

# Implementation of School-Based Management in Improving the-Quality of Education at SMK Negeri 1 Siatas Barita North- Tapanuli District

Meliana Br Gultom<sup>1</sup>, Syawal Gultom,<sup>2</sup> Aman Simaremare<sup>3</sup>.

[gultommeliana18@gmail.com](mailto:gultommeliana18@gmail.com)<sup>1</sup>.

[Administrasi Pendidikan, Program Pascasarjana, Universitas Negeri Medan](#)<sup>1</sup>

**Abstract.** The purpose of this study is to describe and explain the implementation of School-Based Management in Improving the Quality of Education at SMK Negeri 1 Siatas Barita with a focus on; a) know the curriculum and teaching management process, b) the education staff management process, c) the student management process, d) the financial and financing management process, e) the facility and infrastructure management process, f) the school and community relations management process, g) The problems that occur in the implementation of School-Based Management at SMK Negeri 1 Siatas Barita The impacts of implementing School Based Management at SMK Negeri 1 Siatas Barita are 1) planning, implementing, organizing and supervising are the main keys in the learning process of implementing School Based Management, 2) implementing school based management has a positive impact, 3) reporting results and performance to community and government as consumers of educational services.

**Keywords:** School Based Management, problems, solutions, impacts.

## 1 Introduction

The quality of education in Indonesia has recently received a lot of attention from both domestic and foreign parties. Therefore, the government is trying to improve the quality of education through programs using a school empowerment approach in managing its institutions. These efforts had actually been made by the Ministry of National Education before the reform era or prior to regional autonomy. At that time, a school empowerment program was introduced through Integrated School Development. However, because management is centralized, the program does not have much positive impact, national education participation rates and the quality of education continue to decline. The failure is closely related to management problems. Based on this, new thinking emerged about education management which gave schools more freedom to regulate and implement various policies widely, so in the reform era along with regional autonomy, a school empowerment program through School Based Management was introduced.

First, national education policy and implementation uses an educational production function approach which is not implemented consistently. This approach sees that educational institutions function as production centers where, if all the inputs required in the product activity are selected, this institution will produce the desired output. In reality, the expected quality of education does not occur, because so far implementing the educational production function approach has focused too much on educational input and paid less attention to the educational process, even though the educational process really determines educational output.

Second, the implementation of education is carried out centrally, so that schools as education providers are very dependent on bureaucratic decisions, where sometimes the policies issued are not in accordance with local school conditions. In this way, schools lose independence, motivation and initiative to develop and advance their institutions, including improving the quality of education as one of the goals of national education.

Third, the role of the community, especially parents of students, in providing education has been very minimal. Community participation in general has so far been more in the form of financial support, not an educational process (decision making, monitoring, evaluation and accountability). In relation to accountability, schools do not have the burden of being responsible for the results of educational implementation to the community, especially parents, as one of the main parties with an interest in education.

Based on the problem phenomena mentioned above, it is necessary to make improvements, one of which is currently being developed is the reorientation of education administration, through school-based management or known as school-based quality improvement management (MPMBS).

The focus of the implementation of MPMBS lies in efforts to improve the quality of education as measured by input, process and output. School input, how many new students, principal leadership, curriculum planning, educational infrastructure and sources of educational funds, completeness of learning media, and so on. To produce high output and/or outcome, raw input needs to be processed in a quality manner. The process of implementing education is centered on implementing quality learning. In this learning process there is interaction between educators and students which involves other learning components such as learning materials, advanced methods, facilities, media, and others. The high and low quality of education lies in the implementation of a quality process. Meanwhile, the output lies in the quality of graduates produced at each level of education which is measured by the results achieved above graduate competency standards, and the number of graduates who are in the world of work and continuing their studies at higher education levels.

Various efforts have been made to improve the quality of national education at every level and educational unit such as education and training, increasing teacher competence through certification, improving educational facilities and infrastructure, procuring educational reference books to improving the quality of school management. Because of that, it is necessary to prepare schools as the spearhead of the operational implementation of education. An education system that can accommodate all the essential elements is expected to emerge from both district and city governments. Education that was previously managed centrally (centralized) was changed to keep up with the dynamics of developments that occur in society so that the management is decentralized.

National Education Standards stipulated by Government Regulation no. 19 of 2005, and is a further elaboration of the Law on the National Education System, has outlined the minimum provisions for formal education units in order to meet the quality of education. In line with improving the quality of education, policies have also been outlined regarding equal distribution of educational opportunities which not only increase educational facilities quantitatively, but also all components qualitatively.

In other words, equal distribution of quality educational opportunities in all channels, types and levels of education. Included in this policy is the development of vocational education (SMK).

By improving the quality of teachers as professionals and improving the quality of graduates, it is hoped that it can support the achievement of national education goals and at the same time facilitate the achievement of national education goals as stated in Republic of Indonesia Law No. 20 of 2003 concerning the National Education System [1] states "National education aims to develop the potential of students so that they become human beings who are devoted to God Almighty, have noble character, are healthy, knowledgeable, creative, independent, and become democratic citizens and responsible".

States "School Based Management (SBM) is a form of management that provides greater autonomy to schools in making participatory decisions that directly involve all school members to improve school quality". states that the aspects of school-based management are planning and evaluation, curriculum management, learning management, personnel management, facilities management, financial management, student services and school relations[2].

School-Based Management (SBM) is intended to ensure lower central government control, and on the other hand increasing school autonomy to determine for themselves what needs to be taught and manage existing resources to innovate. School-based management provides great potential for creating professional principals, teachers and administrators.

The implementation of school-based management is an attempt to empower the existing potential in schools to improve the quality of education. One of the concrete steps to improve the quality of education is empowering schools so that they are able to act as educational providers that provide quality education. The application of SBM is a field of education reform to improve the quality of Indonesian education.

In their research on the Implementation of School-Based Management in Improving the Quality of Education at Lhokseumawe City MTsN shows that the problems of School-Based Management include: (1) in the aspects of education personnel management, financial management and financing, the role has not been implemented effectively. optimal; (2) the obstacles faced by madrasah principals in implementing school-based management between school independence and budget management have not been implemented in a transparent and accountable manner[3].

