

**THE IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT**  
**ON HINDU EDUCATIONAL INSTITUTION**  
**CASE STUDY AT JUNIOR HIGH SCHOOL OF TOURISM**  
**KERTYA MATARAM**

**Gusti Ngurah Ketut Putera \***

**Abstract**

Descriptively, this study will try to discuss three problems, they are the reason why Junior High School of Tourism Kertya Mataram implements school-based management, its supporting factors and inhibitors of school-based management, and the implications of school-based management of the quality of education in that institution. The results showed that providing the necessity of school autonomy means Junior High School of Tourism Kertya Mataram has full authority in the implementation of school-based management. The supporting factor is the people's desire to advance their education is considered very strong. The inhibitors can come from teachers, students, family, and the surrounding community. Barriers are caused by deficiencies, either shortage of teachers, lack of school facilities, and management. Another common impediment is the lack of knowledge of the various parties about how School-Based Management (SBM) works its best. The implication of the implementation of school-based management lies in the relationship between the institution and the community, it is that the institution and the community have been synergized to build education at Junior High School of Tourism Kertya Mataram. In essence, school-based management is a vital tool that plays an important role in fostering and developing the growth of students at Junior High School of Tourism Kertya Mataram.

**Keywords: school-based management, Hindu educational institution**

---

**\* The Lecturer of Dharma Acarya Faculty, STAHN Gde Pudja Mataram**

## INTRODUCTION

School is a formal educational institution whose operations are regulated in the organization's management system. Schools are classified in a management system because, in schools, there are a number of people who work together in order to achieve educational goals. The purpose of national education is defined in Law Number 20, 2003. In chapter II, article 3 stated: "Education aims for the development of the potential of learners to be a human being who believes and cautious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen." To achieve the educational objectives as required by the law, the government regulates the curriculum, including the school management system from centralized to decentralized. These all are done solely to improve the quality and grade of education in the country (Indonesia). The Government Regulation (PP) No. 25, the Year 1999 on Regional Autonomy (Otda) brings good news to the education space, especially in the formal education environment. It is said that with the issuance of the regulation, the regions are given the authority to manage the education budget optimally, while the center only prepares a budget allocation of 20% of the total State Revenue and Expenditure Budget (APBN). Basically, the school is an organization, meaning in it there is a group of people who work together in order to achieve the goals of institutions (institutions).

The Regional Autonomy Law automatically authorizes and the maximum responsibility for the regions to regulate the management system of education management in the region. School-based management system (SBM) became one of the options implemented by the region in managing school activities so that schools throughout the country have a relatively equal quality standard. With the school-based management system (SBM), schools are given the opportunity to manage their household budgets, which are adjusted to the needs and challenges or constraints faced by each school, to be addressed. This is important because the one who knows best and understands the school situation and condition is the school itself. The achievement of the goals of a large educational institution is determined by the management of its education's management system. As it is known that the principle of a management are in planning, organizing, actuating, and controlling. These four sections on which management is based are dependent on each other in their entirety. School-based management (MBS) is to provide

flexibility to the school organization to manage its household optimally in managing its school management from input, process and output management, material and nonmaterial.

With the implementation of school-based management (MBS), school organization (institution) wants to demonstrate the transparency of the school's management. With the implementation of SBM, it is expected that the interest and public's attention, especially in engaging Hindu people will increase and put their trusts into Junior High School of Tourism KertyaMataram. Conceptually, school-based management provides direct responsibility to schools to find new breakthroughs in achieving educational objectives, both nationally and institutionally, through operational elaboration in fieldwork activities (KKL) that are defined and implied in school vision and mission. Junior High School of Tourism KertyaMataram with the headmaster and all of the organizational supports should always work with the Foundation Dharma Laksana to conduct some studies on the institution's strengths, weaknesses, opportunities that can be achieved, and the challenge is faced and what might happen (threat). In this way, the educational institution will be able to make the plan (s) in forecasting their management to be more accurate. In reality, the application of SBM at Junior High School of Tourism KertyaMataram which is managed by Dharma Laksana Foundation with Hindu nuance seems to still experience many obstacles. Thus, the concepts of school-based management are not implemented optimally. This phenomenon becomes unique and interesting to be observed.

