Education Administration in Improving the Quality of High School through School-Based Management

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Abstract

Saddened by this background, in the practical setting in senior high schools, there are still education providers who think that administration is not important. In reality, senior high schools in their implementation require Education Administration including collecting, recording, managing, sending, and storing. This requires an order of School Based Management (MBS). Education management requires good human resources for managing education. Efficiency and effectiveness of the implementation of educational operations in achieving educational goals. Based on research findings, the implementation of the SBM pillar implementation program in SMA runs according to management functions through planning, organizing to monitoring.

Keywords:
Education Administration and Education Management

The Ministry of Education and Culture of the Republic of Indonesia, defines education administration as all processes related to educational activities including directing, planning, coordinating, financing, reporting, to supervision in the context of covering education, while the scope of administration includes: collecting, recording, managing, sending, and storing and etc. The main task of an administrator is inseparable from the five scopes because it is the main task that needs to be carried out, in terms of finding and collecting information or information in detail and then saving it for the purpose of later using it if needed.

The purpose of educational administration is to increase the efficiency and effectiveness of operational implementation education in achieving educational goals. In particular, the administration of education in schools is to prepare the situation in schools so that education and teaching include communication, staffing, finance, supplies. Administration. And Public Relations. Going well. As for Administrative Elements. School is an organization where administrative activities are carried out, and according to Government Regulation No. 19 of 2005 states that education in Indonesia uses eight standards which are used as a reference in building and improving the quality of education. On this occasion, research is focused on Educational Administration in Improving the Quality of Senior High Schools through School-Based Management

Management in the world of education is one of the priorities to ensure the quality of education, so that the results can really be seen. But there are still many educational institutions that are still managing sober without good management. Good educational management is a visionary educational institution, starting from a clear mission for quality outcomes.

Therefore proper management becomes a necessity. Through its development, education management requires good human resources for managing education. Sadly, in a practical setting it is still an elusive thing. There are still many education providers who think that it is not important or less important. In fact, without good education management, it is certain that education will not proceed optimally, so the results are in line with the process carried out. effective and efficient.

The implementation of an optimal and measurable secondary education level is implementing management related to the empowerment of parts of the school which is the most appropriate alternative to create schools that are of high quality and have high excellence. Empowerment of each section is to provide broader autonomy in solving problems at school. Therefore, it is necessary to change policies in the field of education management so that the management of education management is more optimal in improving the quality of schools, one of which is by using school-based management. On this occasion, this research is limited and aims to obtain an overview and study about;

1 SBM Planning in SMA
2 Organizing (Organising) SBM in SMA
3 Controlling SBM in SMA

The above refers to Hendry Fayol which is translated by Sahroni (2012: 47) explaining the functions of management. Ardiansyah Dirjo et al, (2018: 3) regarding independence for schools and improving the quality of education based on national education policies.

Method

The method used in this writing is a qualitative descriptive method. Descriptive method with a qualitative approach. Data were obtained through observation, interviews and documentation studies with the application of school-based management in high schools.

Research Results

The results of the Research on the Implementation of School-Based Management follow the management function. Consists of Planning, Organizing and Controlling.

Planning function

Planning prioritizes program continuity as a follow-up to creating stability in teaching and learning activities in senior high schools. Schools make short-term plans every semester and yearly, because their activities are always changing. Planning includes activities to determine what to achieve, how to achieve, how long it will take to achieve these goals, how many personal people are needed and how much it will cost. The purpose of this plan is to help schools explain current and future school management, encourage and support community participation, encourage school-level decisions and encourage the achievement of provisions in planning and implementation. The following is planning that occurs in each management section according to interview results, from the principal of the 4 core management sections.

Financial planning

1 Preparation of the Medium Term Work Plan (RKJM), (Attached)
2 Preparation of Annual Work Plans (RKJM and RKJT), (Attachment)

The principles of preparation include: realistically/according to needs, referring to selected alternatives in accordance with the capabilities of school resources, compiling with all stakeholders taking into account the scope and means/volume of complex school activities, and considering flexibility/flexibility.

The school work plan has provisions:

(1)   approved by the school principal and known by the school committee,
(2)   disseminated to all school members,
(3)   includes all components of school activities,
(4)   pay attention to the principle of partnership, and
(5)   make clear provisions regarding work plans that lead to the improvement and development of school quality. organizing function2. Organizing Function

School organization is the level of ability of the principal along with teachers, education personnel and other personnel in the school to carry out all managerial activities to realize the planned results by determining targets, task

structure, authority and responsibility, the functions of each person proportionally according to their main tasks and functions so that implementation in accordance with the duties of various elements of the organization. Organizing also determines the necessary tools, allocates time, funds and school resources more proportionally.