In his research shows that school-based management (MBS) problems at SMA Negeri 1 Sumbul Dairi Regency include; a) transparency and accountability of school principals are not yet open, b) teachers are indifferent to improving the quality of education, c) there are many students with different characters. The solution to overcome the problem is carried out by, a) increasing the capacity and commitment of all school members, and b) strengthening the role

of the school principal. (4) The impact of SBM implementation at SMA Negeri 1 Sumbul, Dairi Regency is; a) schools are free to carry out educational planning, b) schools are able to develop educational plans, c) schools can monitor and evaluate each result and performance to the community and government as consumers and educational services[4].

From the study and direct observations of researchers in April-May 2022 at SMK Negeri I Siatas Barita Barita, the value of the School Quality Report Card for SMK Negeri I Siatas Barita in 2021 shows that the school quality report card for the input component received a score of 14.04 with a not good predicate, the process component got a score of 13.37 with a bad predicate, the output component got a score of 10.00 with a bad predicate, the outcome component got a score of 8.87 with a bad predicate and the impact component got a score of 14.40 with a bad predicate. Overall, the assessment of the school quality report card at SMK Negeri I Siatas Barita is with a quality report card score of 12.24 and the predicate is not good.

The school quality report card shows that the rating is not good, influenced by policy factors in regulations. Factors that are often highlighted and paid attention to by the government and policy makers are making changes in terms of programs (curriculum changes) such as implementing school-based management. Implementing school-based management requires improvements to teaching methods, facilities and infrastructure such as laboratories, libraries, the revised K13 program (curriculum) that has been determined has not been able to be implemented optimally as expected, because it is not accompanied by adequate competence of educators and education staff. and also not supported by good management, such as the absence of intensive and continuous monitoring or control over efforts to implement sustainable programs (curriculum). These various things cause the implementation of school-based management to be less than optimal, resulting in the quality of education. Not yet optimal, especially at SMK Negeri I Siatas Barita, North Tapanuli Regency.

Based on these observations, an important educational reform is needed to improve the quality of education at SMK Negeri I Siatas Barita District today, namely the decentralization of education management. Regional readiness to implement educational decentralization is actually still only at the psychological readiness stage. To implement the School-Based Quality Improvement Management (MPMBS) policy as an alternative form chosen in implementing the education decentralization policy, the readiness of regions and educational institutions (schools) is still in doubt, because to implement this requires requirements that must be met, especially regarding human resources, school and community environment. These three requirements must be in synergy with each other. Without support from the community and school support, MPMBS is a model of decentralized education. MPMBS was chosen as a decentralized education model for primary and secondary education because it is believed that this model will influence the achievement of educational goals. Meanwhile, this MPMBS policy is still relatively new and is the result of adoption from other countries, so without resource support and active participation from the community in its implementation, deviations can occur and the goal of improving school performance will be difficult to realize.

The quality of education is used as a measure of the success of the learning process because the quality of education is the ability of educational institutions to improve learning abilities as optimally as possible as a result of learning activities. The quality of education is a tool for evaluating learning outcomes in schools. In teaching and learning, school-based management is usually needed to complete school facilities and infrastructure and produce good education.

Based on the background description above, the researcher wants to know how School-Based Management is implemented at SMK Negeri 1 Siatas Barita District. As the background of the problems related to various issues surrounding the implementation of SBM which empowers school principals, teachers, students, TU employees and school committees at SMK Negeri 1 Siatas Barita, North Tapanuli Regency in the context of education management, this is a very urgent phenomenon to be uncovered through research. with the title "Implementation of School-Based Management in Improving the Quality of Education at SMK Negeri 1 Siatas Barita, North Tapanuli Regency".

## **2 Research Methods**

This research is a qualitative research. Bogdan and Taylor as quoted by define a qualitative method as a research procedure that produces descriptive data in the form of written or oral from people and observed behavior[5]. This is in line with what was expressed by which states that the qualitative method is a type of research whose findings are not obtained through statistical data or forms of calculation but use various data collection tools[6].

A qualitative approach refers to extensive research on research that produces descriptive data presented in the form of words and behavior of the people being studied and observed both orally and in writing. Various behaviors in situations in the field become something that must be studied in depth down to its core behavior, because researchers can develop research questions during observations and interviews carried out.

Research results are always discussed and discussed, first with the respondents to obtain agreement. With qualitative research, researchers will know more about the process of implementing School Based Management (SBM) at SMKI Negeri 1 Siatas Barita, North Tapanuli Regency.

Geographically, SMK Negeri 1 Siatas Barita is located on Jalan Marhusa Panggabean No. 41 Simorangkir Siatas Barita North Tapanuli and close to the North Tapanuli Regency government. So that it is very possible for the school to attract students from all over, and the distance between schools is not far to reach. This school was founded on August 1, 1955 with the status of a private school building. Until now the accreditation of SMK Negeri 1 Siatas Barita is B. At the age of 68 (sixty next) years, SMK Negeri 1 Siatas Barita has carried out educational service activities in North Tapanuli, it is proven that currently SMK Negeri 1 Siatas Barita has cared for 8 (eight) expertise programs, namely: Accounting and Institutional Finance, Office Automation and Governance, Online Business and Marketing, Computer and Network Engineering, Fashion, Catering, Hospitality and Hair and Skin Beauty. From the eight areas of the expertise program, students consist of 39 (thirty nine) study groups (rombel) totaling 1293 students. At SMK Negeri 1 Siatas Barita there are 78 teaching staff, 5 staff members, 3 security personnel.

The subjects in this research are called informants who are used as friends and even consultants to dig up the information the researchers need. The selected informant must be someone who really understands the culture and situation that you want to study in order to provide information to researchers[7]. In this study several data informants were taken, such as school principals, teachers/staff and the school committee of SMK Negeri 1 Siatas Barita, North Tapanuli Regency.

