# JURNAL KEPENDIDIKAN

## Education Decentralilation Policy Through Implementation of School-Based Management (SBM)

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### Abstract

*The purpose of this study was to reveal the implementation of decentralization policies through the School Based Management (SBM) program. The research method was carried out with a qualitative approach. The data were collected through direct observation and structured interviews with the principal, teachers and employees. The results showed that the implementation of the education decentralization policy was carried out through; (a) determining structural positions (b) managing school finances, (c) structuring teachers and employees, and (d) determining school planning and programs. All stakeholders are able to work in accordance with predetermined main duties and functions and can synergize with one unit to another.*
*Keywords     decentralitation, school-based management, elementary school, synergy*

## A. Preliminary

Educational autonomy is a demand for democratization and the development of civilization as well as science and technology(Yahya, 2017). The community is placed in an autonomous position to design and manage education, so it is hoped that an increasingly independent, critical and creative community life will grow(Baharun, 2012), and with decentralization will foster changes for the better because it is based on Being able to create policies, manage and create curricula independently(Supriyadi, 2009).

The concept of decentralization of education contains a broad definition, covering the philosophy, objectives, format and content of education and education management(Kuswandi, 2011). The implication is that each autonomous region must have a vision and mission of education that is clear and far in the future by conducting in-depth and extensive studies of population and community

development trends in order to obtain future community constructs and their follow-up actions (Zuhdi, 2012).

On the one hand, education decentralization cannot be separated from the global movement. Decentralization is also called autonomy, the decentralization process reaps hope for all parties involved directly or indirectly (Alisjahbana, 2000). Education providers are given the authority to regulate their territory, the rest of the community is given the right and the opportunity to actively participate in the implementation of the educational process. In addition, the community also has the right to control and supervise the ongoing process (Sutapa, 2005).

SD AUG is a private elementary school level that has 906 students grouped in 30 study groups, with 80 teachers and employees.

## B. Method

The research that the writer will use is descriptive qualitative research, this study aims to uncover existing phenomena and understand the meaning behind these phenomena(Sani, Ridwan Abdullah, 2018)(Sani, Ridwan Abdullah, 2018)(Sani, Ridwan Abdullah, 2018), qualitative research is research carried out in natural conditions (naturalistic setting)(Widisworo, 2018). This study emphasizes more in-depth understanding rather than looking at the problem in general. After that, the data collection process was done through observations of the school environment as well as interviews with school principals, teachers and employees.

## C. Result

Decentralization is a form of delegation of authority in decision-making given by the government to schools, where schools can make all the decisions needed by their respective schools without having to wait for orders from superiors in order to achieve maximum national education goals.

As is the case with the explanation above, SD Aisyiyah Unggulan Gemolong (SD.AUG) uses this policy more or less, as for the independence of policy making and decision making includes:

School-based management (SBM) is essentially an effort to make schools independent by empowering existing resources in schools. This of course requires schools to be even more creative, analyzing what are the resources and environmental conditions to then become a program planning. In preparing the school work program for SD, AUG formulates a school program which is carried out in four steps: a). set goals b). formulate a program and assign a person in charge of the program c). determine indicators of success, and d). determine activities

In managing the SD.AUG curriculum this year uses the K13 curriculum for all classes, this curriculum is collaborated with the Muhammadiyah Dikdasmen curriculum, so that the material that has been determined by the government is in the management of the curriculum that has been determined by the Waka government. The SD AUG curriculum also collaborates with materials or lessons that are characteristic of Muhammadiyah, namely Al Islam, Muhammadiyah and Arabic (Ismuba). In tIn terms of organizing, the principal in collaboration with the curriculum waka arranges the distribution of teaching tasks, preparation of lesson schedules and extracurricular activity schedules, as follows: 1) The division of teaching duties and other duties at SD AUG does it evenly, according to the field and expertise of each teacher, so that with an even workload it will foster a togetherness at work because they feel that they are not differentiated between one teacher and another, by giving assignments according to their expertise and field, it will foster their own motivation because they feel capable of carrying out the task; 2). Efforts are made to arrange lesson schedules so that teachers teach optimally, and provide one free day for teachers to do other work, such as administration, child mentoring, KKG meetings and so on. For daily activities the teacher does not fully teach from morning to home, but is given one or two hours of lessons to rest; 3). Scheduling normal repair and enrichment activities for each subject will require remedial activities for students who have not completed assignments of teaching materials. therefore, when compiling a lesson schedule, time must be allocated for improvement activities for students who have not been completed and enrichment for those who have already completed it; 4). The preparation of an extra-curricular schedule needs to focus on supporting curricular activities and other activities that lead to the formation of faith / piety, personality, and leadership with certain skills. At the beginning of each semester extracurricular activities must be arranged with a schedule of subjects. Although SD. AUG has set aside every Saturday as a special day for extracurricular activities. There are several extra activities that cannot be done on that day, such as Tapak Suci Putra Muhammadiyah (TSPM) and Hisbul Wathan (HW); 5). Preparation of teacher refresher schedules. The teacher periodically needs to get a refresher on the development of science and technology as well as teaching methods, refreshments need to be scheduled, taking advantage of school holidays. In this case the curriculum time collaborates or collaborates with the HRD and Public Relations fields. (Fathudin Zuhro, waka. SDAUG Curriculum). The teacher periodically needs to get a refresher on the development of science and technology as well as teaching methods, refreshments need to be scheduled, taking advantage of school holidays. In this case the curriculum time collaborates or collaborates with the HRD and Public Relations fields. (Fathudin Zuhro, waka. SDAUG Curriculum). The teacher periodically needs to get a refresher on the

