Implementation of School-Based Management and Improving the Quality of Education at SMK Negeri 2, Jambi City

Hendri[*], Amirul Mukminin, Sofyan, Fridiyanto

Jambi University, UIN STS Jambi
hendrijambi14@gmail.com, amirmuk06@gmail.com, sofyanzaibaski@unja.ac.id, fridiyanto@uinjambi.ac.id
corresponding author: hendrijambi14@gmail.com[*]

ABSTRACT

This research aims to analyze the implementation of school-based management at SMK Negeri 2 Jambi City. This type of research is qualitative research with a case study approach. This research uses interviews and documents to collect data. There were seven participants in this research, including the principal, school committee, deputy principal for curriculum, deputy principal for student affairs, school treasurer, two teachers, and students. The results of this research are that the appointment of School Based Management at SMK Negeri 2 Jambi City has been carried out well. First, starting from planning, namely student affairs arrangements from student registration to various activities that can be carried out in the student affairs department. Furthermore, curriculum management and school teaching programs are given the freedom to develop the curriculum. Furthermore, financial management and financing can be seen from the orderly determination of the school budget, the existence of financial transparency. Second, the implementation of SBM for educational staff at SMK Negeri 2 Jambi City is good because they have expertise in their respective fields. Facilities and infrastructure management can be seen from the school's efforts to provide facilities and infrastructure, maintenance and development so that it can help the teaching and learning process run smoothly. Third, the financial planning evaluation is conveyed to the school community and the school committee by holding a parent meeting. Reporting on program implementation and finances is done by making reports

Keywords: school-based management, quality of education, vocational school

INTRODUCTION

The Indonesian education system used to be centralized and bureaucratic as introduced by the Dutch as a colonial power. Apart from that, during the Old Order (Sukarno's regime) and New Order (32 years of Soeharto's regime), the Indonesian education system was still dominated by a centralized government system. However, after the fall of the Suharto regime in May 1998, Indonesia's education policy changed significantly from centralization to decentralization known as school-based management (SBM). (Gaol, 2020)

Regarding SBM, scholars and researchers have proposed several definitions of school-based management (SBM). In general, school-based management is defined as the decentralization of decision-making authority to the school level. In school-based management, responsibility is transferred to authorities in the school. Therefore, at the school level, decision-making and school operational authority is transferred to principals, teachers, and parents, and sometimes to students and other members of the school community.

The government's biggest motive in implementing school-based management is to increase financing and delivery of educational services and improve the quality and quantity of education (Harahap, 2016). The central government wants to provide wider opportunities for school principals, teachers, parents and the community to participate in management educational programs, as well as being able to ease the burden on the central government financially and operationally by providing greater authority. To local governments and schools to organize their schools to meet regional needs. (Subijanto, 2010)

Expensive education is not profitable, but good education is not cheap. Even though it is always recommended to save money, reality shows that a good education system requires more costs. The world needs better education. Therefore, larger funds are needed (Mulyasa: 2014).

According to the Ministry of Education and Culture, the Directorate General of Senior Secondary Education and Higher Education (2021) reported the results of the evaluation of the implementation of SBM in Indonesia by looking at five indicators, namely, 1) increasing school management that is more transparent, participatory, democratic and accountable, 2) improving the quality of education , 3) decreasing dropout rates, 4) increasing implementation of student-centered learning, and 5) increasing community participation in education in high schools.

However, the success of SBM in Indonesia, especially at the district/city level, really depends on how well all school and district actors implement it and change their work habits from centralized to decentralized practices, such as SMK in Jambi. The success of school-based management practices at the school level in Jambi depends on how prepared all actors at the school level are to implement them. Because, it is not easy to change the mindset and work habits of all these actors. They are still used to working with a centralized system, especially school principals and education administrators. For example, school principals still depend on actors above them, such as the central, provincial and district governments to make important decisions and school programs. Apart from that, the sub-success of school-based management practices at the school level in Indonesia, including schools in Jambi City. The school-based management theoretical framework (effective school leadership, budget allocation, management strategy, staff development, curriculum and teaching, and resources), is intended to examine school-based management practices in vocational schools in Jambi.

LITERATURE REVIEW
Application

Implementation is a general process of administrative action that can be researched at a specific program level (Mulyadi, 2015). Then according to Suparno (2017), implementation is an action that leads to a result or impact, with the help of means to carry out something. Mulyadi (2015) said implementation refers to actions to achieve the goals set in a decision. This action seeks to change these decisions into operational patterns and tries to achieve large or small changes as previously decided. Implementation is an effort to understand what should happen after the program is implemented.
Therefore, implementation can be interpreted as an activity related to completing a job using methods (tools) to obtain results. If related to Vocational policy, the words Vocational policy implementation can be interpreted as activities to complete or implement Vocational policies that have been determined/approved using tools to achieve policy objectives.