The object of his research is the Implementation of School-Based Management (SBM) at SMK Negeri 1 Siatas Barita, North Tapanuli Regency so that in the end it can be used as a model for other high schools of the same level in implementing School-Based Management and improving the quality of their respective schools.

### **3. Research Results and Discussion**

#### **3.1 SBM Implementation Process at SMK Negeri 1 Siatas Barita**

The process of implementing School-Based Management at SMK Negeri 1 Siatas Barita starts with self-evaluation as the first step for the school, then continues with planning, organizing, implementing and evaluating.

##### **a. Self Evaluation (Self Assessment)**

Self-evaluation or self-assessment is the initial activity in the process of implementing School-Based Management. This activity is a form of socialization starting with brainstorming brainstorming which is attended by the school principal, teachers and all staff and also attended by members of the school committee.

In relation to the stages of implementation of school-based management in general, divides it into three stages, namely socialization, piloting and dissemination. The socialization stage is an important stage considering the vast territory of the archipelago, especially areas that are difficult to reach by information media, both print and electronic. The piloting stage is a trial stage so that the implementation of the school-based management concept does not contain risks. The effectiveness of the trial model requires basic requirements, namely acceptability, accountability, replicability and sustainability. The dissemination stage is the stage of disseminating the School Based Management model which has been tried out in various schools so that it can be implemented effectively and efficiently.

The results of interviews, observations and theoretical studies show that the initial steps and stages taken by SMK Negeri 1 Siatas Barita in the process of implementing School Based Management are as follows:

1. Determine and formulate the goals to be achieved
2. Examine the problems or jobs to be done
3. Gather the necessary data and information
4. Determine the stages or series of actions
5. Formulate how the problems will be solved and how the work will be completed.

In line with the regulations, that self-evaluation activities in school-based management are: a) conducting outreach, b) identifying real school challenges, formulating school vision, mission, goals and objectives, c) identifying functions needed to achieve the objectives, d) identify SWOT analysis, and e) develop quality improvement plans and programs. So thus that the initial activity of implementing School Based Management at SMK Negeri 1 Siatas Barita was a self-evaluation activity in the form of socialization which was carried out with a closed meeting attended by all office holders in the school environment starting from the principal,

vice principal, teachers and staff, and school committees with the aim of getting an overview of the school's position both in terms of quality achievements, strengths, opportunities, weaknesses and threats that exist.

#### b. Planning

Planning is the first step in the activities of every organization. School-based management planning at SMK Negeri 1 Siatas Barita is carried out with various considerations. Based on several interview excerpts, planning for School-Based Management at SMK Negeri 1 Siatas Barita goes through the following stages: 1) planning must be able to identify school needs, 2) planning must be able to determine the targets to be achieved, 3) planning must be able to be implemented by every school functionary in accordance with the duties and authority possessed, 4) planning must be able to achieve the targets that have been planned, 5) planning must be able to meet all needs in achieving the targets set and 6) planning must be able to serve as a benchmark in achieving the expected educational goals in each stage agreed.

Thus schools in implementing school-based management have the freedom to:

- 1) Preparation of databases and school profiles that are more presentative, accurate, valid and systematic regarding various academic, administrative (students, teachers, staff) and financial aspects,
- 2) Conduct a study of self-evaluation activities (self-assessment) to analyze strengths and weaknesses regarding school resources, school personnel, performance in developing and achieving curriculum targets and the results achieved by students relating to intellectual and skill aspects, as well as aspects other.
- 3) Based on this analysis, schools must be able to identify school needs and formulate vision, mission and goals in order to provide quality education for students in accordance with the concept of national education development to be achieved.

The results of the interviews, the observations above are relevant to the theoretical study put that planning is a process of thinking about and determining activities for the future to come. Therefore, planning is a process, there are several steps that must be taken in making plans, namely estimating the future, analyzing institutional conditions, formulating operational goals, formulating and establishing alternative programs, compiling program implementation schedules.

Based on the presentation of data from interviews, observations and theoretical studies, it can be concluded that school-based management planning at SMK Negeri 1 Siatas Barita, namely: 1) first identify to see the potential and readiness of schools in implementing school-based management based on SWOT analysis, 2) activities planning is carried out by involving all school stakeholders, 3) school-based management planning is carried out in the areas of resource planning, curriculum development funding sources and personnel development.

#### c. Organizing

According the term organization has two general meanings, firstly organization is defined as an institution or functional group, for example an acknowledgment, a school, an association, government bodies, the second refers to the organizing process, namely how work is organized and allocated. among members, so that organizational goals can be achieved effectively. While the organization itself is defined as a collection of people with a cooperative

system to achieve common goals. In a cooperative system it is clearly regulated who does what, who is responsible for whom, the flow of communication, and focuses resources on goals.

There are several principles carried out by the Head of SMK Negeri 1 Siatas Barita in organizing, namely; a) the principle of transformational management based on local wisdom, 2) the principle of forming a team with a goal, c) the principle of unity of command.

The principle of organizing school-based management at SMK Negeri 1 Siatas Barita in relation to the theory put forward by Ibrahim Bafadal that organizing a program can be carried out through the following procedure; 1) identify the work or tasks that need to be done to achieve the goal, 2) group the same tasks and functions, 3) give a specific name for each group of jobs or tasks with a name that more or less describes their respective functions, 4) find people who will be appointed to complete each work group or task, one of them needs to be appointed as the person in charge (distributing duties and responsibilities), 5) distributing the facilities or equipment needed to complete the work, 6) establishing work rules, 7) establishing work relationships.

The description of the data above explains that this organization gives meaning to the existence of elements that unite and separate with purpose, harmony and balance. The elements that unite them include the common goal which is the common intention to make it happen, while the elements that separate them include the authority to distribute the power they have, handing over responsibility to certain parties, and giving direction to members or units under their responsibility.