To get a more definitive and measurable picture of the gap in the implementation of school-based management (SBM) at Junior High School of Tourism KertyaMataram, the researcher is interesting to put this case into a deep study with the topic "The Implementation of School-Based Management On Hindu Educational Institution; Case Study at Junior High School of Tourism KertyaMataram."

## **DISCUSSION**

The purpose of a large educational institution is determined by the management of its education management system. As it is known that the principle of a school management in achieving the goals of education lies in the system of planning, organizing, actuating, and controlling as a detail of success. Creating an effective school is very important so that the students can achieve

good achievements and the teachers can show their best works. Effective and disciplined schools where the citizens of the school are free from fear, conducive to learning and positive inter-school relationships. Effective schools provide a clean and secure physical environment (building, classroom, yard). Junior High School of Tourism Kertya Mataram is an educational institution that leads someone into a regular and systematic thinking flow. In the sense of education, it is a conscious and planned effort to create an atmosphere of learning and learning process so that the learners (students) actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and hard and soft skills for themselves, society, nation, and State, (Sisdiknas No 20, 2003). In the implementation of an educational institution, it is often confronted with the problems of learning systems, ranging from preparation of facilities and infrastructure, materials, goals, even to the preparation process. The implementation of school-based management program (MBS) is apparently not wasted by Junior High School of Tourism Kertya Mataram because it is already decentralized and autonomous education. With all its limitations, the program is still run as an option to organize school management so as to achieve the expected school goals. The educational process is not a factory. This means that when the button is pushed, then the process will run regularly as programmed. Education is a process that involves the interaction between various inputs and various environments (Zaambroni, 2000 in Subakir 2001: 2).

The birth of Law Number 22/1999 yunto Law no. 32, 2004 on Regional Autonomy, based on decentralization and educational autonomy will at least reduce the central grip on schools. In other words, schools can more freely organize everything that happens in school. Decentralization means that educational control holders at the grassroots level will have an extraordinary role. The efforts in building education with decentralization will create an effective school so that the students will be able to achieve superior performance. Effective schools in the learning process through discipline way are schools whose citizens are free from discomfort, conducive to learning, and can connect to positive school-goers.

The birth of regional autonomy and school autonomy is the right concept to improve the quality of education quality and equality of education. This autonomy concept encourages schools, both public and private ones to compete to be the best through the management of school-based

management. Junior High School of Tourism KertyaMataram which is co-managed by Hindu foundation institution is welcoming this program very well. It means that all of the power and effort will be implemented to organize school management in order to compete with other ones. If it is interpreted generally, school-based management does not only revolve around educational matters, but the government gives flexibility to the management of educational institutions to manage their own households, among in terms of infrastructure, human resources, and operational implementation of education. At the school level, the government also gave the school the freedom to organize and implement a broad range of policies with school-based management systems (school-based management). This policy is given in order to improve the quality of education in the country in order to compete with the developed countries.

Autonomy in schools demands a more conducive management approach in schools to accommodate all wishes and empower the various components of society as stakeholders effectively and efficiently. According to this matter, the institution organizer included the headmaster of the school itself must understand the three basic leadership abilities beyond the administrative aspects. They are (1) managerial skills in relation to the chief officer, (2) the ability in finding sources of funds that will ensure the implementation of operational education in sense of business, and (3) understanding of education (education). These are very necessary because in the principle of position, the school's headmaster as the educator, sense of education. The education management is the process of structuring or managing educational institutions that involve all human resources of Junior High School of Tourism KertyaMataram. In this case, all human resources move with the aim to achieve the goal of education effectively and efficiently. The implications of certain management are interrelated in forming a unified system for improving education. The implication of education management process at Junior High School of Tourism KertyaMataram is supposed to put student values within. In addition, it also builds optimal human resources, such as the emphasis on quality improvement and student empowerment. Improved management of the quality of education is not a light task because it is not only related to tennis management, but also includes difficult and complex issues. Therefore, it demands a better management of education at Junior High School of Tourism KertyaMataram. The implications of educational institutions from Junior High School of Tourism KertyaMataram is a management process which is tried to giving an assignment and supervision to the