School Based Management (SBM)

School-based management (SBM) can be interpreted as a school management model that provides autonomy to schools and encourages participatory decision making that directly involves all school members and the community (stakeholders) served, while remaining in line with national policies in the field of education (Sutanjo, 2007).

Myes and Stonehil in Umaedi et al. (2011) stated that MBS is a plan to improve the quality of education so that education connects all stakeholders, so that all regulations that have been set regarding educational procedures, especially those covering staffing, financing and curriculum, can be well controlled. . Therefore, stakeholders have an important role in the continuity of education, especially the SBM method.
Based on this explanation, it can be concluded that the benefits of School Based Management are that it can form the independence of school principals in making regulations, make educators more skilled and at home because educators are free to work in carrying out their obligations, provide opportunities for free curriculum creation, and school planning thereby increasing productivity. Schools and provide opportunities for the community to participate in the provision of education so that community needs can be met.

Implementation of School Based Management

Implementation is the application of procedures, ideas, concepts and regulations as well as updating an effective movement to cause an impact, in the form of changes in insight, skills, behavior and values. Mulyono (2011) explains that SBM is a resource relationship that is implemented independently by schools by directly connecting all interests involved with the school into decision-making procedures to meet school quality needs and create school quality goals in national education.

The scope of management according to MBS is different from previous management education which was fully covered by the central government. On the other hand, management with this SBM model relies on the resources available at each school. In this way, the dimensions of school management will be updated, namely always prepared by bureaucrats outside the school, resulting in management based on the internal opportunities of each school.

The SBM implementation strategy according to Nurkholis (2007) consists of school autonomy, active participation of vocational schools in matters of costs and collection of educational decisions, strong school leadership to enable the effective use of every school resource, active democratic school board decision making, careful understanding the roles and responsibilities of all parties, and direction from the local education office to encourage educators.

Education quality

According to Deming, the quality philosophy was basically developed based on the need to improve the performance conditions of each employee. Meanwhile, Arcaro (2010) links quality to the level of quality possessed by vocational schools. Apart from that, Jalal (2011) believes that education is a function that must be carried out as well as possible by families and communities in an integrated manner with various institutions that were deliberately created to carry out this educational function. Educational success can not only be determined by the quality of individuals in a country, but is also closely related to the quality of life in society, nation and state.

Djohar (2013) further argued that the term education quality is an inseparable part of the goals of education itself, so that the quality produced by an institution will be measured from the output produced by an institution. A reflective study of historical experience shows that educational orientation has undergone fundamental changes over time.

METHOD

Research design

The design that will be used in this research is qualitative research. Qualitative research is a natural process of collecting data to interpret and analyze phenomena when the researcher can be the main tool. In qualitative research, data is not sought through statistics or other quantitative measurement methods (Anggito et al., 2018). Likewise, according to Sugiyono (2020), the descriptive method is a method used to analyze or explain findings, but not to draw broad conclusions.

Document interviews and observation are the techniques used in this research. This research reviews the implementation of School-Based Management and Education Quality. Implementation of this design is achieved by collecting data, processing the data, and then presenting the data with useful information that is easy for readers to understand. This research uses a case study approach. The case is the Implementation of School-Based Management and Education Quality at Vocational Schools in Jambi. The subjects in this research were school principals and teachers at vocational schools in Jambi.

Sampling Procedures and Research Participants

This research uses the concept of purposive sampling in qualitative research, where researchers choose individuals and research locations for research because these choices can provide information to answer research problems (Cresswell, 2007).

Interview

Qualitative research often combines observation techniques with interviews. During observation, researchers also conducted interviews with people who were informants. The type of interview used is a semi-structured interview. This type of interview is included in the category of in-depth interviews which are carried out more freely compared to structured interviews. The purpose of this type of interview is to discover problems more openly.

Documentation

According to Buggin (2007), the documentation method is a method used to explore historical data. Documents are records of relatively recent past activities or events. In this research, researchers will collect documents related to the Implementation of School-Based Management and Education Quality.

Data analysis

In analyzing qualitative research data, researchers will carry out the following steps:

Data management

All data collected, including interview data, document data, and demographic questionnaire data, will be entered into a computer database in file form for analysis. The purpose of this database is to make it easier for researchers to analyze various data that has been collected so that when needed the data in the database can be easily accessed in the analysis process.

Coding and Themes

In this research, all interview data was read in detail and repeatedly to (1) find and record every significant statement from each research participant related to the research problem, (2) create significant data groupings from each research participant, and (3) to eliminate and reduce the same data that appears repeatedly, and (4) themes will then be created and categorized based on research questions. Likewise, data from documents is described in the document by following the pattern of data analysis from interviews. Meanwhile, demographic data from research participant questionnaires is explained individually. The themes resulting from the analysis followed by important statements from research participants are used to narrate the research results.