Based on the presentation of data from interviews, observations and theoretical studies, it can be concluded that the organization of school-based management at SMK Negeri 1 Siatas Barita uses the principle of fairness, with the intention of assigning tasks based on capacity or job description, developing workload and developing work mechanisms, namely by grouping school-based management components, establishment of authority structures, formulate and determine procedural methods and provision of school-based management facilities based on agreed plans. This supports the process of implementing school-based management towards educational management. So that the process of organizing SMK Negeri 1 Siatas Barita will be carried out in the context of togetherness based on local wisdom.

#### d. Implementation

This concept has the consequence that the implementation of school-based management should implement an "idiographic" approach (allowing for various ways of implementing school-based management) and no longer a "monothetic" approach (a way of carrying out school-based management that tends to be uniform for all schools).

In a real sense, there is no one recipe for implementing school-based management that is the same to be applied to all schools. But one thing that needs to be noted is that changing a central-based management approach to school-based quality improvement is not a one-shot process and good results (one shot and quick fix). This is a process that takes place continuously and involves all parties who are responsible for organizing school education.



According to Mr. SS in an interview excerpt at SMK Negeri 1 Siatas Barita that the process of implementing school-based management can be described as follows:

1. Resources; Schools must have flexibility in managing resources according to needs. In addition to operational/administrative financing, financial management should be aimed at strengthening schools in determining and allocating funds according to a predetermined priority scale for the quality improvement process, separating academic costs from the procurement process.
2. Accountability, schools are required to have accountability to both the community and the government. This is a combination of commitment to standards of success and expectations/demands of parents/society. Accountability aims to ensure that community funds are used in accordance with policies that have been determined together in order to improve the quality of education. So schools are required to provide accountability reports and submit them to parents/community, government and carry out a thorough evaluation of the implementation of school priority programs in improving the quality of education.
3. Curriculum, based on the standard educational curriculum that has been determined nationally, schools are responsible for developing the curriculum both in terms of material standards or content and the specified learning delivery process.
4. School personnel, schools are responsible for and involved in the recruitment process (in the sense of determining the type of teacher needed) and the structural development of school staff (principals, deputy principals, teachers and other staff). Meanwhile, professional development in the context of building the capacity/ability of school principals and developing teacher skills in implementing the curriculum, including other education staff, is carried out continuously at the school's initiative.
5. Supervision, as a consequence, schools must be allowed to develop educational plans and priorities within the terms of reference created by the government. Monitor and evaluate any progress that has been achieved and determine whether the goals set are in accordance with the needs in improving the quality of education. Presenting reports on results and performance to the community and government as consumers of education services (accountability to stakeholders).

To see how SMK Negeri 1 Siatas Barita implements School-Based Management based on the planning that is the focus of this research, namely 1) curriculum and teaching aspects, 2) aspects of teaching staff and education staff, 3) student aspects, 4) financial and financing aspects, 5) aspects of facilities and infrastructure and 6) aspects of school and community relations.

According the implementation of school-based management cannot be separated from the involvement of the principal, deputy principal, teachers, school committee, parents, OSIS, administration and local community leaders (stakeholders). Therefore, there are several stages in the implementation of school-based management which are still general and flexible[8].

Based on the presentation of the data above and observations made and based on theoretical studies, the implementation process for the development of six aspects is: 1) curriculum and teaching aspects, 2) aspects of teaching staff and educational staff, 3) student aspects, 4) financial and financing aspects, 5) aspects of facilities and infrastructure and 6) aspects of school and community relations.

e. Supervision.

According to Nanang Fatah, planning and implementation are one unit of action, supervision is needed to see to what extent the results are achieved[8]. According to Murdick in his book supervision is a basic process that is essentially still necessary no matter how complex and extensive an organization is. The basic process consists of three stages, namely 1) setting implementation standards, 2) measuring work implementation compared to standards, and 3) determining gaps (deviations) between implementation and standards and plans.

Supervision can be interpreted as the process of monitoring activities, the aim of which is to determine expectations that are actually achieved and make improvements to deviations that occur. The expectations referred to are the goals that have been set to be achieved and the programs that have been planned to be carried out within a certain period.

Supervision (controlling) must be carried out as well as possible, so that supervision, which is basically carried out to monitor, direct and develop performance, is not seen as a scary activity. Therefore, there are several principles that must be adhered to, as follows: managerial principles, organizational principles, objective and openness principles, prevention and improvement principles, and efficiency and flexibility principles.

From the description of the data above, it is clearer that monitoring is carried out as follows:

- 1) Supervision of the implementation of School Based Management is designed to anticipate deviations from standards or goals and allows corrections to be made before a certain activity phase is completed.
- 2) Supervision of the implementation of School-Based Management is prepared from the start before the implementation of School-Based Management is carried out so that the division of tasks and the monitoring process can be carried out in accordance with predetermined provisions.
- 3) Supervision carried out together with the implementation of activities. Is a process in which certain aspects of a procedure must be approved in advance or certain conditions must be met before activities can proceed, to become a kind of "double check" tool that guarantees the accuracy of the implementation of activities.
- 4) Measuring the results of an activity that has been completed, whether it has been successful as expected to determine policy or decision making for the next academic year.

The description of the data as stated above explains that the management of supervision and evaluation at SMK Negeri 1 Siatas Barita directly involves the principal, while the teacher supervises the program that has been determined, namely supervision of the implementation of the learning process so that it is in accordance with the time allocation, the use of appropriate methods and supervise students so that they study seriously to achieve educational or learning goals optimally.

Based on the description of the data above, it explains that supervision and evaluation in the implementation of school-based management carried out at SMK Negeri 1 Siatas Barita includes; first, evaluate the implementation of school-based management activities, whether they are in accordance with planning; second, reporting deviations for corrective action and

formulating corrective action, establishing school-based management standards and targets; third, assessing work and taking corrective action against institutional deviations in educational units and learning processes.

Thus, from the presentation of data, observations and theoretical studies, the supervision carried out is internal supervision and evaluation and external supervision and evaluation. Internal monitoring and evaluation is supervision and evaluation carried out by the school itself, namely the principal, teachers and other school members. Meanwhile, external monitoring and evaluation is supervision carried out by parties outside the school, for example the education department, supervisor/supervisor. This is in accordance with the theory put forward by that supervision is a process of monitoring activities, the aim of which is to determine expectations that are actually achieved and make improvements to deviations that occur.

