

ROLE OF PRINCIPAL ON SCHOOL-BASED MANAGEMENT (SBM) AT SD NEGERI 007 PANGKALAN KERINCI

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ABSTRACT

This paper discusses (1) the role of principals in implementing school-based management (SBM) and (2) the functions, strategies, and supporting and inhibiting factors in the implementation of SBM. The research is descriptive. The research subjects involved the principal, head of the school committee, and the teachers at SD Negeri 007 Pangkalan Kerinci Pelalawan. Data were collected through interview and documentation methods. Checking the validity of the data used the triangulation technique. Data were analyzed using the descriptive analysis method. The research results indicate (1) SD Negeri 007 has implemented SBM and it can be seen through its independence, either physical or non-physical independence, as well as the active participation of stakeholders. Furthermore, the results imply that (2) the dominant role of the principal in implementing SBM is the managerial role because the principal can directly choose who is a school's organizational structure. In addition, the result reveals that (3) the school in the context of SBM is to facilitate people in the school. The people are principals as educators, managers, administrators, supervisors, leaders, entrepreneurs, motivators, and climatologists. Lastly, (4) the inhibiting factor in implementing SBM is communication that has not been applied well in the schools and the lack of socialization for the implementation of SBM. Conversely, the supporting factor comes from the active role of school residents in the implementation of SBM and the granting of great authority or big autonomy from the office to schools.

Keywords: *the role of principal, school-based management, elementary school*

PERAN KEPALA SEKOLAH DALAM PENGELOLAAN MANAJEMEN BERBASIS SEKOLAH (MBS) DI SD NEGERI 007 PANGKALAN KERINCI

ABSTRAK

Artikel ini membahas tentang (1) peran kepala sekolah dalam pengelolaan manajemen berbasis sekolah (MBS), dan (2) mengetahui fungsi, strategi, faktor pendukung dan penghambat dalam pelaksanaan MBS. Penelitian bersifat deskriptif. Subjek-subjek penelitian melibatkan kepala sekolah, ketua komite sekolah, dan guru di SD Negeri 007 Pangkalan Kerinci Pelalawan. Pengumpulan data menggunakan metode wawancara dan dokumentasi. Pemeriksaan keabsahan data menggunakan teknik triangulasi. Data dianalisis dengan menggunakan metode analisis deskriptif. Hasil dari penelitian menunjukkan bahwa (1) SD Negeri 007 telah menerapkan MBS dan hal tersebut dapat diketahui melalui kemandirian yang dimiliki, baik kemandirian fisik maupun non-fisik, serta adanya partisipasi aktif stakeholder. Selanjutnya, hasil menunjukkan bahwa (2) peran kepala sekolah yang dominan dalam penerapan MBS adalah peran manajerial karena kepala sekolah bisa memilih langsung siapa yang menjabat dalam sebuah struktur organisasi sekolah. Selain itu, hasil menunjukkan bahwa (3) peran sekolah dalam konteks MBS adalah sebagai motor penggerak bagi kehidupan sekolah. Peran tersebut adalah kepala sekolah sebagai pendidik, manajer, administrator, supervisor, pemimpin, wirausahawan, motivator, dan klimator. Terakhir, (4) faktor penghambat dalam penerapan MBS adalah komunikasi yang belum berjalan dengan baik di sekolah serta kurangnya sosialisasi untuk penerapan MBS. Sedangkan faktor pendukung adalah peran aktif warga sekolah dalam pelaksanaan MBS dan pemberian wewenang atau otonomi yang besar dari dinas kepada sekolah.

Kata Kunci: *peran kepala sekolah, manajemen berbasis sekolah, sekolah dasar*

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INTRODUCTION

Education is an important aspect in efforts to improve the quality of human resources today (Rigianti, 2023). The application of education is carried out in the learning process by developing various methods and approaches as an

effort to increase the ability to build their own knowledge which is assisted by all components in education (Trimurtini et al, 2022).