RESULTS AND DISCUSSION
Research Participants

Participants in this research consisted of seven people, including the principal, school committee, deputy principal for curriculum, deputy principal for student affairs, school treasurer, two teachers, and students.

Implementation of school-based management (MBS) at SMK Negeri 2 Jambi
 a.   School-based management planning (MBS) at SMK Negeri 2 Jambi

In school-based management (MBS) at SMK Negeri 2 Jambi, planning starts from organizing student affairs starting from student registration to various activities that can be carried out in the student affairs section so that learning activities can run as they should at SMK Negeri 2 Jambi.

Based on the results of an interview with the deputy principal for student affairs, he explained:
"bahwa dalam hal penerimaan siswa baru dimulai dari pendaftaran calon siswa, pendaftaran ulang siswa, penetapan formasi kelas agar jumlah siswa dapat didistribusikan secara merata antara jumlah putra dan putri. SMK Negeri 2 Kota Jambi mewajibkan seluruh siswanya mengikuti ekstrakulikuler yang ada disekolah. Siswa yang mengikuti ekstrakulikuler di sekolah sangat diharapkan dapat

mengembangkan bakat mereka masing-masing sehingga dapat mengikuti lomba-lomba olimpiade dan kegiatan-kegiatan lain disetiap tahunnya. Diharapkan dengan kegiatan ektrakurikuler siswa dapat mengembangkan kreatifitas yang ada dalam diri mereka. SMK Negeri 2 Kota Jambi dalam pelaksanaan kegiatan belajarnya juga tidak mentolelir adanya siswa yang tidak hadir atau membolos tanpa keterangan yang jelas.''(Partisipan 2)

(That in the case of new student admissions starting from the registration of prospective students, re-registration of students, and determining class formation so that the number of students can be evenly distributed between the number of male and female students at SMK Negeri 2 Jambi requires all students to take part in extracurricular activities at school. Students who take part It is hoped that extracurricular activities at school will be able to develop their respective talents so that they can take part in Olympic competitions and other activities every year. It is hoped that with extracurricular activities students will be able to develop the creativity that is within them. SMK Negeri 2 Jambi City in carrying out its learning activities also does not tolerate students who are absent or absent without clear explanation).

From the explanation above, the author can conclude that student affairs management is considered to have been implemented well. This is reflected in the regularity of the new student admission process, guidance in extracurricular activities, and p implementing discipline on students and students at school. The curriculum is also included in the School Based Management (MBS) planning section. The curriculum plays an important role in the world of education as a guide towards educational goals in the future so that it runs better. One of the curriculum processes in planning, building, or forming a good curriculum certainly requires in-depth study and thought.

Based on the results of the interview with the deputy principal, the curriculum areas are:
''bahwa kurikulum yang diterapkan SMK Negeri 2 Kota Jambi adalah Kurikulum 2013.'' (Partisipan 3)

Regarding the implementation of K13, he added that: "There are several obstacles and obstacles that occur in the field, including that the facilities and infrastructure are not capable of supporting the achievement of the teaching program that is to be achieved, teachers do not understand the 2013 Curriculum, students do not understand the implementation of the Curriculum. 2013, community concern for children/students regarding understanding the 2013 Curriculum outside the school environment.

("bahwa kurikulum yang dilaksanakan SMK Negeri 2 Jambi adalah Kurikulum 2013").(Partisipan 3)

Regarding the implementation of K13, he added:
(There are several limitations and obstacles that occur in the field, including inadequate facilities and infrastructure to support the achievement of the teaching program to be achieved, teachers' lack of understanding of the 2013 curriculum, students' lack of understanding of the 2013 curriculum, and teachers' lack of understanding of the curriculum 2013. Understanding the implementation of the 2013 curriculum, community concern for children/students regarding understanding the 2013 curriculum outside the school environment.)

Based on the results of research observations, it can be concluded that the curriculum management and teaching programs implemented at SMK Negeri 2 Jambi are considered to have met educational standards. This can be seen from teaching and learning activities at SMK Negeri 2 Jambi.

Financial resources are one component that must be planned well, especially for a school as an educational institution where everything must be clear. Financial management and financing here is the allocation or use of finances by schools to carry out school operational activities, in addition to the freedom of schools to carry out activities that generate income so that financial resources do not depend entirely on the government.