According to the results of interviews with high school principals, the organizing activities carried out were: Organizing School Personnel The organizing activity by the principal is to create a school organizational structure, the division of Management in SMA Consists of:

A Headmaster
B School Committee
C Head of administration
D Head of Library
E Head of Laboratory
F Deputy Head of School (Academic, Sarpras, Student Affairs, Curriculum
G Deputy Head of School Staff (Academic, Sarpras, Student Affairs, Curriculum) Administrative Staff (Treasurer, B/J Procurement, Personnel Adm, Mail and Archive Adm, Dapodik, Caraka)
H Homeroom teacher
I Subject teachers

BK teacher Supervision function

Motivating in the school organization is stimulating teachers and other school personnel to carry out tasks with enthusiasm and good will to achieve goals with enthusiasm. In carrying out the mobilization function the principal plans ways to enable teachers, education personnel and other school personnel to regularly learn how well he or she has met specific school goals to improve school quality. According to the results of interviews with the Wakasek of each section in SMA.

Curriculum Section (Academic)

During the Academic Year movement activities carried out in the academic section:

1 Examination and signing of teaching preparations, analysis of subject matter and a collection of questions are carried out every day before the lesson begins.
2 Supervise the ongoing process of teaching and learning carried out every day.

3 The Flag Ceremony is held every Monday with officers taking turns. The Flag Lowering Ceremony is held every Monday which is attended by Class I, II and III students.
4 Regulate the implementation of PTS.
5 Carry out End of Semester Deuteronomy
6 Completion of the odd semester education report book
7 Submission of educational report books for odd semesters
8 Preparation of school examination implementation plans
9 Implementation of School Final Examinations
10 Evaluating the implementation of teaching and learning activities for the 2010/2011 academic year.
11 Carrying out the class promotion ceremony will be carried out by submitting the second semester education report book and diploma
12 Make a year-end report on learning. In planning and developing an assessment or evaluation system the teacher examines the curriculum by reading and understanding it and then discussing it with teachers who care for the same subject. This discussion is intended to avoid different interpretations of the competency standards in the syllabus, so that indicators of learning success can represent expected bills (cognitive, affective, or psychomotor). b. Student Section. During the Academic Year the activities carried out in the student section are:
13 Development of OSN and O2SN students
14 Introduction to the school
15 Grouping students
16 Implementation of the learning process
17 Development of student character, Academic and Achievement,

Facilities and Infrastructure Section

During the Academic Year the activities carried out in the facilities and infrastructure section are carrying out activities that have been programmed at the beginning according to the RAB that has been made. The results of interviews and observations of the implementation of facilities and infrastructure management in SMA obtained the scope of facilities and infrastructure, namely: needs analysis, planning, procurement, utilization,

care and maintenance.

School infrastructure includes: Principal's Room, Teacher's Room, Classroom, Library, Place of Worship, UKS Room, PTK Toilet, Student Toilet, Yard, Warehouse, Clean Water Source, and Electrical Installation. The school's location is: safe, comfortable, easy to access, and in a residential area. Maintenance is done by:

1 pay attention to the school calendar,
2 carried out on a scale/routine/scheduled basis and at any time if urgently needed,
3 pay attention to the categories of maintenance, checking, minor repairs and heavy repairs,
4 maintenance of electronic facilities and infrastructure is carried out with appropriate spare parts, and
5 replacements of spare parts with new program or tool specifications so as not to be left behind. Building communication through various channels. Collaborative relationships are carried out with: community leaders, religious leaders, parents of students, class associations, community organizations, and the local government.

Public Relations

During the Academic Year the activities carried out in the public relations section are carrying out activities that have been programmed at the beginning according to the RAB that has been made. Implementation cooperation with the government in the context of program advocacy

Supervision functionSupervision is defined as one of the activities to find out the reality of public high school personal behavior and the level of achievement of educational goals as desired, the decline from the results of supervision is then made improvements to the high school. Supervision includes checks carried out when the SMA is running according to plans made, instructions issued and principles established. (Sagala, 2007: 56-65). There is internal and external supervision, and (stakeholders) so that school programs are effective and efficient. The supervisory function is carried out by the principal by

holding SUPAK (Academic Supervision) activities. This academic supervision activity is a supervisory activity for all activities in high school.

Academic Supervision activities include:

Planning

This activity makes a list of educators and educational staff and their supervisors. Make supervision schedule and provide assessment instruments.

1 Collect data through class visits, private meetings or staff meetings,
2 Processing data by correcting the correctness of the collected data,
3 Classify data according to problem areas,
4 Draw conclusions about the target problem according to the actual situation, 5. Determine the right technique used to improve or enhance professionalism Educator.

Evaluation

Evaluation activities carried out are activities to review the success of the process and results of the implementation of supervision. The evaluation is carried out comprehensively. The supervision evaluation target is addressed to everyone involved in the supervision implementation process. The results of the supervision evaluation will be used as a guideline for preparing the next planning program.

Follow Up

The form of follow-up is carried out coaching activities.

Conclusion

Implementation of the SBM pillar in high schools can be concluded that administration in curriculum and learning management has been carried out as well as management of students management of educators and education staff (PTK), management of facilities and infrastructure management of financing implemented, management of school relations with the community (Humas) management of culture and environment schools, and management documents that need to be completed are student management,

PTK, public relations and culture and environment in each school. Based on the research findings, in order to achieve ideal and good conditions, the implementation of the SBM pillar implementation program in SMA goes according to the Management Functions.

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