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School-Based Management From the Viewpoint of the Principal's Leadership ***(Study at State Vocational School 1 Bone)***

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ABSTRACT

Principal leadership in school-based management (SBM) is the principal's ability to influence and mobilize all existing resources in school management activities. This research is a qualitative descriptive study that aims to determine the leadership of the Principal in terms of School-Based Management (SBM) at SMKN 1 Bone. To achieve this goal, the researchers identified seven informants, namely school headmaster, teachers, administrative staff, students, and the community. Data collection was carried out through interviews, observation, and documentation techniques, and data analysis techniques in this study were data reduction, data presentation, and drawing conclusions. Based on the results of this study, it shows that the principal's leadership in terms of school-based management (SBM) at SMKN 1 Bone has been carried out well based on the research focus, namely in terms of six indicators of effective principal leadership in school-based management that the principal is able to empower teachers -teachers to carry out the learning process properly, smoothly and productively, headmaster can complete assignments and work according to a predetermined time, headmaster are able to establish harmonious relationships with the community so that they can involve them actively in order to realize school and educational goals, the principal succeeded in applying leadership principles that were in accordance with the maturity level of teachers and other employees in the school, the principal was able to work with the school management team, the principal had succeeded in realizing school goals productively in accordance with predetermined provisions.

Keywords: *Leadership, school based management*

1. INTRODUCTION

Education is an important element in one's life, as well as a strategic facets of a country. Due to the compound, dynamic, and contextual characteristics of education, education is not an ease or simple thing to discuss. The hassle of this education describe that education is a serious endeavor because it engage aspects of cognitive, affective, and skills that will form a person as a overall to become a complete human being.

Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the Education System in Indonesia, it is emphasized that education is a conscious and slated attempt to invent a learning setting so that learners enterprisinf grow their potential to have faiths spiritual strength, self-control, personable, wit, stance, social skills and skills necessary for himself, public, country and state, [1]

National Education itself has undergone several fundamental changes, especially since the reformation began. One of the changes that have occurred is the shift in the governance system from centralized to decentralized, which is then known as regional autonomy. Based [2] "Local autonomy is the right, powers, and duty of an autonomous territory to arrange and governance its own authorities matters and the sake of the local society within the system of the Oneness Nations of the Republic of Indonesia. This means that a region is provided the previlages and powers to manage its own area, both in terms of existing resources and in the field of education. The decentralized of education focused on provide futhert powers at the school level to increase the quality of education [3] explained that "the implication of the decentralization of education managing is that more power is provided to regency and

cities to manage education according to the potential and needs of the region." This form of school autonomy, in educational management terms, is called school-based management

As defined [4] in his book, namely, school-based management is one of the approach utilized in school management which is fundamentally the supply of spacious chance to schools in school management. Schools are provided broader authority to schools in managing schools independently according to school conditions. Educational management activities from arrangements and exercise to assessment, are mostly destined by schools. Thus it is hoped that schools will be can to expand themselves in appropriate with the potential of the school and the demands of the community environment.

Furthermore [4] also defines that school-based management appears as an alternate to a new paradigm of education management that features autonomous to schools to define school policy in order to increase the quality, efficiency, and evenness of education in order to hold the craving of schools, society and government. Parental participation, increasing teacher professionalism, and fostering a conducive atmosphere in the learning process are attempts to increase school quality. Increased efficiency can be seen through the flexibility in managing existing resources in schools, while educational equity can be seen through upgrade society participate in the practices of education in schools.

The implementation of SBM itself is contained in Law Number 20 of 2003 concerning the National Education System article 51 which reads: "Management of early childhood, basic education and secondary education units is centered on service standards with the principle of school-based management."

The implementation of SBM requires the supported of a skillfully and eligibility manpower in order to produce more prolific work motivation and empower local regional authorities, shorten the system and remove overlap bureaucracy. Community participation is also required to better understand, assist, and control the management of education.

According to [5] the principal as one of the stakeholders has a vital role in implementing SBM in a school. This is because a school principal is a leader and manager at the school level unit as an educational institution. Furthermore, [6] The principal is educators who is provided the duty of led a school and must have know-how of leadership, and arrangements , and a spacious view of education and the school he leads. As managers, school headmaster are required to improve the learning process by supervising, coaching, and providing positive advice and solutions to teachers and other education personnel. As a leader, the principal must be able to direct all of his educational staff to work jointly in reach learning purpose in accordance with national education goals, encouraging the emergence of

a robust will and beliefs in teachers, employees, and students in execute their concerned task.