Since recently, we have been introduced to a "new" approach to school management

which is referred to as school based management or abbreviated as MBS. To maximize the improvement of education, the government seeks to provide education through School-Based Management which is regulated in Law Number 20 of 2003 concerning the National Education system. School-Based Management (SBM) is the process of managing resources effectively to achieve goals that give greater autonomy to schools and encourage direct participatory decision-making for all components of the school community, namely principals, teachers, students, parents and the community. (Lurah, 2014)

The emergence of the teacher's paradigm of school-based management which is based on creating a democratic climate and giving wider trust to schools to provide efficient and quality education (Indriani, 2022). This is very possible with the issuance of Government Law no. 22 of 1999, subsequently amended by Law no. 32 of 2004 concerning regional autonomy which was then regulated by PP no. 33 of 2004 namely the shift of authority from the central government to regional governments in various fields including the fields of education except religion, foreign policy, defense and security, justice, monetary and fiscal.

The SBM approach has actually been developing for quite some time, such as in America in 1988 the American Association of School Adminis Ibu Samsidarators, National Association of Elementary School Principals, and National Association of Secondary School Principals, published a document entitled school based management, a sIbu Samsidarategy for better learning . The emergence of this idea was triggered by the dissatisfaction or anger of education administrators at the operational level over the limited authority they have to be able to manage schools independently (Auliya et al, 2023). It is generally seen that school principals feel helpless because they are trapped in an excessive dependence on the educational context. As a result, their main role as educational leaders is increasingly dwarfed by the routine bureaucratic affairs that dull the creativity of innovation (Dharma, 2003). Education leader (School Principal) Has eight roles which are acronymized with EMASLEM-C, namely the

school principal as: (1) educator/educator; (2) managers; (3) administrator Mrs. Samsidarator; (4) supervisors/supervisors; (5) leaders/leaders; (6) Mrs. Samsidarepreneur/entrepreneurship; (7) motivators; and (8) climator/creator of work climate (Usman, 2006)

SD Negeri 007 Pangkalan Kerinci is one of the public schools in the city of Pangkalan Kerinci which is in the District of Pangkalan Kerinci, Pelalawan Regency. SD Negeri 007 Pangkalan Kerinci realizes the importance of School Based Management (SBM) as an effort to improve the quality of education. To improve the quality of education, SD Negeri 007 Pangkalan Kerinci has begun to improve itself and make improvements to the system in order to improve the quality of education which will certainly have a positive impact on the school community.

For this reason, SD Negeri 007 Pangkalan Kerinci is slowly and consistently starting to improve and improve the quality of education, one of which is by increasing the role of the school principal in SBM management. The efforts made by SD Negeri 007 Pangkalan Kerinci have produced extraordinary results. The role of the school principal in School-Based Management (SBM) has increased the creativity of school members so that the quality of education at SD Negeri 007 Pangkalan Kerinci has increased.

Public Elementary School 007 Pangkalan Kerinci has been one step ahead compared to the elementary schools in the city of Pangkalan Kerinci, Pelalawan Regency, Riau Province in general. This is proven by the successful role of the school principal in the management of SBM by providing support to the school community so as to produce achievements both from an academic and non-academic perspective.

Indirectly the role of the school principal in managing school-based management (MBS) of SD Negeri 007 Pangkalan Kerinci has shared its success with the education community, visited by various educational institutions and even DPRD and more than that at this time the role of the principal in managing SBM SD Negeri 007 Pangkalan Kerinci has become a reference for various schools, both from the Kerinci base, areas outside the Kerinci base and even from outside

the province. This success reflects the existence of best practices or best practices in terms of developing the role of school principals in managing school-based management (SBM). This research intends to reveal how SD Negeri 007 Pangkalan Kerinci achieved the extraordinary achievement of the role of the principal in managing school-based management (SBM). 007 Pangkalan Kerinci optimally, how is the leadership of the school principal in the process of developing and maintaining the quality of the role of the school principal in managing school-based management (SBM). The development of the role of the principal in managing school-based management certainly has a good or beneficial impact on the school community. This research also intends to reveal what benefits are most felt by school members, especially students and teachers.

In connection with several questions that arise in the author's mind, the author wants to analyze the role of the principal in managing school-based management at SD Negeri 007 Pangkalan Kerinci, Pelalawan Regency, Riau Province.

