the researchers analyzed and described the data with relevant theoretical studies so that a school-based management implementation model was obtained at Senior High School of State I Ratahan Timur.

1. Implementation of school-based management at Senior High School of State I Ratahan Timur

Implementation of school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur has been carried out following the concept of implementing SBM for senior high schools to achieve school-based management goals, both short-

term and long-term goals. this is following the opinion of Saukani et al Pratama, 2015: 229), which states that implementation is one of the stages in the process of public policy in a country. Usually, implementation is carried out after a policy has been formulated with clear objectives including short-, medium- and long-term goals. Mulyadi (2015) states, "Implementation relates to various activities directed at program realization." according to Rawis the planning strategy is carried out through meeting and deliberation activities with educators and education staff as well as stakeholders. one of the characteristics of school-based management according to Sagala, 2016: 161 which states that the role of the school principal is as a coordinator to mobilize and organize all available educational resources. This is in line with the opinion of Suprihati Ningrum which states that SBM school-based management is the use of school-based resources in the teaching or learning process (Suprihati Ningrum, 2014).

To achieve the goals of school-based management, school leaders carry out the distribution of tasks to teachers and staff according to the abilities and competencies inherent in the teachers at Senior High School of State I Ratahan Timur. The division of tasks is a school agenda that must be carried out at the beginning of the semester to give responsibility for each implementation of education for one semester. The division of tasks is carried out through a meeting of the teacher and staff council and the results are stated in the SK decree on the division of tasks and employees. This is following one of the democratic concepts as one of the concepts of implementing school-based management, reflecting the existence of the principle of openness which involves all elements of the school in planning, establishing, and making important decisions for the school following the opinion of Pasaribu (2017). The implementation of the principle of openness carried out by Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur is inversely proportional to the results of previous research with the title SBM school-based implementation research at SMPN 11 Jambi city where in this study it was revealed that teachers' views regarding the concept of openness in management were still relatively low. Meanwhile, according to the view of the management administration set out in schools is good enough. This difference is because the management process that takes place in schools involves more teachers so teachers feel more of the lack of openness that occurs in school management. Examining the activities carried out at Senior High School of State I Ratahan Timur, it can be concluded that the implementation of school-based management has been carried out properly. Pasaribu (2017) States that in general, the implementation of school-based management is as follows: Planning, Organizing, Actuating, Controlling, and Evaluating. activities in the implementation of SBM school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur are described through planning, organizing, implementing, and evaluating.

a. Planning

The planning stage starts with a task distribution meeting between teachers and employees so that the programs to be implemented in the future are well-directed according to the standard procedures needed to achieve the goals. One of the concepts of the division of tasks is implementing task executors who can help the school principal to carry out effective leadership tasks. The executors in question are the representatives of the school principal, the head of administration, and the homeroom teachers, so that cooperation is established in an efficient and organized manner. In this distribution of tasks, it is also determined in detail the number of teaching hours for each teacher as well as the division of the main tasks of administrative employees. The planning carried out by Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur also maps out any obstacles that arise and become obstacles in implementing school-based management activities in the future. the results of mapping these obstacles allow schools to be able to anticipate and make plans for handling obstacles that might arise. these obstacles include: The distribution of BOS funds experiencing delays in disbursement which could become an obstacle to financing school operations and so on.

b. Organizing

The results of the planning carried out by Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur produced a decree on the division of tasks for teachers and staff as well as the school's organizational structure as previously described regarding the general data presentation of Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur on the organizational structure. This organization also concerns the duties and authorities of each implementation that has been determined in the school's organizational structure. The school principal is the head of the school and is assisted by the vice principal for curriculum affairs who is tasked with assisting the school principal to prepare the curriculum at the KTSP education unit level directing and monitoring the teaching and learning process activities the vice principal for student affairs is tasked with fostering student affairs the vice principal for infrastructure matters is tasked with recording data and managing the use of school infrastructure the vice principal for Public Relations is tasked with fostering cooperation between schools and the community. The implementation of this organization is also following previous research conducted by Ridho Sulistyo on the implementation of school-based management at Muhammadiyah 5 Surakarta Middle School which stated that school-based management at Muhammadiyah 5 Surakarta Middle School was implemented through the implementation of the components of SBM, namely curriculum management, educator management, and management education. student management financing facilities and infrastructure management public relations

management. All components are complete and have their respective managers. From the presentation of the analysis, it is also conveyed that the SBM component implemented at Muhammadiyah 5 Surakarta Middle School has been well organized.

c. Implementation

The implementation stage includes the implementation that was planned previously where the most important thing in this implementation stage is the teaching and learning activities by the teacher and the implementation of administrative activities by administrative staff at Senior High School of State I Ratahan Timur. Each implementation of the task of carrying out their respective functions is good as the head of the school, deputy head of school, head of administration, class representatives, and teachers and employees. every implementation of school-based management activities is reported both in writing and orally through routine activities carried out by Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur every month.