Based on an interview with the school treasurer, he said:

"Sumber keuangan dan pembiayaan di SMK Negeri 2 Kota Jambi diperoleh dari bantuan pemerintah. Adapun sumber dana dari dana Bantuan Operasional Sekolah (BOS). Sedangkan dana dari non bantuan pemerintah meliputi : swadaya wali murid. Bantuan dari pemerintah maupun dari pihak lain, dikhususkan untuk pengembangan dan penyediaan sarana prasarana sekolah. Dalam pelaksanaan manajemen keuangan dan pembiayaan, penganggaran dana di SMK Negeri 2 Kota Jambi dilakukan setahun sekali di setiap awal tahun ajaran. Bapak bertugas untuk memegang dan mengatur sirkulasi keuangan sekolah dengan sepengetahuan kepala sekolah. Bapak juga dibantu beberapa orang guru membuat laporan pertanggung jawaban keuangan yang akan dilaporkan pada pelajaran akhir tahun."(Partisipan 3)

("Financial resources and financing at SMK Negeri 2 Jambi are obtained from government assistance. The source of funds is School Operational Assistance (BOS) funds. Meanwhile, funds from non-government assistance include student guardians' self-help. Assistance from the government and other parties is allocated for development and fulfillment of school infrastructure. In carrying out financial and financing management, budgeting of funds at SMK Negeri 2 Jambi is carried out once a year at the beginning of each school year. You are responsible for handling and managing the school's financial turnover with the knowledge of the principal "You are also assisted by several teachers in make a financial accountability report that will be reported at the end of the school year.")

Based on the data presented above and based on the researcher's observations, it can be said that financial management and financing at SMK Negeri 2 Jambi has been carried out in an orderly and orderly manner. This can be seen from the periodic determination of the school budget, financial transparency in both income and expenditure by holding accountability reports (LPJ) for each activity and school accountability reports at the end of the school year. With good financial management, schools will be able to allocate existing financial resources according to needs, including the procurement of buildings and other school facilities, so that students can utilize all school facilities to achieve increased student learning achievement.

Data was obtained from all the results of interviews with the deputy principal for student affairs and the school treasurer. Researchers can conclude that the planning part at SMK Negeri 2 Jambi has been implemented well, starting from student management, curriculum management, teaching programs, financial management and financing. This is proven by the statement of the deputy principal for student affairs who stated that the requirements for accepting new students start from registering prospective students, re-registering students, and determining class formation so that the number of students can be evenly distributed among students. the number of boys and girls, as well as organizing various activities in the student affairs sector so that learning activities can run smoothly, in an orderly and orderly manner, and achieve school educational goals. Therefore, from this statement the researcher can conclude that student affairs management is considered to have been implemented well. This is reflected in the regularity of the new student admission process and the implementation of student discipline at SMK Negeri 2 Jambi. Furthermore, the Head of Curriculum's statement stated that the curriculum implemented by SMK Negeri 2 Jambi was the 2013 Curriculum. Therefore, from this statement the researcher could conclude that the curriculum and teaching program implemented at SMK Negeri 2 Jambi were considered to have met educational standards. Furthermore, the financial management and financing section at SMK Negeri 2 Jambi City has been carried out in an orderly and orderly manner. This can be seen from the regular determination of school budgets and the existence of financial transparency in both income and expenditure by holding accountability reports (LPJ) for each activity and school accountability reports at the end of the school year.

b. Implementation of School Based Management (MBS) at SMK Negeri 2 Jambi

Based on the results of observations regarding the working atmosphere of school principals and educational staff that researchers have carried out, researchers can report that all existing components work seriously according to their respective duties and functions in a family atmosphere and high enthusiasm so

that they can work seriously. Really. very supportive in creating an academic atmosphere. State Vocational School 2 Jambi City in its management system has implemented School Management (MBS), as stated by the school principal:

> *"dalam kurun waktu yang cukup lama SMK Negeri 2 Kota Jambi sudah menerapkan MBS, dalam sistem pengelolaan sekolah. Program kerja direncanakan bersama-sama, sedangkan pelaksanaannya dilaksanakan sesuai dengan pekerjaan yang telah dibagikan, dengan pemberian kepercayaan yang penuh". (Partisipan 1)*

("SMK Negeri 2 Jambi has been implementing SBM in the school management system for quite some time. The work program is planned together, while the implementation is carried out based on work that has been shared, with full trust.")

Apart from that, the teacher also stated:
> *"Kepala sekolah mensosialisasikan kebijakannya melalui rapat bersama yang dilaksanakan setiap bulannya, kemudian diadakan pembagian pekerjaan menurut kepercayaan masing-masing, sehingga dalam pelaksaan tugas akan berjalan dengan baik tanpa adanya tumpang tindih antara tugas yang satu dengan tugas yang lainnya".(partisipan 4)*

("School principals socialize their policies through joint meetings held every month, then the work is divided according to their respective tasks so that the implementation of the tasks runs well without any overlap between one task and another.").