Headmaster leadership is any of the driving factors for schools in aware the school's mission, vision and purpose through activities that are implemented in a slated and staged ways, [7], [8]. Thus, school headmaster are needed for having strong management and leadership skills in order to be able to make decisions and make efforts to improve school quality. The success of implementing SBM is influenced by the ability and leadership quality of school headmaster in spurring teacher performance, empowering staff, preparing learning facilities, and building community participation to jointly create quality and accountable schools.

According to [4] the most vital thing in the implementation of school-based management (SBM) is the management of the parts of the school itself. There are at ultimate seven school part that must be maintained true within the skeleton of SBM, namely: curricular and teaching programs, educational staff, student matters, treasury, educational facilities, and infrastructure, management of school and society relations, and management of special services for educational institutions.

The headmaster is the direct force, the deciding of the towards of school policy which will specify how the purpose of the school and education, in general, are realized. In order for SBM as a new educational paradigm to offers satisfy outcome, school headmaster are needed to hold improve performance effectiveness by making every effort to achieve SBM implementation in their schools to reach educational purpose effectively and streamlined. Effective school headmaster leadership in SBM can be seen based on the following criteria: 1) Being can to empower teachers to bring out the learning process properly, current, and prolific; 2) Can complete duty and work in appropriate with a predetermined time; 3) Being can to build harmonious relationships with the soiety so that they can be current involved in aware school and educational purpose; 4) Successfully applying leadership principles in accordance with the level of maturity of teachers and other staff at school; 5) Work with the management team, as well as; 6) Successfully realize school purpose prolific in match with specified conditions.

The implementation of SBM will take place effectively and efficiently if it is powered by professional human resources in managing and operating schools, sufficient funds to pay staff and other education personnel according to their functions, adequate facilities and infrastructure, and community support, in this case, parents. high students.

Starting from the above, and based on initial observations made in early February 2023, various problems were found related to the implementation of SBM including Facilities and infrastructure that are still lacking, these facilities and infrastructure function as

supports in optimizing the learning process; a balance between work demands and the welfare of teaching staff in this case regarding the budget and financing; , there is still a lack of understanding of educators, students, staff, and the community regarding school-based management (SBM).

2. METHOD

This research was devised to construct a new concept and empirical research model to maximize the role of school headmaster in implementing school-based management. To bridge this, this research establishes a new concept, which is based on aspects of increasing the role of school headmaster based on empirical studies. The research approach used is a quantitative approach using descriptive analysis [9].

The focus of this research is 1) Being able to empower teachers to implement the learning process well, current, and prolific; 2) Can fully duty and work in match with a predetermined time; 3) Being able to build harmonious relationships with the society so that they can be actively implicated in realizing school and education purpose; 4) Successfully applying leadership headmaster in appropriate with the rate of maturity of teachers and other staff at school; 5) Work with the management team, as well as; 6) Successfully aware school purpose prolific in accordance with predetermined provisions.

The data sources in this study were secondary data sources and primary data sources with research informants, namely school headmaster, teachers, students, administrative staff, and the community (representatives of students' parents). Data collection techniques used are questionnaires, observation, and in-depth interviews, [10]. While the data analysis technique, namely using percentage analysis by presenting each statement to determine the level of the role of the school headmaster.

3. RESULT AND DISCUSSION

Based on the results of research through observation, interviews, and documentation, it is known that the principal's leadership in school-based management (SBM) at SMKN 1 Bone is analyzed based on the theory described in the previous chapter. The following is a discussion of effective principal leadership in school-based management (SBM) at SMKN 1 Bone, namely:

3.1 Able to Empower Teachers

Empowering teachers is a process of improving the abilities and skills of teachers to be able to assess and make judgments regarding whether or not their way of teaching is good or not, able to make their own decree, and able to resolve problems encountered, [11]. The plays of the teacher is very important in relation to the

teaching and learning process. Without a teacher, students will not be able to know and master learning materials or materials, so the principal as a manager should provide opportunities for every teacher and involve teachers in teacher empowerment activities.

According to [6], [11], [12] that empowering teachers in relation to school principal leadership can be seen by involving teachers in decision-making activities, sharing information, listening to and receiving teachers' opinions regarding school management, guiding, directing, as well as being listeners and helpers to problems faced by teachers both in the learning process teaching and in requirement of managing other components of the school.

Based on the findings in the field, school headmaster are can to empower teachers to imolement the learning process well, current, and productively. Where the headmaster offers space for teachers to improve their skills and become competent teachers in their field, as well as maximizing the teacher's teaching hours that must be fulfilled.