Thus, from the data presented above, the process of implementing school-based management at SMK Negeri 1 Siatas Barita consists of:

- a. *Self assement*
- b. Planning activities
- c. Organizing
- d. Implementation, and
- e. Supervision.

### **3.2 Curriculum Management and Teaching**

In planning a curriculum, planning is developed in the form of a theoretical framework and research on social forces, community development, student needs and learning styles. Several decisions must be made when planning a curriculum and these decisions must lead to criteria-based specifications. Planning learning is a very important part of curriculum planning because learning has an influence on students rather than the curriculum itself.

In planning a curriculum, a curriculum planning model is needed. Curriculum planning is a complex social process that requires various types and levels of decision making using models to present key aspects even though it may ignore some other aspects as with general decision making models, so the formulation of a planning model is based on assumptions. rationality, namely assumptions about careful processing of information, for example about subjects, students, the environment and learning outcomes. From the results of interviews, observations and theoretical studies, it shows that the planning steps for curriculum and teaching management carried out by SMK Negeri 1 Siatas Barita in the process of implementing school-based management with plans prepared in advance specifically for learning are to seek or accept the curriculum structure determined by the center and The school manages the implementation and elaboration of the school program depending on the existing expertise at SMK Negeri 1 Siatas Barita. The curriculum and teaching planning model at SMK Negeri 1 Siatas Barita refers to the rational deductive or rational Tyler planning model, emphasizing logic in designing curriculum programs and starting from the specification of objectives (goals and objectives). This planning focuses on a central planning system, where the curriculum is considered as a tool for developing/achieving objectives in the socio-economic field. Implementation of curriculum and teaching in the Implementation of School-Based Management at SMK Negeri 1 Siatas Barita. The main thing is to analyze the resources that

can be utilized in the division of tasks that will be carried out in achieving the targets determined by the school in implementing learning which must be more mature before carrying out teacher and staff learning. Teachers prepare in advance a learning program plan that is approved by the principal and deputy principal of the curriculum so that it can be implemented in the teaching and learning process.

If we compare the research conducted with research conducted at SMK Negeri 1 Siatas Barita, there are similarities and differences. Both are the same implementation of curriculum management and teaching in the implementation of School Based Management. It's just that research conducted [9] shows that through field observations and interviews the process of implementing school-based management is running in accordance with the stages in the School-Based Management process. That in the process of implementing School Based Management, we start by analyzing the needs, opportunities and strengths of the school in order to facilitate the process of implementing school management. The process of organizing the school principal's curriculum invites teachers to review and group material, subjects, and types of evaluation, as well as the needs needed in the learning process. Meanwhile, research conducted at SMK Negeri 1 Siatas Barita, the implementation of curriculum management and teaching in the implementation of School Based Management with plans prepared in advance specifically for learning is to seek or accept a curriculum structure determined by the center so that the implementation is expressed as a combination of determining and establishing the curriculum. determined by the center and the school manages the implementation and explanation in the school program depending on the existing skills program at SMK Negeri 1 Siatas Barita.

### **3.3 Management of Educators and Education Personnel**

The management of educational staff (teachers and staff) absolutely must be implemented by school principals so that they can utilize educational staff effectively and efficiently to achieve optimal results. In accordance with this, a school principal can seek, position, evaluate, direct, motivate and develop the talents of every teacher and employee and is able to align individual and organizational goals.

Management of educational personnel (teachers and personnel) includes; 1) employee planning, 2) employee procurement, 3) employee coaching and development, 4) promotion and transfer, 5) employee dismissal, 6) compensation and rewards. It is absolutely necessary for a school principal to carry out these things seriously, well, correctly so that what is expected of the educational staff can be realized appropriately in accordance with the appropriate qualifications and abilities so that they can carry out their duties and work optimally. In carrying out the recruitment and placement of teaching staff and educational staff at the North Sumatra Provincial Education Service, it is not within the authority of the school, but schools must carry out an analysis of the needs of teaching and educational staff needed to support the implementation of education. The school's task for each learning year is to propose the needs of teachers and education personnel. Meanwhile, there are three aspects to efforts to develop teaching staff at SMK Negeri 1 Siatas Barita, namely; a) increasing professionalism, b) career development, c) welfare development and d) increasing professionalism. This is done through involving staff (teachers/staff) in appropriate training/upgrading and encouraging them to take further courses.

From the results of interviews and theoretical studies, it shows that the management of teaching staff and educational staff at SMK Negeri 1 Siatas Barita is that the planning of teaching staff and educational staff in the implementation of school-based management at SMK Negeri 1 Siatas Barita is not within the school's authority to recruit teaching and educational staff. However, schools are obliged and have the duty to propose to the North Sumatra Provincial Education Office, commonly known as DKAL, or are required to place more or less educators and educational staff.

The management of educators and education personnel at SMK Negeri 1 Siatas Barita is an effort to improve the quality of school-based education at SMK Negeri 1 Siatas Barita by improving the quality of its teaching staff by holding training, and also participating in PPPTK (Center for the Development and Empowerment of Educators and Education Personnel ). Especially for promotions and increases in the status of teachers or employees, great attention must be paid, especially for teachers who have worked for a long time, the school principal must quickly make a decision on what increase the teacher deserves. In the management of educators and education personnel at SMK Negeri 1 Siatas Barita by following North Sumatra Governor Regulation No. 3 of 2019 concerning Duties, Functions, Description and Work Procedures of the North Sumatra Province Education Service. This regulation outlines guidance and personnel and contains guidance and personnel for carrying out functions and has a job description.