employees and teachers at Junior High School of Tourism KertyaMataram. In addition, it is also the division of tasks and responsibilities, either vertically or horizontally. However, everything is inseparable from the implementation of school-based management to achieve school goals. The implementation of school management is a process. The division of tasks and work is a basis of the school organization in accordance with the structure adopted, meaning whether it is staff, employees, teachers, or headmaster. The division of work at school to the citizens of the school will result in regulatory procedures, or conditions, and factors related to the organization of the school. All that is needed to organize the planning. School organizations are wanted efficiently with various dimensions. The school organization requires a working relationship in accordance with the division of labor with all responsibilities.

Basically, organizing Junior High School of Tourism KertyaMataram is a process of division of labor vertically and horizontally. The division of vertical labor is based on the determination of power lines by the principal and determinants of the levels that make up the organization upright. In addition, it also facilitates the flow of communication in advancing education at Junior High School of Tourism KertyaMatara. School relations with the community is essentially a great tool to play a role in fostering and developing the growth of learners in school. In this case, the school as a social system which is an integral part of the larger social system, it is the society. Therefore, the school is obliged to provide information about the goals, programs, needs, and conditions of society. Instead, schools need to know clearly what the needs, hopes, and expectations of society are, especially for schools. Thus, between school and community should be fostered a harmonious relationship.

School relationships with the community aim at (1) promoting the quality of learning in child growth, (2) strengthening the objectives and improving the quality of life and livelihoods of the community, and (3) encouraging communities in Mataram to connect with schools. To realize these goals, many ways can be done by Junior High School of Tourism KertyaMataram in attracting community sympathy towards school and become a harmonious relationship between school and community. This can be done by letting the community knows about school programs. If Junior High School of Tourism KertyaMataram's relation with the surrounding community runs well, the sense of responsibility and participation of the surrounding community

to advance the school will be good and very strong. In order to create a good relationship and cooperation between Junior High School of Tourism KertyaMataram and the community, the people need to know the school they concerned with. The condition and description of the condition of the school can be informed to the community through reports to parents, such as monthly reports, newspapers, school exhibitions, open houses, school visits, and electronic media.

A good principal is one of the keys to being able to create good relationships and school with society effectively. This is so because it has to pay attention to what happens to learners in school and what parents think about school. Principals are required to constantly strive to foster and improve good working relationships between schools and communities to realize effective and efficient schools. Harmonious relationship with the school's headmaster, teachers and students, teachers with teachers, and the school with the community will establish (1) mutual understanding between schools, parents, the community and other agencies in Mataram; (2) helping each other between school and community because they know the benefits of the meaning and importance of each role. (3) the close cooperation between the parties and various school in the community, in addition, they feel partly responsible for the success of education in schools.

## **CONCLUSION**

Formal educational institutions are often confronted with problems related to learning, ranging from the preparation of facilities and infrastructure, learning materials, goals, even to the preparation process. Implementation of school-based management programs apparently not wasted by Junior High School of Tourism KertyaMataram. This means that with all the institution's limitations, the program is still run as an option to organize school management in achieving school progress to achieve educational goals.

School-based management to advance school education at Junior High School of Tourism KertyaMataram is conducted for various reasons. The reasons are as follows.1) Creating JuniorWisata High School of Tourism KertyaMataram to be an effective school. The creation of



an effective school by the citizens of the school is a convenience school to advance education at Junior High School of Tourism KertyaMataram.