In addition, school headmaster also involve teachers in making decisions, and share information about school management or school management in work meetings conductor at the early of each year or other semi-official meetings such as talking in the teachers' room during recess. The principal also directs and provides guidance, suggestions, and positive solutions to teachers if anyone feels difficulties in the teaching and learning process in the classroom or other difficulties related to the school. For example, if there is a teacher who rarely or never attends again, then the principal will be summoned and asked how clear it is, what the obstacles faced, or do you already have another job and want to quit school so that the school can find a replacement so that all the needs at school can be met? fulfilled.

The involvement of teachers in this decision-making will affect the quality and quantity of teachers in implement their tasks because teachers will feel that they are part of the school which cannot be separated, needed, and valued,[11]. This is in line with opinion [13] that school headmaster are required to provide guidance, coordinate activities, exercise control or supervision, and provide guidance so that each member or subordinate gets a reasonable assignment under the burden and results of joint efforts. Furthermore, based on research findings, the principal is also responsible for providing all support, equipment, facilities, various regulations, and an atmosphere that supports activities so that teachers, staff, and students carry out tasks with full awareness.

3.2 Able to carry out tasks

The headmaster as a leader has an essential role in influencing and directing the school community, [8], and is responsible for all the implementation of educational course in the school environment he leads. To carry out the role of the principal properly, good

leadership skills are also needed. The principal's leadership relates to the duties and functions that must be performed by the headmaster in manifest an effective, productive, self-sufficient, and responsible school, [14].

[15] explained that there are at least nine indicators for the duties and functions of the principal which are translated into the acronym EMASLIMEF, namely the principal as an Educator, Manager, Administrator, Supervisor, Leader, Innovator, Motivator, Entrepreneur, and Formal Official.

Based on the result in the field, the headmaster is able to complete assignments and work within the allocated time. Where the principal carries out his tasks and functions as an educator as well as a manager, namely teaching in class, guiding teachers, guiding students, and guiding education staff in increase the quality of learning by involving teachers in upgrading and training to broaden teachers' insights as an effort to increase teacher achievements. One of the teacher competency development programs is the MGMP (Subject Teacher Consultation) activity).

[11], [14] that the principal carries out his duties and functions as a supervisor by coaching or supervising teachers to improve teacher professionalism by going around to classes and the surrounding school environment as a preventive measure to prevent deviant behavior.

Another task and function of the school principal is as a motivator which is also carried out well by always providing support or motivation for school members, students, teachers, or other education personnel. The principal is able to carry out his duties and functions as an educator as well as a leader. The principal's job as an educator must always strive to be a role model. Every action taken can be an example, not only in terms of educating but also in terms of discipline.

This is in line with Mulyasa's opinion that there are at least ten keys to successful school principal leadership which include a complete vision, responsibility, exemplary, providing the best service, developing people, fostering a sense of unity and oneness, focusing on students, management that prioritizes practice, adapting leadership styles, and harness the power of expertise.

3.3 Able to Communicate

Communication is a very important tool in a school organization because it is a means of directing and exchanging information so that a common understanding is formed in understanding the goals, vision, and mission of the school, [16].

Communication as a tool for interaction between school headmaster and their subordinates, where this interaction is intended to influence the attitudes and behavior of teachers, students, and other education personnel and align meaning in carrying out the learning process. There are two forms of communication in the

school environment, namely internal communication and external communication, [17].

This external communication is carried out by schools with the community or stakeholders which is a means for schools to establish harmonious relationships. In order for communication to continue to run well, the school always provides a forum by holding regular meetings to exchange ideas, constructive criticism, and suggestions for achieving school goals. The community has an important role in the growth of the school. The community referred to here is all parties around the school environment, [17].

Based on the findings in the field, school headmaster are able to establish harmonious relationships with the community so that they can actively involve them in realizing school and educational goals. Where the principal establishes a form of cooperation between the school and the business or industrial world, government agencies, and other institutions by dispatching students to carry out fieldwork practices, inviting community leaders or speakers related to the activities held to become speakers or resource persons.

Another effort being made is to hold regular meetings to socialize the vision and mission of the school, and the facilities and conditions of the school so as to foster understanding and support from the community. Activities like these can strengthen the relationship between the school and the community.

The school's relationship with the community, in this case, the parents/guardians of students, is established by inviting parents/guardians of students to discuss if there is a change in the behavior of the student concerned. For example, there are students who always say rude. In addition, a real form of relationship is financial assistance (SPP) to support school programs. This is in line with the opinion [18] that the principal must have good skills in communicating, namely the ability to relate the relationship between language, understanding, thinking and behavior.