REASERCH METHOD

The method used in writing this article uses qualitative research methods. This study was designed to understand the phenomenon of the principal's leadership role in managing school-based management at SD Negeri 007 Pangkalan Kerinci Pelalawan Regency in a natural or reasonable situation, as it is, without manipulation, without experimentation, and prioritizing inductive thinking patterns. This means that concepts, views and understandings come from the form of existing data and then move on to conclusions or final results. The activity starts with collecting empirical data, then data processing, and ends with drawing conclusions. (Sugiyono, Quantitative Qualitative Research Methods and R & D, 2015)

In the process of data analysis begins by examining all available data from various sources, namely interviews, observations, documentation. After that, data reduction was carried out by making Mrs. Samsidaraksi's abs, namely an attempt to make a summary, then arrange it in

units while managing data. In the process of analyzing qualitative research data there are 3 important components, namely data reduction, data presentation, and drawing conclusions or verification. (Sugiyono, Quantitative Qualitative Research Methods and R & D, 2015)

RESULTS AND DISCUSSION

School-Based Management (SBM) in SD Negeri 007 Pangkalan Kerinci has actually been implemented for a long time, because many teachers are not aware of the meaning of school-based management, so that principals, teachers and school members in general are not aware of implementing SBM. The essence of MBS itself is independence in school management. SD Negeri 007 Pangkalan Kerinci makes SBM easy to implement. In every implementation of school activities there are two things that become a reference, namely the regulations of the education office and schools.

1. The Role of the Principal in Managing School-Based Management

a. Role as Educator in School-Based Management Management.

Mrs. Samsidar was the principal of SD Negeri 007 Pangkalan Kerinci, Pelalawan Regency from 2 July 2012 until. After serving as school principal, he was recently appointed as head of education in Pelalawan district. His last education was Master of Education. Home Address: Kualo Street. The distance from the house to SD Negeri 007 Pangkalan Kerinci is approximately 20 km. This relatively long distance does not pose a problem for the principal in developing and implementing School Based Management at SD Negeri 007 Pangkalan Kerinci.

The role of the Principal of the School has been good as an educator. Principals generally play a role in managing teachers and have many tasks, one of which is as an educator. Provide direction to teachers and get teaching hours between 6-8 hours per week (NA/01/11/2021).

The role of the Principal as a good educator. It is very clear, because for the prospect of public elementary schools, like it or not, a school principal also has to be a teacher, because

besides the limitations of teaching, the principal also gets teaching hours (NA/01/11/2021).

b. Role as a Manager in Managing School Based Management

Mrs. Samsidar's main role as a manager is to manage educational and non-educational staff so that they are able to carry out their duties in a professional manner. One of the tasks carried out by Mrs. Samsidar, as the principal, is to carry out maintenance and professional development activities for teachers, in this case Mrs. Samsidar provides the widest possible opportunity for teachers and employees to participate in professional development activities. Mrs. Samsidar's role as controller of all activities is the main thing as a manager. The following is the result of an interview with NA as a substitute for the principal at SD Negeri 007 Pangkalan Kerinci about the role of the principal as a manager.

As a manager, his role is very vital, because almost all school activities are under the management of the school principal even though in its implementation there is authority that is delegated and assignments are divided by other teachers (NA/02/11/2021).

The role of the principal as a manager at SD Negeri 007 Pangkalan Kerinci is good. The main role is as a Manager or managing as a flow in activities in this school, although these activities are also assisted by existing curriculum and student representatives and globally all these activities will be accountable to the school principal, the role of the school principal (NA/02/11 / 2021).

c. Role as Administrator in School-Based Management Management

Although not all school administration has been completed properly, most of it, even the main points have been prepared. From this rps, the curriculum team, student affairs, treasurer concerned compile a business work program up to a financial work program.

The role of the principal as an administrator at SD Negeri 007 Pangkalan Kerinci is quite good. The role that has been taken by the school admin (NA/02/11/2021).