From the statements of the principal and teaching teachers above, SMK Negeri 2 Jambi has been implementing SBM for a long time. The implementation of SBM is planned jointly, and the division of work is also adjusted to each individual's duties.

The following are the results of interviews with subject teachers.
> *"SMK Negeri 2 Kota Jambi sendiri memiliki pelatihan-pelatihan khusus untuk para pendidiknya. Para pendidik dilatih untuk bertanggung jawab dalam kegiatan yang berat maupun ringan, sehingga mereka memiliki pengalaman dan kemampuan dalam semua kegiatan yang dilakukan oleh SMK Negeri 2 Kota Jambi. Terkait dengan manajemen berbasis sekolah, kebijakan dari pimpinan sekolah sudah sangat bagus. SMK Negeri 2 Kota Jambi selalu mengikuti perkembangan kurikulum yang ada, dan siswa selalu mengikuti aturan-aturan yang ada walupun ada beberapa yang belum sepenuhnya dilaksanakan. Pimpinan kepala sekolahnya juga berbasis demokrasi dalam mengambil kebijakan sekolah, pembagian tugas oleh beliau juga sudah disesuaikan dengan kemampuan masing-masing guru. Kemudian hampir semua guru-guru SMK Negeri 2 Kota Jambi diberikan kesempatan untuk mendapatkan tugas yang berat maupun yang ringan senior maupun junior yang dilibatkan dalam kegiatan-kegiatan siswa. Jadi saya lihat manajemen dari kepala sekolah sudah sangat bagus. Kemudian terkait di kelas tentang pembelajaran dikelas tentu sekolah juga memfasilitasi apa-apa yang diperlukan terkait dengan kurikulum 2013 tersebut. Penilaian, sarana dan prasarananya sudah sangat bagus, kemudian metode pembelajarannya sudah mengembangkan student center learning (pembelajaran yang berpusat pada siswa) kalau dulu masih tecaher center learning (guru yang lebih aktif)."(partisipan 4)*

("SMK Negeri 2 Jambi has special training for its educators. Educators are trained to be responsible for heavy and light activities so that they have experience and ability in all activities carried out by SMK Negeri 2 Jambi City. Regarding school-based management, the school leadership's policies are very good. SMK Negeri 2 Jambi always follows developments in the existing curriculum, and students always follow the existing rules even though there are some that have not been implemented optimally. The principal's

leadership is also based on democracy in making school policies. The distribution of duties has also been adjusted to the abilities of each teacher, then almost all teachers at SMK Negeri 2 Jambi are allowed to have heavy or light tasks, seniors and juniors are included in student activities. So I see that the management from the principal is very good. Then, regarding learning in class, of course the school also facilitates what is needed regarding the 2013 curriculum. Assessment, facilities and infrastructure are very good. Then, learning methods developed student-centered learning, whereas previously it was still teacher-centered learning (teachers were more active).

From the explanation above, the researcher can conclude that the educational staff at SMK Negeri 2 Jambi are good because they have expertise in their respective fields.

School facilities and infrastructure can be an indicator to see whether School Based Management (SBM) in a school has been implemented well or not. Management of educational facilities and infrastructure here is the management of facilities carried out by schools starting from procurement, maintenance, repair to development. This is based on the fact that schools are the ones who know best about facility needs, both the adequacy and suitability of facilities, which are closely related to the teaching and learning process.

The following are the results of the interview with the school principal:
"memenuhi kebutuhan sekolah yang terkait dengan kegiatan belajar mengajar dan menyediakan fasilitas yang dibutuhkan sekolah, guru, maupun siswa". (Partispan 1)

("meeting the school's needs related to teaching and learning activities and providing the facilities required by the school, teachers and students.")

Then, he added:
"fasilitas sekolah sebagai penunjang kegiatan belajar siswa adalah tersedianya laboratorium komputer, dan perpustakaan". Akan tetapi perlu diadakan perbaikan dan penambahan ruang belajar yang dianggap perlu. Namun sejauh ini masalah ruang belajar masih dapat teratasi dengan baik dan tidak mengganggu proses kegiatan belajar mengajar. Untuk memelihara dan menjaga semua sarana dan prasarana yang ada di sekolah maka dilakukan pemeliharaan secara berkala. Selain itu, dalam pengembangan dan perbaikan sarana dan prasarana yang ada di SMK Negeri 2 Kota Jambi dilakukan secara bertahap hingga yang tidak layak dengan standar skala prioritas yang mendesak."(Partisipan 1)

Then, he added:
("School facilities to support student learning activities are the availability of a computer laboratory and library." (Participant 1).