[19] also argues that school headmaster must have the ability to capture information from other parties. In addition, [4] stated that the cooperative relationship between the school and parents/guardians of students aims to help each other and complement each other, prevent bad actions, jointly make good plans for the child, and financial or in-kind assistance. goods.

3.4 Applying Leadership Style

Leadership style is a pattern of conduct, traits and skills of a typical leader when influencing his subordinates, [20]. The form of the leadership style of a leader, in this case, the principal, can be seen in how the leader acts in influencing the school community. Theoretically, there are many known leadership styles, but which is the best leadership style is not easy to determine, [21].

Based on the findings in the field, the school headmaster has succeeded in implementing his

leadership headmaster in appropriate with the ripeness level of the teachers and other staff at the school. The leadership style applied by the principal is a participative and supportive style. Where every decision to be taken by the principal always involves his subordinates, in this case, teachers and other education personnel, asking for suggestions and opinions which will then be considered according to the circumstances and conditions that occur. Always explains the problems that occur, and is open and ready to listen, guide and provide support to his subordinates. Headmaster must be able to adapt to all situations and conditions.

The attitude of the school principal as a leader depends on how the situation occurs, be firm if needed to be firm and also be gentle or slow if needed to be gentle, so that teachers or residents in the school can feel comfortable so they can optimize their abilities in the work process will be done. This is in line with Barnes' opinion that school headmaster must have the ability to determine when the time is right to apply various powers. In addition, Mulyasa argues that according to situational leadership theory, leadership style will be effective if it is adjusted to the maturity level of the subordinates.

3.5 Work With Management Team

Every aspect of life has activities and goals that require management, as well as in school organizations. The management team, in this case, school management, is an events that is conducted effectively and efficiently by empowering all human and other resources in the school to increase school performance in reach school purpose and educational goals. The management of school components consists of seven components, namely curriculum and teaching programs, educational staff, student affairs, finance, educational facilities, and infrastructure, management of school relations with the community, and management of special services for educational institutions.

Based on the findings in the field, the principal works with the management team. Where the principal distributes job desks to the school management team and each is responsible according to the duties and positions held. The school principal holds a meeting for the preparation of the curriculum which involves all relevant school parties and then asks them to provide input or constructive criticism so that the formulated curriculum can become a complete and ideal curriculum as a guide for schools to carry out the teaching and learning process in one year.

The research findings above are in line with the opinion [11] that the headmaster's leadership is the capabilities of a functional teacher who is provided the duty of prominent a school to mobilize all existing resources in a school so that they can be exploited optimally to reach the purpose set. Besides that, [22] also argues that the headmaster is a professional authorized in the school organization who is in liable of

managing all organizational resources and working with teachers in educating students to reach educational purpose.

3.6 Work From Set Plans and Goals

The headmaster is the driving force and determinant of the towards of school policy which determines how school goals and educational goals, in general, can be aware. The principal has an essential role in reach school goals and is responsible for organizing all educational activities within the school environment he leads. School success is the success of the principal in achieving school goals, in this case, the school's vision and mission.

Based on the findings in the field, the school principal succeeded in realizing the school's objectives productively in accordance with the provisions that had been set. Where the principal succeeds in realizing the school's goals, in this case, the school's vision and mission, namely carrying out vocational education and training and developing cooperation with the business world or the industrial world, government agencies, and related institutions to carry out field practice.

This success is inseparable from how school headmaster, teachers, and other education personnel plan programs that lead to the achievement of the school's vision and mission goals. This is in line with the opinion [15] that school success is the success of the principal. Therefore, school headmaster need to have the competencies required in order to realize the vision and mission of their school. To carry out the vision and mission of education at the education unit level, it is necessary to be supported by the ability of the principal who is reliable in carrying out his functions and roles.

4. CONCLUSION

Based on the results of research that has been conducted regarding the leadership of school headmaster in implementing school-based management (SBM) at SMKN 1 Bone, it can be concluded that: 1) Headmaster are able to empower teachers to carry out the learning process properly, smoothly, and productively; 2) The principal can complete assignments and work within a predetermined time; 3) The school principal is able to establish harmonious relationships with the community so that they can actively involve them in the context of realizing school and educational goals; 4) The school principal has succeeded in applying leadership principles that are in accordance with the maturity level of teachers and other employees in the school; 5) The principal works with the management team; and 6) The school principal succeeds in realizing school goals productively in accordance with predetermined provisions.

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