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Meanwhile, the management of facilities and infrastructure is carried out through activities; 1). Planning/needs analysis. Planning is a needs analysis activity for all the needs and equipment needed by schools for student learning activities and other supporting activities. This activity is carried out continuously during school activities. This activity is usually carried out at the beginning of the school year and is refined every quarter or every semester. Planning can be carried out by school principals, class teachers and subject teachers and assisted by facilities and infrastructure staff; 2). Procurements. Procurements is the process of providing facilities and infrastructure that can be carried out by means of buying, donating, grants and others. Procurement of facilities and infrastructure may take the form of procuring books, tools, furniture and buildings. And as a long-term plan, SD.AUG will build an office building on the land that has been purchased covering an area of approximately 2,000 M², which this building will later be used for public services, such as office space, lab, library, multipurpose room and so on. With the aim of establishing this building, teaching and learning activities will not be disturbed by office activities that many people pass by. (Nindya Chandra, HRD Division of SD.AUG). 3). Inventory control. Inventory control is carried out through administration related to the distribution, utilization, maintenance, destruction and accountability of movable and immovable property, school furniture, learning tools, and so on. With these activities, maintenance of facilities and infrastructure can run properly, so as to improve the performance of school residents, extend service life, reduce repair costs and determine the cost effective maintenance of facilities and infrastructure.; 4). Maintenance. That includes activities to care for, maintain and save. In this activity, the facilities and infrastructure cannot work alone, so this requires cooperation by all school members, both teachers, employees and students, are involved in this maintenance by fostering a sense of belonging. Thus all school members feel responsible for all existing facilities and infrastructure.

The main source of finance for SD AUG is tuition fees from the student's guardian, as with other private schools, this source is the mandatory fee that must be paid by the student's guardian every month, the student's monthly tuition fee is Rp. 250,000, -. And this tuition fee is used for teacher salaries and operations 60%, lunch and 40% snacks. In addition to tuition fees, other SD AUG financial sources are BOS (School Operational Assistance) funds from the government which are disbursed every quarter, BUMS (Badan Usaha Milik Sekolah/ School-Owned Enterprises) which includes ketring, school cooperatives and the food stalls.

BUMS itself has a new program, namely by launching a payment instrument in the form of a card called "E-Mony" or electronic money, this program is also a new breakthrough for the success of the school program, namely the school prohibits all students from buying snacks or buying any items in the environment. school during active school hours. This E-Mony card is a legal means of payment, so all students are required to use it for payment as well as a student card, as well as teachers and their employees who also use this as a means of payment as well as an identity card for SDAUG teachers / employees. So this card is multi-functional. Before using this E-mony card, whatever amount of money will be filled is free, however the students' use of purchases is limited to a maximum of Rp. 15,000, - in every day. E-mony can be filled through school cooperatives, food stalls owned by BUMS and one of the related shops around Gemolong. Meanwhile, the investment costs for infrastructure made by AUG Elementary School are planned every year so that everything is well programmed and adjusted to school enrollment so that schools do not experience minimum costs or lack of funds. For the remuneration given to teachers and employees as their right, the employee teachers will get basic salary, structural allowance, child allowance, husband / wife allowance, functional allowance, performance allowance, activity allowance, overtime, and others. And salaries will increase each year an average of 5% - 8%. a food stall owned by BUMS and one of the related shops around Gemolong. Meanwhile, the investment costs for infrastructure made by AUG Elementary School are planned every year so that everything is well programmed and adjusted to school enrollment so that schools do not experience minimum costs or lack of funds. For the remuneration given to teachers and employees as their right, the employee teachers will get basic salary, structural allowance, child allowance, husband / wife allowance, functional allowance, performance allowance, activity allowance, overtime, and others. And salaries will increase each year an average of 5% - 8%. a food stall owned by BUMS and one of the related shops around Gemolong. Meanwhile, the investment costs for infrastructure made by AUG Elementary School are planned every year so that everything is well programmed and adjusted to school enrollment so that schools do not experience minimum costs or lack of funds. For the remuneration given to teachers and employees as their right, the employee teachers will get basic salary, structural allowance, child allowance, husband / wife allowance, functional allowance, performance allowance, activity allowance, overtime, and others. And salaries will increase each year an average of 5% - 8%. AUG is planned every year so that everything is well programmed and adjusted to the school enrollment so that the school does not experience minimum costs or lack of funds. For the remuneration given to teachers and employees as their right, the employee teachers will get basic salary, structural allowance, child allowance, husband / wife allowance, functional