However, repairs and additions to study rooms need to be made if deemed necessary. However, so far the study room problems can still be resolved well and do not interfere with the teaching and learning process. To maintain and maintain all facilities and infrastructure in the school, regular maintenance is carried out. Apart from that, the construction and improvement of existing facilities and infrastructure at SMK Negeri 2 Jambi City is being carried out in stages for those that do not meet the standards on the urgent priority scale.

Based on the description above, the management of educational facilities and infrastructure at SMK Negeri 2 Jambi has been carried out well. This can be seen from the school's efforts to provide facilities and infrastructure, maintenance and development, so that it can help the teaching and learning process run smoothly and improve student learning achievement.

Data was obtained from all the results of interviews with School Principals and Teaching Teachers in this implementation section, which consisted of teaching staff as well as facilities and infrastructure. Researchers can conclude that the implementation of School Based Management (SBM) seems to have been implemented well. One of them can be seen from the work environment of the staff, teachers and principals who work seriously according to their respective duties and functions in a family atmosphere and good spirit,

so that they really support the creation of an academic atmosphere. It is evident from the statements of the school principal and teaching teachers who know that SMK Negeri 2 Jambi has been implementing SBM for a long time, the implementation of SBM is planned jointly, and the division of work is also adjusted to each individual's duties. Furthermore, the management of educational facilities and infrastructure at SMK Negeri 2 Jambi has been carried out well. This can be seen from the school's efforts to provide facilities and infrastructure, maintenance and development, so that it can help the teaching and learning process run smoothly and improve student learning achievement.

Evaluation Of School-Based Management (Mbs) In Smk Negeri 2 Jambi City.

To determine the success of an educational program, an evaluation stage is carried out. Evaluation is a systematic assessment effort to see the extent of the efficiency of a program input. Evaluation is also used to achieve program goals, achieve results or effectiveness, and conformity to program policies and needs.

Regarding financial management, the results of School Based Management (MBS) at SMK Negeri 2 Jambi show that budget planning is carried out together with the school community. The results of the formulation are then based on committee approval. Financial planning is conveyed to the school community and school committee by holding parent meetings. Reporting on program implementation and finances is carried out by creating an LPJ which contains a budget for the use of funds and is reported.

This is based on what was conveyed by the school principal as follows.
"The school tries its best to always be transparent regarding finances, both income and expenses. The school has also made plans for the future and the financial reporting that has been used or it could be said that the school's income and expenses are clear and nothing is being covered up." (participant 1)

("The school tries as much as possible to always be transparent regarding finances, income and expenses. The school has also made future plans and financial reporting that has been used, or it could be said that the school's income and expenses are clear and nothing is being covered up.")
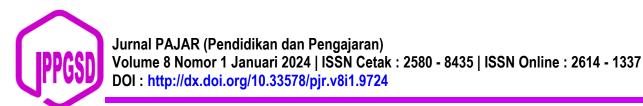
If good management is implemented in schools, it will certainly have a good impact on students in improving learning achievement. Student response (Andika Saputra) in implementing School Based Management at SMK Negeri 2 Jambi, one of the students said:

"Kami merasa nyaman sekolah di SMK Negeri 2 Kota Jambi mulai dari kebersihan, ruangan kelas. Kami puas lah dengan yang ado di sekolah ni, apolagi ekstrakulikulernyo buat kami dak jenuh dengan kegiatan yang ado di sekolah ni, kami pun biso mengembangkan bakat kami jadi kami dak malu kalau ado lomba-lomba di luar sekolah".(Partispan 5)

("We feel comfortable going to school at SMK Negeri 2 Jambi, starting with the cleanliness of the classrooms. We are satisfied with what we do at this school, especially the extracurricular activities, so we don't get bored with the activities at this school. We can also develop our talents, so we won't be embarrassed if we hold competitions outside of school.").

Based on the results of the interview above, it can be concluded that the management at SMK Negeri 2 Jambi is quite good and provides comfort for students at SMK Negeri 2 Jambi City.

Data was obtained from all the results of interviews with school principals and students. Researchers can conclude that the evaluation stage of School Based Management (MBS) at SMK Negeri 2 Jambi has been carried out well by holding meetings. It is evident from the results of the financial management of School Based Management (MBS) at SMK Negeri 2 Jambi City that budget planning is carried out together with the school community. The results of the formulation are then based on committee approval. Financial planning is conveyed to the school community and school committee by holding parent meetings. Reporting on program implementation and finances is carried out by creating an LPJ which contains a budget for the use

of funds and is reported. Furthermore, the management at SMK Negeri 2 Jambi City is quite good and provides comfort for students at SMK Negeri 2 Jambi City.