When compared with the research results with research conducted at SMK Negeri 1 Siatas Barita, there are similarities and differences. Both carry out the implementation of school-based management with the management of teaching and educational staff which is carried out with the aim of utilizing educational staff effectively and efficiently to achieve optimal results. It's just that research conducted shows that through documentation, observation and interviews the process of implementing school-based management has proceeded according to the stages in the process of implementing school-based management. Whereas in the implementation of school-based management, the management of educators and educational staff is school autonomy, it can be seen in the recruitment of teachers and the division of teaching tasks for teachers. Participation is realized through teacher training activities to foster and develop teacher abilities. Flexibility, that is, the principal gives teachers the opportunity to ask about the difficulties encountered in compiling tools and implementing learning which is not carried out formally, but via telephone or direct sharing when relaxed. Transparency and accountability, that is, the school has an agenda for regular meeting activities to evaluate and compile school performance. While research conducted at SMK Negeri 1 Siatas Barita implements the management of educators and educational staff in the Implementation of School Based Management that it is not the authority of schools to recruit teaching and educational staff, but schools are obligated and have the duty to propose to the Education Office of North Sumatra Province, commonly known as with DKAL or needed there is more or less to place educators and education staff. Efforts to improve the quality of school-based education at SMK Negeri 1 Siatas Barita by improving the quality of teaching staff by conducting training, and also attending PPPTK (Center for Development and Empowerment of Educators and Education Personnel). Especially for promotions and increases in the status of teachers or employees, great attention must be paid, especially for teachers who have worked for a long time, the school principal must quickly make a decision on what increase the teacher deserves.

### **3.4 Student Management**

The general objective of student management is to organize student activities so that these activities support the teaching and learning process at school, furthermore the teaching and learning process at school can run smoothly, orderly, regularly so that it can contribute to the achievement of school goals and overall educational goals. While the function of student management in general is as a vehicle for students to develop themselves as optimally as possible, both with regard to aspects of individuality, social aspects, aspects of aspirations, aspects of needs and other potential aspects of students.

From the results of interviews and studies of student management theory, it shows that the first step in student management activities is to conduct a needs analysis, namely determining the students needed by educational institutions. So that the recruitment process is carried out which is the process of finding, determining and attracting applicants and carrying out selection activities for selecting prospective students and determining criteria, selection is carried out by PPDB (New Student Acceptance) with Academic Achievement Pathways and Non-Academic Achievement Pathways, Pathways for Persons with Disabilities, and Path for Transferring Tasks of Parents and Children to Teachers and Zoning Paths. After acceptance, the school carries out an introduction to the school environment or Student Orientation Period (MOS) which aims to make students familiar with the environment and teachers at SMK Negeri 1 Siatas Barita. Student management is regulated as best as possible to be able to support the teaching and learning process in schools to run smoothly, orderly, regularly so as to achieve school goals and educational goals. Improving the quality of students at SMK Negeri 1 Siatas Barita is based on improving the inner and external qualities of students. There is an increase in quality that has a direct impact on schools and students themselves. Apart from the extracurricular activities that have been carried out at SMK Negeri 1 Siatas Barita, students at SMK Negeri 1 Siatas Barita have also started entrepreneurship which can be developed as a potential that prepares students to be ready to work and become entrepreneurs. The business that has been opened by students is opening a convection entrepreneur which continues to be developed.

When compared with the results with research conducted at SMK Negeri 1 Siatas Barita, there are similarities and differences. Student management carried out in student management at SMP Negeri 1 Rejang Lebong is that student management also includes planning, organizing, implementing and supervising activities. Planning activities start from the student admission process. Acceptance of new students is carried out using a zoning and achievement system. Announcement of acceptance is made via the web and written announcements at SMP Negeri 1 Rejang Lebong. After acceptance, an orientation process for new students is carried out for school introduction for new students which is carried out for 2 days. Related to organizing, organizing is done by dividing the class of new students. The division of classes was carried out randomly through teacher meetings. Regarding services to students, it is carried out by paying attention to the talents and interests of students. Services include daily services at school and extracurricular services and competitions. Apart from providing services to students, students are also required to follow the school rules and class rules that have been agreed between the students and the teacher. Furthermore, regarding recording and reporting, schools record student data. Recording of student conditions is reported in the form of student master books, student attendance lists, student grade lists, student transfer books, statistics boards and student report cards. Meanwhile, student management carried out at SMK Negeri 1

Siatas Barita is carrying out a needs analysis, namely determining the students needed by educational institutions. Carrying out the recruitment process, which is the process of searching, determining and attracting applicants and carrying out selection for the activities of selecting prospective students and determining criteria, selection is carried out using PPDB (Acceptance of New Students) with the Academic Achievement Pathway and the Non-Academic Achievement Pathway, the Disability Pathway, and the Pathway Changing assignments for parents and children, teachers and zoning routes. After acceptance, the school carries out an introduction to the school environment or Student Orientation Period (MOS) which aims to make students familiar with the environment and teachers at SMK Negeri 1 Siatas Barita. Student management is regulated as best as possible to be able to support the teaching and learning process in schools to run smoothly, orderly, regularly so as to achieve school goals and educational goals. Improving the quality of students at SMK Negeri 1 Siatas Barita is based on improving the inner and external quality of students. There is an increase in quality that has a direct impact on schools and students themselves. Apart from the extracurricular activities that have been implemented at SMK Negeri 1 Siatas Barita, the students of SMK Negeri 1 Siatas Barita have also been involved in entrepreneurship which can be developed as a potential that prepares students to be ready to work and become entrepreneurs.

### **3.5 Financial Management and Financing**

School financial management is part of educational financing activities, which as a whole requires the ability of schools to plan, implement and evaluate as well as be accountable effectively and transparently. In general, management has three important stages, namely the planning stage, the implementation stage and the evaluation stage. These three stages, when applied in financial management, are the stages of financial planning (budgeting), implementation (accounting), and stages of evaluation or evaluation (auditing).