In streamlining work for school administration Mrs. Samsidar tries to divide tasks as clearly as possible between teachers and school employees. The following describes Mrs. Samsidar as an administrator.

Because as a school principal it turns out that there is a lot of administration to do, of course I have assistants, namely operators and business personnel (TU). I am the thinker and implementer of the Operator and Business Personnel division. That's what we did at SD Negeri 007 Pangkalan Kerinci, so everything can be realized, both related to the surrounding community, related agencies and those related to schools as well, we also fulfill (Mrs. Samsidar/02/11/2021).

d. Role as Supervisor in School-Based Management

Mrs. Samsidar is always serious in carrying out supervision to improve the quality of education at SD Negeri 007 Pangkalan Kerinci. The supervision carried out by Mrs. Samsidar includes supervision of activities, teaching and learning, school administration, environmental hygiene, school discipline, work climate, interest in reading and school activities. Each teacher is always supervised by Mrs. Samsidar and the results of this supervision are submitted to the school supervisor.

The principal's role as a supervisor is good. Conducting supervision once a semester and conducting direct class entrance assessments. To assess teacher teaching methods and preparation for the evaluation process (NA/02/11/2021).

Mrs. Samsidar has supervised thoroughly, things that are considered important. Priority aspects are discussed in depth. The following is NA's statement as a substitute for the newly installed principal of SD Negeri 007 Pangkalan Kerinci.

The principal's role as a supervisor is quite good. The complex problem of the task of the principal, to regulate the running of the school is very important in providing direction to his subordinates, where if he cannot direct his subordinates, the institution he leads will not run well. What the school principal needs is high dedication (na/02/11/2021).

e. Role as a Leader in School-Based Management

As a leader, Mrs. Samsidar's role is to influence, mobilize and empower existing resources in an effective, conducive and participatory manner in achieving school goals. Mrs. Samsidar, who tries to be a good example for teachers and employees at SD Negeri 007 Pangkalan Kerinci, makes every action she takes as an example for her subordinates. Mrs. Samsidar's leadership style is a modeling (example) leadership style, Mrs. Samsidar's hope is that every teacher is able to follow her example when there are good actions and dare not to imitate actions when they are not good. The following is an explanation from Mrs. Samsidar about the role of the school principal as a leader in implementing SBM at SD Negeri 007 Pangkalan Kerinci.

As a leader, I try to set an example, if I can, don't talk too much. I try to set an example as best as I can for my children, even though I have many shortcomings and I will still try. For example in terms of discipline, worship, attitude, hanging out with friends, I give lots of examples and advice. And thank God the teachers here are people who are educated and easily catch what I want, if something isn't right I try to give the best advice I can and it won't hurt (Mrs. Samsidar/02/11/2021).

f. Role as Entrepreneur in School-Based Management

Mrs. Samsidar's entrepreneurial spirit in implementing school-based management includes creating useful innovations for the progress and development of schools. Many breakthroughs were made by Mrs. Samsidar in developing this entrepreneurship. For example by partnering or cooperating with big companies like RAPP. The following is Na's statement as a senior teacher at SD Negeri 007 Pangkalan Kerinci.

The role of the principal as an entrepreneur is quite good. The school principal maintains the good name of the school, especially the achievements of the students that have been owned, and undertakes activities in student entrepreneurship such as exhibitions and fostering an entrepreneurial attitude by collaborating with

large corporations to be able to improve school quality (na/03/11/2021).

Mrs. Samsidar is still trying to find a solution for entrepreneurship at SD Negeri 007 Pangkalan Kerinci to make it better. With problems like that, Mrs. Samsidar is required to be creative and innovative so that students can get entrepreneurship lessons. The following is a statement by Mrs. Samsidar on the role of the school principal as an entrepreneur.