Discussion

The findings and results of research conducted together with 7 participants regarding the Implementation of School Based Management (MBS) at SMK Negeri 2 Jambi can be seen from the following presentation:

Implementation Of School Based Management (Mbs) At Vocational School 2 Jambi

Results of interviews with the school principal, deputy principal for curriculum, and school treasurer as well as observations made by researchers regarding planning for the Implementation of School Based Management (MBS) at SMK Negeri 2 Jambi. The research results show that the stages of managing student affairs, curriculum and teaching programs, as well as finances and financing have been implemented well. This is proven in terms of accepting new students starting from registering prospective students, re-registering students, determining class formation so that the number of students can be evenly distributed between male and female students, as well as organizing various activities in the student environment. field of affairs so that learning activities can run smoothly, in an orderly and orderly manner, and achieve school educational goals. Furthermore, the curriculum implemented by SMK Negeri 2 Jambi is the 2013 Curriculum and is considered to have met educational standards. Financial management and financing at SMK Negeri 2 Jambi has been carried out in an orderly and orderly manner. This can be seen from the regular determination of the school budget and the existence of financial transparency, both income and expenditure, by holding accountability reports (LPJ) for each activity and school accountability reports at the end of the school year. Martin (2013) explains that planning is considered important because it will determine and provide direction to the goals to be achieved. Thus, careful and well-arranged planning will have an impact on achieving goals. Subakir and Sapari (2001) explained that the main aim of implementing school-based management is to increase management efficiency and increase the relevance of education in schools, with greater and broader authority for schools in managing their affairs.

Implementation Of School Based Management (Mbs) At Vocational School 2 Jambi

Results of interviews with school principals and teaching teachers as well as observations made by researchers regarding the implementation of School Based Management (MBS) at SMK Negeri 2 Jambi. The research results show that the stages of teaching staff as well as facilities and infrastructure in implementing School Based Management (SBM) appear to have been implemented well, one of which can be seen from the work environment. staff, teachers and principals work seriously according to their respective duties and functions. -each in a family atmosphere and high enthusiasm, so it is very supportive in creating an academic atmosphere. Management of educational facilities and infrastructure at SMK Negeri 2 Jambi has been carried out well. This can be seen from the school's efforts to provide facilities and infrastructure, maintenance and development so that it can help the teaching and learning process run smoothly and improve student learning achievement. Arikunto (1999) explains that school-based management is the arrangement of an education system that gives complete freedom to the principal, over the readiness of all school staff, to utilize all existing learning resources and facilities to provide education for students and has accountability for school management. all these actions.

Evaluation Of School-Based Management (Mbs) At Vocational School 2 Jambi

Results of interviews with school principals and teaching teachers as well as observations made by researchers regarding the evaluation of the Implementation of School Based Management (MBS) at SMK Negeri 2 Jambi. The research results show that the evaluation stages of School Based Management (MBS) at SMK Negeri 2 Jambi have been carried out well by holding meetings. It is evident from the results of the financial management of School Based Management (MBS) at SMK Negeri 2 Jambi City that budget

planning is carried out together with the school community. The results of the formulation are then based on committee approval. Financial planning is conveyed to the school community and school committee by holding parent meetings. Reporting on program implementation and finances is carried out by creating an accountability report (LPJ) which contains the budget funds used and reported. Furthermore, the management at SMK Negeri 2 Jambi is quite good and provides comfort for students at SMK Negeri 2 Jambi. According to Suparman (2001), school-based management is the harmonization of resources carried out independently by the school by involving all interest groups related to the school directly in the decision-making process to understand school quality needs or to achieve school quality goals. National Education.

From the results of interview discussions with the seven informants above, the planning, implementation and evaluation stages of School Based Management (MBS) have been carried out well. School management will directly influence and determine whether the curriculum, various learning equipment, teaching time, and the learning process are effective or not. Therefore, efforts to improve the quality of education must start with improving school management, in addition to improving the quality of teachers and developing learning resources. The aim of implementing School Based Management (SBM) is expected to be more focused and focused on improving quality which is the main education agenda. The realization of good School Based Management (SBM) will also realize good student learning achievement.

Mulyasa (2004:13) believes that SBM School-Based Management can develop student achievement through improving educator skills, increasing the effectiveness of the use of resources and personnel, implementing curriculum updates, and increasing community linkages in education.