Factors affecting the school's comfort or climate are relationships among schools, interactions among school people, mutual trust, and mutual respect between school and community members; 2) security, sense of comfort, and discipline are requirements of Junior High School of Tourism KertyaMataram. Security, comfort, and discipline in schools need to be created so that the students at Junior High School of Tourism KertyaMataram can learn in a conducive manner. In this case not only learn academic skills but also train students to achieve non-academic things that are also very important in their life. These all can be done through efforts to prevent violence in schools and realize the characteristics of schools so that schools can compete in achieving achievement; 3) identify school comparative advantages. Junior High School of Tourism KertyaMataram must have a feat worthy to be proud of and acknowledged by the school and community. Comparative advantage emphasizes the advantages associated with the resources provided at Junior High School of Tourism KertyaMataram. The use of resources needs to be accompanied by the effort to build buildings of Junior High School of Tourism KertyaMataram which is already available; 4) school community cooperation by promoting education through the implementation of management.

The implementation of the overall SBM (School-Based Management) at Junior High School of Tourism KertyaMataram has established by school team as an evaluation. The team is made up of principals and educators, committees, and classrooms. Principal management means that the headmaster is the key in shaping school culture, driving school management to achieve educational goals. In addition, curriculum management is also implemented throughout the process of planning, organizing, actuating, and controlling the curriculum to achieve the goal of education with the emphasis on efforts to improve the quality of learning. In terms of education management, curriculum management is one of the most vital management substances.

People's desire to advance education is very strong but in the process of implementation, the school community's help as an internal support is highly needed for sure, so that the implementation of management can run well. Supporting SBM internally includes (1) the



motivation of parents to send their children to Junior High School of Tourism KertyaMataram, (2) school partnership with foundations, (3) school authority and autonomy, (4) school facilities, (5) training for school community, and (6) communities outside of Junior High School of Tourism KertyaMataram.

## REFERENCES

- Abdullah, Ghani. 2008. *The Relation Between School Based Management and Principals Effective School towards School Improvement*. Journal of UniversitiSains Malaysia: School of Educational Studies.
- Abu Duhou, I. 2002. *ManajemenBerbasisSekolah*. Translation of NoryaminAini, and co-workers. Jakarta: Logos.
- Agus Dharma, 2003. *ManajemenBerbasisSekolahBelajardaripengalaman orang lain*. PublicatorRosdaKarya.
- Akinola, O. B. 2012. *School Based Management Committees: The Nigerian Experience*. The International Journal of Learning, Volume 16, Issue 8.
- Ali Idrus, co-workers. 2009.*ManajemenBerbasisSekolahdanKonseptualisasi*.Selaras Malang JawaTimur.
- Amrin, 2013. *KonsepManajemenMutuPendidikanSekolahDasardanMenengah*,Jakarta: Rineka Cipta.
- Bungin, B. 2001 *Metodologi Penelitian Kualitatif*. Jakarta: PT. Raja Grafindo Persada.
- Bungin, B. 2006. *MetodologiPenelitianKualitatif: AktualisasiMetodologiskeArahRagam Varian Kontemporer*. Jakarta: PT Raja GrafindoPersada.
- DepartemenPendidikan Nasional. 2001. *ManajemenPeningkatanMutuBerbasisSekolah*. Jakarta: DepdiknasDirektoratJenderalPendidikanDasardanMenengah, DirektoratSekolahLanjutan Tingkat Pertama.
- Kamarudin. Co-workers. 2002. *AplikasiManejemanPeningkatanMutuBerbasisSekolahdalamKinerjaSekolah*. PublicatorRosdaKarya
- Maddatuang. 2012. *PenerapanManajemenBerbasisSekolahSebagaiManifestasiOtonomiPendidikan*. Makassar: UniversitasNegeri Makassar.
- Miles, M.B dan Huberman, A.M. 1992. *Analisis Data Kualitatif: BukuSumberTentangMetode-MetodeBaru*. Translated by Tjetjep R.R. Jakarta: UI Press.
- Moleong, L, J. 1997. *MetodologiPenelitianKualitatif*. Bandung PT RosdaKarya.
- Moleong, L, J. 2004. *Metodelogi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya.

Suparlan. 2007. *Manajemen Berbasis Sekolah Perspektif Dewan Pendidikan Kalangan Modern*. The thesis was not published at Negeri Malang University Jawa Timur.

Suparno, SJ, Paul dkk. 2002. *Reformasi Pendidikan: Sebuah Rekomendasi*. Yogyakarta: Publicator Kanisius.