For those at SD Negeri 007 Pangkalan Kerinci, we only have a student cooperative or school cooperative, we have prepared all the equipment needed by students, and that is what is responsible there, namely the cooperative, from the profit side it is not too big, for the future we will Another level is not only the needs of students, but related to food needs. Where there is a need for food because here we have lunch where all food ingredients can be purchased at the cooperative. For this entrepreneur we also educate our students to become entrepreneurs, every Pelalawan birthday activity at our school takes part in an exhibition, so children at SD Negeri 007 Pangkalan Kerinci can put their work up for sale, it can also be in the form of food, then sellers are students of each class and they take turns selling it, thank God the children understand selling it (Mrs. Samsidar/03/11/2021).

g. The Role As A Motivator In Managing School-Based Management

The success rate of teachers in completing their tasks must get more attention from a leader. As a motivator, Mrs. Samsidar is required to always motivate her subordinates to always be enthusiastic at work. The physical and psychological support provided by Mrs. Samsidar to the teachers and employees of SD Negeri 007 Pangkalan Kerinci greatly influenced the work results obtained. The following motivation from the school principal is the statement of Mrs. Samsidar who acts as a motivator.

Every time there are teachers who want to improve themselves I try to support them, and if there are teachers who excel we also give minimal appreciation from words, not with material. Regarding finances, there is no budget yet, so

there is enthusiasm for employees to improve themselves (Mrs. Samsidar/03/11/2021).

In a job that is accepted by teachers and employees, Mrs. Samsidar always gives targets for completion. These targets become a burden and pressure on the teacher to immediately complete within the specified time limit. Ms. Samsidar, who gave the desired assignments and targets, did not just let go of the work under her staff, the motivation for teachers and employees in completing these assignments was definitely Ms. Samsidar.

h. Role As Climator In Managing School-Based Management

For Mrs. Samsidar, a good working climate can foster a pleasant working spirit for teachers and working employees. The following is an explanation.

My role as a climator is trying to provide a fun working climate at SD Negeri 007 Pangkalan Kerinci, that's what I do and try to do, even though it's not 100 percent optimal (Mrs. Samsidar/03/11/2021).

Based on Mrs. Samsidar's brief explanation that Mrs. Samsidar tried to provide a pleasant work climate to all teachers and employees working at SD Negeri 007 Pangkalan Kerinci, the work was heavy and the working hours burdened by teachers and employees at SD Negeri 007 Pangkalan Kerinci were quite a lot. Teachers and employees who work full day from 07.15 – 17.00, if they do not get a comfortable and pleasant work climate, it can lead to boredom and boredom. The following is a statement from NA as a senior teacher at SD Negeri 007 Pangkalan Kerinci.

The role of the principal as a climator is good. The important role of the school principal is to create a calm atmosphere at school because we work full day and a good relationship will be developed between the teacher and the teacher or the teacher and the school principal (na/02/11/2021).

If the work climate grows in a healthy manner then a good relationship will be fostered. The task of fostering good relations between schools and supervisors, schools with committees, schools with the government and schools with

stakeholders in the implementation of school-based management is an important role for Mrs. Samsidar. The following is RI's statement as a teacher at SD Negeri 007 Pangkalan Kerinci.

The role of the principal as a climator is good. This is the most difficult task, being the principal of SD Negeri 007 Pangkalan Kerinci, because you have to balance school and parents so that a harmonious climate is formed (ir/02/11/2021).

2. Factors Influencing School-Based Management at SD Negeri 007 Pangkalan Kerinci.

a. Supporting factors

1. Vision and mission of the school.

The school's vision and mission are in every room in SD Negeri 007 Pangkalan Kerinci. The goal is that every member of the school is aware of and remembers their purpose of working and studying at this school. The vision and mission at SD Negeri 007 Pangkalan Kerinci have experienced changes. Changes to the vision and mission will be prepared according to the needs and priorities. This is in line with what was conveyed by me as a teacher at SD Negeri 007 Pangkalan Kerinci.

Preparation of vision, mission and goals, is made periodically, in accordance with current needs, so that the vision and mission are dynamic. Something has changed, fixed and reduced (sy/03/11/2021).

2. Harmonious relations between school members.

A working climate that is conducive, fun and full of kinship is one of the supporting factors to support the implementation of school-based management (MBS). The following is the result of the author's interview with my teacher at SD Negeri 007 Pangkalan Kerinci.