From the results of interviews and theoretical studies, it shows that financial management and financing in the implementation of school-based management at SMK Negeri 1 Siatas Barita is that the planning and budgeting of the Education Boss Fund is carried out before the Education Unit uses the Education Boss Fund, planning and budgeting of the Boss Fund is prepared for one fiscal year. in the form of RKAS. In implementing the financial management and financing of SMK Negeri 1 Siatas Barita, BOS funds and tuition assistance were used which had been agreed upon by the students' parents and the school committee which were finalized in a joint meeting. The use of funds is carried out by the educational unit in accordance with the planning and budgeting documents for the Boss Fund which have been input into the application provided by the Ministry and the use of Tuition Assistance is carried out in accordance with planning in achieving school goals and helps with educational costs that cannot be financed by the Boss Fund assistance for support the performance of stakeholders in SMK Negeri 1 Siatas Barita. Meanwhile, monitoring the implementation of school-based management in the financial management and financing of SMK Negeri 1 Siatas Barita is under the supervision of the Management Team that has been formed. And accountability reporting is carried out by following the stages and regulations set by the ministry for the use and management of Boss Funds given to schools and tuition assistance is managed by following the principles and provisions and rules determined. When compared with the research results of Susilawaty, entitled School-Based Management in School Financing Management at SD Negeri 4 Banda Aceh City, it is clear that in research conducted

through interviews and documentation that financing planning at SD Negeri 4 Banda Aceh is prepared based on development plans. school and is part of annual operations. The financing plan at SD Negeri 4 Banda Aceh includes budgeting for activities to develop graduate competencies, develop the learning process, develop educators and education personnel, develop school facilities and infrastructure, develop and implement school management, develop and explore educational funding sources, and develop and implement systems. evaluation. The preparation of financing planning is based on urgent priorities and is prioritized in each budget year. Implementation or utilization of the budget begins with a series of inspection and approval activities to ensure that the funds are spent according to plan, are carried out using available resources, and that funds are not spent on activities that are not approved or given to the recipient without approval. Evaluation is carried out every quarter or every semester. The funds used are accountable to the funding sources, both city, provincial, central government, parents/guardians and the community. Meanwhile, financial management and financing in the implementation of school-based management at SMK Negeri 1 Siatas Barita is carried out by planning and budgeting. The Education Boss Fund is prepared for one budget year in the form of RKAS, the preparation of the RKAS document is carried out to determine the needs of the educational unit, the results of self-evaluation on the unit profile education, the results of preparing the RKAS document are input into the educational unit activity and budget application provided by the ministry, the use of funds is recorded accompanied by supporting evidence and documentation, every use of funds that has been made is input into the activity plan application and education unit budget that has been provided by the ministry. Inputting the use of funds in the education unit plan and budget application via the application can be used at any time by the education unit. Financial management and financing cannot be fully accommodated by the Education Boss Fund, so to help with operational and routine costs that are not covered by boss funds, there is an Education Fee Contribution (SPP) which is used to sustain and support the performance of SMK Negeri 1 Siatas Barita.

### **3.6 Facilities and Infrastructure Management**

The process of management activities for educational facilities and infrastructure, including planning, procurement, distribution, use, inventory, and supervision and maintenance, as well as deletion. It is important to carry out these processes so that the procurement of facilities and infrastructure is on target and effective in use.

From the results of interviews and theoretical studies, it shows that the management of facilities and infrastructure in the implementation of school-based management at SMK Negeri 1 Siatas Barita that in planning facilities and infrastructure needs analysis is carried out in one year of learning needed by each department. The procurement of facilities and infrastructure is carried out based on a needs analysis provided through the head of the department, and the distribution of facilities and infrastructure is provided through an official report. In the management of facilities and infrastructure at SMK Negeri 1 Siatas Barita, planning, recording, distribution, deletion and evaluation are carried out according to established procedures. Inventory is defined as the recording and arrangement of state property in a systematic, orderly and regular manner based on applicable provisions or guidelines. When compared with the results entitled Management of Facilities and Infrastructure at SMK Pelayaran Samudera Indonesia Medan in Producing Internationally Certified Graduates with research conducted at SMK Negeri 1 Siatas Barita in the



implementation of school-based management. The results of the research state that the Medan Indonesian Ocean Sailing Vocational School has been able to manage well the management of the facilities and infrastructure in the school, this is proven by the school's success in obtaining an approval certificate from the Directorate General of Sea Transportation with a percentage value of the procurement of facilities and infrastructure reaching 98% and is one of two sailing schools in North Sumatra that has succeeded in obtaining an international standard certificate. So with the Approval certificate, the school has permission to involve cadets/I in implementing maritime training activities to produce internationally certified graduates. Meanwhile, the implementation of facilities and infrastructure management at SMK Negeri 1 Siatas Barita prepares planning for facilities and infrastructure in one learning year with a needs analysis carried out by the school and through each head of department which is given based on the needs for each department in procuring suggestions and infrastructure that will be used in learning. . The facilities and infrastructure at SMK Negeri 1 Siatas Barita are not yet fully available because there is a hotel department that has just opened at SMK Negeri 1 Siatas Barita so it is still being planned for procurement. The distribution of facilities and infrastructure is given to each head of department through an official report for distribution in an orderly manner. Removal and evaluation are carried out in accordance with established procedures and inventory as the recording and arrangement of State property in a systematic, orderly and orderly manner based on applicable provisions.

### **3.7 School and Community Relations Management**

School and community relations are all actions in creating a harmonious relationship between an educational institution and the community both internally and externally so that the goals set can be achieved as planned.

The relationship between the school and the community as an activity that has the same status as teaching activities, financial management, student management and so on (the substance of school management activities) must also be planned, managed and evaluated properly. Without good planning and management and evaluation, the essential goals of school and community relations activities will not be achieved.