d. Supervision

The implementation of these activities also requires supervision so that their implementation can go according to the plan for implementing supervision activities carried out at Senior High School of State I Ratahan Timur, namely the principal as the leader carrying out supervision of learning for teachers and controlling the implementation of personnel administration activities. The role of the principal as a manager in a school organization greatly determines the success of a program. this is also consistent with previous research based on Yolanda alchemike Rawis who examined the role of school principal facilitators at Manado 8 Public Middle School and Manado Christian Middle School which revealed that the school principal is someone who carries out the role of facilitator in the process of implementing school-based management programs. Principal facilitators act as respondents and streamline the SBM process. School principals can also act as initiator managers providing technical assistance in streamlining the process of implementing school-based management programs. Apart from the school principal, the supervisor is also carried out by external parties by involving supervisors from the education office.

e. Evaluation

An important addition is carried out because with school evaluation activities one can find out how successful the implementation of school-based management can be. This evaluation activity also concerns the success or failure of learning process activities which can be judged by the student's ability to master each lesson carried out by the teacher. Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur makes this evaluation a guideline and study material for better school-based management in the future. the results of this evaluation activity produce documents in the form of reports on each task implementation such as accountability reports on the use of School Operational Assistance Funds used to finance school operational activities both regarding student curriculum infrastructure activities and other financing components.

2. Obstacles to the implementation of school-based management East R 1 Public High School

The basis for implementing SBM school-based management is article 51 of the national education system law No. 20/2003. in which the article states that the management of early childhood education units for primary and secondary education is carried out based on minimum assessment standards with the principal of school-based management. There are two important aspects in the implementation of school-based management namely: a. Aspects of school-based education service management and, b. Aspects of teaching and educational staff. Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur currently has several educators or teachers whose term of service and dedication is still short so they can be categorized as still lacking in experience and there are even some teachers who rarely attend training and education and training programs to increase competency. while the demand for good education services for the implementation of effective and efficient school-based management is very much supported by professional and competent education staff (Tulungen, 2021).

Personnel administration services are a very important part of implementing school-based management but until now Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur only has one administrative staff so the implementation of staffing services has not been effective due to a lack of administrative personnel who will not be able to handle all activities that should be carried out by administrative staff. business or school employees. Mulyasa (2004) cites the opinion of the World Bank (1999) Giving the understanding that SBM is an alternative form of schooling in the decentralization program in the field of education which is characterized by broad autonomy at the community participation school level and within the framework of national education policy. Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur in principle has tried to involve the community around the school to participate and make a contribution for the sake of school progress. This can be seen from the presence of community representatives and school guardians in the school's organizational structure. The only problem that has occurred is that until now there has been no program and the role of the school committee and residents can be right on target in optimizing the implementation of school-based management (Liando, 2022).

3. Efforts made by the school to overcome obstacles to the implementation of school-based management that occurred at Senior High School of State I Ratahan Timur

One of the characteristics of school-based management described by Sagala (2016) is the strong role of the principal in mobilizing available educational resources. The application of these characteristics can be seen in the ability of the principal to increase the resources of the Principal of Senior High School of State I Ratahan Timur. In empowering and improving HR competencies, it is by holding In-house training for teachers with the hope that after IHT activities the learning tools and learning methods used by teachers are better according to the guidelines of the revised 2013 curriculum used by schools today. Not only that, but on other occasions, the principal also always urges teachers and staff to attend training and education and training to improve competence. The budget items used in the implementation of this industry are sourced from the Bos School Operational Assistance Fund, this is also in line with one of the characteristic points of school-based management, namely proper budget management carried out by schools following the real needs of learning services (All, 2016). Infrastructure is one of the obstacles in the implementation of school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur as an example this school does not yet have an adequate computer laboratory and this supporting facility is urgently needed for student learning so that students can adapt to advances in information and communication technology (Batmetan, 2018). the effort taken by the school is to make an independent decision to allocate a school grant budget for the purchase of these facilities, even though it can only be for one unit of supporting equipment in each fiscal year. this is following the concept of independence which is one of the school-based management concepts presented by Pasaribu (2017).

CONCLUSION

The conclusion that can be put forward in this research is that school-based management at Ratahan Timur 1 Public High School in which there is organizational planning for the implementation of evaluation supervision is seen as a very good central government policy so that schools can be given the authority to determine the direction of school policies independently so that educational goals can run. effectively and efficiently good cooperation is needed between each component of the school to support the implementation of SBM so that the objectives of implementing SBM can be implemented properly. community empowerment schools and school committees are important because then they will also contribute ideas for the achievement of school goals and the implementation of effective and efficient school-based management n. The principal as a school leader seeks to optimally carry out his leadership duties following the concept of characteristics of school-based management objectives, this is evidenced by his role in planning, organizing, supervising, and evaluating the implementation of teaching and learning activities and administrative services running effectively and efficiently. Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur and to

describe the obstacles to implementing school-based management at Senior High School of State I Ratahan Timur also currently only has one educational staff who is an honorary staff which of course in administering the main tasks as the administration will not be optimal. which have not been completed yet and services to the community are also not optimal, such as taking care of administrative completeness of student data and so on. The main obstacle can also be seen from the inadequate learning support school facilities and infrastructure, such as the availability of internet access computer laboratories that do not yet exist, and other supporting facilities that should exist in public high schools in Southeast Minahasa Regency to support learning. The role of the school committee is also not very visible following the tasks and functions that have been given to them. This can be seen from the lack of initiative from the committee to provide solutions in terms of completing the lack of supporting facilities in learning at Senior High School of State I Ratahan Timur.

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