CONCLUSIONS AND RECOMMENDATION

The implementation of School Based Management (MBS) at SMK Negeri 2 Jambi City has been carried out well. First, starting from planning, namely student affairs arrangements starting from student registration to various activities that can be carried out in the student affairs department so that learning activities can run as they should. Furthermore, curriculum management and teaching programs where schools are given the freedom to develop the curriculum, with the Merdeka curriculum being implemented. Furthermore, financial management and financing can be seen from the orderly determination of school expenditure budgets, the existence of financial transparency both in terms of income and expenditure by holding accountability reports (LPJ) for each activity and school accountability reports at the end of the school year. Second, the implementation of SBM can be seen to have been carried out well, one of which can be seen from the work environment of the staff, teachers and principals at the school. The educational staff at SMK Negeri 2 Jambi City are also good because they have expertise in their respective fields. Management of facilities and infrastructure can be seen from the school's efforts to provide facilities and infrastructure, maintenance and development so that it can help the teaching and learning process run smoothly and improve student learning achievement. Third, the evaluation of SBM at Jambi State Vocational School has been carried out well by holding meetings. Financial planning is conveyed to the school community and the school committee by holding parent meetings. Reporting on program implementation and finances is carried out by creating an LPJ which contains the budget for funds used and reported.

REFERENCES

Arcaro, S. J. (2010). *Pendidikan Berbasis Kualitas, Prinsip-Prinsip dan Tata Langkah Penerapan*. Yogyakarta: Pustaka Belajar.

Arikunto, S. (2008). *Prosedur Penelitian: Suatu Pendekatan Praktek, (Edisi Revisi III)*. Jakarta: Rineka Cipta.

Asad A. From bureaucratic-centralism management to school based management: managing human resources in the management of education program. IRJE [Internet]. 2021. 5(1):201-25.

Capacite RD. School-Based Management Practices as Predictors of School Performance in Public Elementary Schools amid the Pandemic. Gnosi : Interdiscip. J. Human Theo. Praxis [Internet]. 2022; 4(3):126-3.

Darmaningtyas. (2012). *Pendidikan, Pada dan Setelah Krisis (Evaluasi Pendidikan di Masa Krisis), LPIST*. Yogyakarta: Pustaka Pelajar.

Djoemad, T. (2010). *Model Strategi Peningkatan Mutu Perguruan Tinggi Swasta. Disertasi*. Bandung: Universitas Widyatama.

Djohar. (2012). *Pendidikan Strategi Alternatif Untuk Pendidikan Masa Depan*. Jakarta: LESFI

E. Mulyasa. (2013). *Manajemen Berbasis Sekolah (Konsep, Strategi dan Implementasi)*. Bandung: PT. Remaja Rosda

Gaol, N. T. L. (2020). Sejarah dan konsep manajemen pendidikan. *Jurnal Dinamika Pendidikan*, *13*(1), 79-88.

Harahap, E. K. (2016). Manajemen otonomi pendidikan di Indonesia. *Ri'ayah: Jurnal Sosial dan Keagamaan*, *1*(02), 137-151.

Hardiansyah, F. (2022). Penerapan Manajemen Berbasis Sekolah dalam Peningkatan Mutu Pendidikan di Sekolah Dasar. Kelola: *Jurnal Manajemen Pendidikan*, 9(2), 148-162. https://ojs.unud.ac.id/index.php/citizen/article/view/78233.

Masyhur, H. (2011). Strategi Manajemen Peningkatan Mutu Pendidikan Yang Berorientasi Pada Kepuasan Siswa: Analisis Pelayanan Pendidikan pada Siswa Pendidikan Dasar & Menengah di Kota Bandung. Disertasi, Universitas Pendidikan Indonesia.

Pujiastuti, E. (2021). Implementasi Manajemen Berbasis Sekolah dalam Peningkatan Mutu Pendidikan. *Jurnal Ilmiah Indonesia*, 6(2), 700-711.

Ratri, DK (2014). Implementasi Peraturan Walikota Nomor 36 Tahun 2013 Tentang Kebijakan Kota Layak Anak. Universitas Brawijaya.

Sahabuddin, S. (2022). Strategi Kepala Sekolah dalam Meningkatkan Mutu Pendidikan Di SMA Negeri 21 Makassar. *Jurnal Al-Qiyam*, 3(1), 97-108.

Subijanto, S. (2010). Prinsip-Prinsip dan Efektivitas Desentralisasi Pendidikan Dalam Rangka Meningkatkan Mutu dan Relevansi Pendidikan. *Jurnal Pendidikan dan Kebudayaan*, *16*(5), 532-549.

Suparlan, M. (2022). Manajemen Berbasis Sekolah: Dari Teori Sampai Dengan Praktik. Jakarta: Bumi Aksara.

Tampubolon, H. (2018). Peningkatan Mutu Pendidikan Dengan Penerapan Manajemen Berbasis Sekolah (Studi di SMPS Katolik Mater Inviolata Larantuka-Flores). *Jurnal Manajemen Pendidikan*, 7(1), 100-126.

Wibowo, WA (2018). Peran Kepemimpinan Kepala Sekolah dalam Implementasi Manajemen Berbasis Sekolah di SMAN 1 Pesisir Tengah Kabupaten Pesisir Barat. Disertasi, Universitas Lampung.