Conducive working atmosphere. This means that the principal's maturity in dealing with attitudes and asatid traits is quite good, and can maintain a conducive situation from a pluralistic personality (sy/03/11/2021).

3. The role of the school community.

School-based management will run as desired, it definitely requires a lot of contributions of energy, thoughts and materials from the school community. The school has the right to assist in the success of school-based management, not only the role of the principal. Support from the school community is important in implementing school-based management at SD Negeri 007 Pangkalan Kerinci. Following are the results of an interview with one of the teachers and also serves as vice principal of the curriculum.

All school members became active as supporters and this became a driving factor in implementing school-based management at SD Negeri 007 Pangkalan Kerinci (tk/03/11/2021).

4. The leadership role of the school principal

The leadership implemented by Mrs. Samsidar is good enough. Mrs. Samsidar tried to divide up all the work among the people at SD Negeri 007 Pangkalan Kerinci. The division of work in accordance with related fields and abilities makes the implementation of school-based management more effective.

Based on interviews conducted by the author with several teachers, as stated in the report on the role of the principal in the previous chapter, almost all of the teachers were happy and satisfied with the performance of Ms. Samsidar. The teacher's satisfaction and pleasure will have a good impact on the implementation of school-based management. The following is an explanation from Mrs. Samsidar.

We coordinate everything at SD Negeri 007 Pangkalan Kerinci without any pressure from other parties. I try to be like that, so outsiders only provide input and can't interfere with what becomes the decision. We receive input from all trustees, supervisors, committees and the community. The important thing is that the input does not conflict with SD Negeri 007 Pangkalan Kerinci, we will consider it, even if the input is good we will implement it. But what is certain is that so far we have tried to do everything we do at SD Negeri 007 Pangkalan Kerinci without any pressure from anyone (Mrs. Samsidar/03/11/2021).

b. Obstacle factor

1. Lack of communication

Although efforts to improve the quality of education are built from various aspects, obstacles still exist. Lack of communication and discussion which leads clearly to school based management. This is an obstacle that was conveyed by many of the teachers who were respondents. The following is one of the teachers with the initials TK as a teacher and serving as Deputy Head of Curriculum.

The inhibiting factor for implementing MBS is less intense communication related to internal MBS (tk/02/11/2021).

2. Source of funds.

SD Negeri 007 Pangkalan Kerinci, most of the school's resources come from BOS funds. The source of funds is one of the obstacles to the school-based management (SBM) implementation program at SD Negeri 007 Pangkalan Kerinci. So far, school income has come from 2 sources, the first being the school operational assistance fund (BOS) and the regional school operational assistance (BOSDA). The lack of funding sources for the development of educational quality is of course one of the obstacles in implementing school-based management.

CONCLUSIONS AND RECOMMENDATION

From the description of the research results it can be concluded as follows:

The principal of SD Negeri 007 Pangkalan Kerinci is still not intensive in socializing the implementation of SBM in the school he leads. SBM implementation socialization is not carried out in special forums, such as workshops, workshops, seminars and training. However, school principals always try to apply the main principles of SBM, namely school autonomy and the participation of school members in making and implementing decisions.

The dominant role of the principal of SD Negeri 007 Pangkalan Kerinci in implementing SBM is managerial. The principal performs education management functions together with school members, school supervisors and school committees. The school principal makes division of tasks and gives authority to educators and

education staff, namely curriculum, student affairs, school treasurer, homeroom teacher, teacher council, operator section, administration, library and security section as well as landscaping/gardener. Other roles of the principal are carried out less intensively, such as the role of the principal as educator, manager, motivator, entrepreneur and climator.

Factors inhibiting and supporting the implementation of SBM. There are several obstacles experienced by schools in implementing SBM, namely: lack of socialization, lack of reference books on SBM and school principals. What supports the implementation of SBM at SD Negeri 007 Pangkalan Kerinci is the delegation of authority or greater autonomy from the department to schools and the government also provides school operational assistance funds (bos) to increase operational costs at schools. The school's willingness to always improve its image in the eyes of the community is also the main capital that strongly supports the implementation of SBM. Support from the school community is starting to grow well, starting from the teacher board, staff and school committee.

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