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The determination of employee teachers at work is regulated by the HRD human resources division. The task of the HRD is to begin recruiting, evaluating, and dismissing these duties the principal submits to the HRD department, thus the principal receives a report on all data from the HRD before being forwarded to the Foundation, in this case the foundation is the management of the Gemolong Branch Manager (PCA). Before the recruitment begins, HRD will dig up data on performance conditions and energy requirements obtained from various fields, be it curriculum, student, veterinary, or kitchen staff. After the HRD gets the data about the condition of the labor requirements, the HRD will conclude whether or not the addition of new personnel is necessary, if not needed then the HRD will stop here and report to the school principal, but if you need new personnel, the HRD will report on the parts that need new energy. After the data has been collected about fields that require manpower, the HRD will make pamphlets about job vacancies posted on printed newspapers such as newspapers or electronic media (WA, facebok, etc.). After the job opening process is over, it is followed by a series of entrance examinations which include written exams, IT exams, oral and interviews as well as psychological exams.

After a series of examinations is completed, prospective teachers or employees who have passed the selection will be summoned to work and become teachers / contract employees for three months with a cash payroll system that is calculated every time they attend each month. After being a teacher / contract employee for three months, the teacher / employee will be re-evaluated on their performance and loyalty, if good, the contract will be continued for the next one year and an agreement through an account with a related bank, namely Bank Baitul Tamwil Muhammadiyah (BTM). One year later HRD collaborated with school public relations to train these new teachers / employees in related schools such as SD

Aisyiyah throughout Central Java and Yogyakarta, SD Sapen, MI Isykarima, and other Muhammadiyah elementary schools.

The implementation of self-development activities for students is coordinated by student staff in collaboration with internal coordinators and outside-class coordinators, where this student development can be carried out through activities (1) Routine, namely activities that are scheduled, such as: flag ceremonies, worship (wudlu, dluha prayer) , read the Qur'an every morning guided by a teacher via microfone, congregational prayer), maintenance of cleanliness, order (uniform attributes and accessories); (2) Spontaneous, is an unscheduled activity in special activities such as: forming the behavior of giving a smile, greeting, greeting, throwing garbage in its place, queuing culture, overcoming quarrels; (3) Modeling, is an activity in the form of daily behavior such as: dress neatly, speak well (polite), read diligently, arrive on time;

## D. Discussion

In Indonesia, autonomous school management is regulated through Law No.23 of 2014 concerning Regional Government. In this law it is stated that decentralization is the transfer of authority of the central government to the autonomous regional government to regulate and administer its government in the system of the Unitary State of the Republic of Indonesia (Rompas, Billy. 2017). However, in fact, this law has not been able to guarantee the emergence of creativity of education managers in developing their organizations. Although this law encourages the creation of a management system to realize education development that emphasizes diversity, in practice, decentralization of education is different from decentralization in other areas of government, if the decentralization of other areas of government is at the district/city level, then decentralization in the field of government. education does not stop at the district / city level, but instead reaches educational institutions or schools as the spearhead of education implementation. Through the practice of decentralization of education, the government through the Ministry of Education and Culture has developed what is called School Based Management (MBS). The effectiveness of the implementation of the SBM program is of course very much dependent on the extent to which the principal is able to become a leader who inspires school members to develop their creativity.(Razzak, 2013). SBM not only offers community participation, equity, efficiency, and school-based management but also opportunities for school principals to demonstrate their leadership abilities(Wong, 2003; (Yu, 2005). Therefore, the behavior of school principals who hand over the SBM mechanism to administrators at lower levels certainly needs to be questioned, the decentralization policy in the education sector certainly needs to be addressed creatively by the principal as the person in charge of

education.(Briggs, 2003). SBM also serves to ensure that the lower central government control, but the increasing autonomy of schools to determine for themselves what needs to be taught and to manage existing resources in schools to innovate and improvise(Wohlstetter, 1996).

## E. Conclusion

The delegation of authority as a form of implementation of education decentralization in SD AUG is carried out in terms of; (a)determination of structural officials (b) management of school finances, (c) determination of teachers and employees, and (d) determining the school program. By carrying out these policies, schools are more able to autonomously build self-confidence in making changes. The independence that is carried out is to form a school with a unique local personality, in the future this strategy is expected to be able to attract the interest of prospective parents to send their children to school. The determination of autonomous policies in education has been able to work in accordance with predetermined main duties and functions and can synergize with one another in the school.

The implementation of school-based management in SD.AUG is formulated through four stages: 1. setting goals 2. formulating programs and assigning people in charge of the program 3. determining indicators of success, and 4. determining activities. In formulating the program the principal is assisted by several divisions, namely, school treasurer, deputy head of curriculum, deputy head of student affairs, deputy head of diniyah, deputy head of infrastructure and HRD.

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