From the results of interviews, documentation and theoretical studies in the implementation of school-community relations management in the implementation of school-based management at SMK Negeri 1 Siatas Barita that in planning the management of school and community relations is still minimal, and the management is less systematic so that in the process of supporting the development of the school it still utilizes pre-existing cooperative relationship. As for the interest in the implementation of Internship (Industrial Work Practice) utilizing the previous cooperative relationship and the existence of assessments carried out by schools both through students and teachers who were not conceptualized in a systematic way. For school and community relations there is still a need for systematic planning and implementation so that the implementation is more optimal in carrying out and building school and community relations which are expected to be wider. So that the measurable implementation can create a cultural and scientific center for the community, while the community is a source of information and inspiration for schools as well as a field of service for students. When compared with the research results with the research title School and Community Relations Management at SMK Negeri 3 Makassar with research conducted at SMK Negeri 1 Siatas Barita, it shows that the results of the research carried out require systematic planning so that

implementation maximizes the concepts. It has been planned so that schools can carry out evaluations to measure the extent to which the school has achieved the set educational goals. With measurable planning, implementation and evaluation, schools can be created as centers of culture and science for the community, while the community is a source of information and inspiration for the school and as a field of service for students. Meanwhile, the results of research conducted show that the Public Relations planning of SMK Negeri 3 Makassar was carried out systematically, namely the deputy head of public relations and hubin held internal meetings, then the draft work program was coordinated with the department heads before being coordinated with the school principal, and explained at the school work meeting, after that make preparations along with appointing an implementation committee to carry out program implementation. The implementation of public relations at SMK Negeri 3 Makassar focuses on student internship activities, apart from that, public relations also carries out internal and external activities such as teacher council meetings, school ceremonies, conveying information through circulars sent via the school's WhatsApp group, using school notice boards, and providing visits. visitor. Evaluation of public relations at SMK Negeri 3 Makassar is carried out in several ways, namely in monthly meetings, quarterly evaluations and evaluations at the end of activities. Evaluation is carried out by school principals and supervisors from the Provincial Service by paying attention to the elements of evaluation, namely determining the focus of the evaluation, preparing the evaluation design, collecting information for the evaluation.

### **3.8 Problems of School Based Management**

Theoretically, the obstacles to implementing school-based management include a lack of quality teacher support and high public awareness about the meaning and function of schools, a lack of supporting bureaucracy, and a lack of community readiness to become school board members.

The following are among the obstacles faced in implementing school-based management in an effort to develop the quality of students at SMK Negeri 1 Siatas Barita:

- a) The obstacle faced in curriculum management and teaching is the shortage of subject teachers in skill competencies such as hospitality, beauty and fashion design. In this case PNS teachers are not enough. While in teaching it was found that honorary teachers taught more than one subject.
- b) The obstacle faced in the management of educational personnel is the lack of civil servant educators and subject teachers in the fields of hospitality, beauty and fashion expertise.
- c) The obstacles faced in student management are supervision of students during learning, implementation of extracurricular activities and implementation of Parkerin (Industrial Work Practices)
- d) The obstacles faced in financial management and financing are financial management and financing as regulated in the financial technical guidelines, there are activities that must be carried out by schools in implementing school activities whose funds cannot be used through the Education Boss Fund because they must comply with applicable regulations.

- e) The obstacles faced in the management of facilities and infrastructure are the provision of school canteen facilities and infrastructure which do not yet exist, so it is still in the planning stage for schools to be provided, and the procurement of a hospitality lab because the hotel department is still a new department opened at SMK Negeri 1 Siatas Barita. There is a lack of collaboration between teachers and homeroom teachers in caring for their respective classes, so that the facilities provided are not maintained properly and there is a lack of concern from the homeroom teacher.
- f) The obstacle faced in the management of school and community relations is that there is no planning arranged by the deputy principal for School and Community Relations so that planned implementation is minimal and cannot be measured in the implementation of the expected school program.

Due to the various existing obstacles, it is necessary for school administrators to maintain and continue to optimize them for the success of providing education. In addition, it is necessary for school leaders, school residents and the community to jointly evaluate program implementation periodically to then formulate alternative solutions to overcome these obstacles.

Mentions that teachers are at the forefront of the progress of the Indonesian nation [9]. Meanwhile, according to the problem that interested parties may face in implementing school-based management is confusion over the new roles and responsibilities of policy implementers [10]. Thus, the obstacles to implementing school-based management at SMK Negeri 1 Siatas Barita which are relevant to Leonard and Aziz Ahmad's theory are:

- a) The level of understanding of the school community, especially teachers, varies
- b) There are school limitations in funding to meet the expected facility needs of each department which cannot be accommodated simultaneously.
- c) There is a lack of competent teaching staff in certain majors where educators should be placed in positions needed by schools
- d) Lack of careful planning in the management of school and community relations

### **3.10 School Based Management Solutions**

Theoretically, the obstacles to implementing school-based management include a lack of support for quality teachers and high public awareness about the meaning and function of schools, a lack of supporting bureaucracy and a lack of community readiness to become school board members.

Put forward three ways to overcome educational problems known as The Juran Trilogy which is a summary of the main managerial functions [11]. These three steps include: a) achieving structured improvements on the basis of continuity combined with dedication and urgency, b) conducting extensive training programs, c) forming commitment and leadership at higher management levels.

Thus, the following are solutions to the obstacles faced in implementing school-based management in an effort to develop the quality of students at SMK Negeri 1 Siatas Barita:

- a. assist teachers in understanding the concepts and goals to be achieved in the school's vision and mission,
- b. taking a persuasive approach, close supervision and establishing good communication with teachers at SMK Negeri 1 Siatas Barita.
- c. procurement of honorary teachers according to the required fields and collaboration between teachers in carrying out the duties and responsibilities carried out by each teacher.
- d. establish good cooperation between teachers in order to maintain the facilities and infrastructure in schools.
- e. Procurement of other facilities will continue to be pursued both through the central and regional governments.
- f. Providing facilities for departments to support the teaching and learning process, namely prioritizing priority programs for each department and carried out in turns.

### **3.9 Positive Impact of Implementing School-Based Management**

Theoretically, the implementation of school-based management has a positive impact on all school personnel, one of which is that schools have the freedom to develop curriculum, from educational planning to reporting. Following are the positive impacts of implementing school-based management at SMK Negeri 1 Siatas Barita in an effort to develop the quality of education:

#### **a. Governance**

The impact of school-based management on the governance process obtained by SMK Negeri 1 Siatas Barita is the achievement of PP Number 12 of 2017, namely that schools have independence, partnership, participation, openness and accountability.

#### **b. In the Teaching and Learning Process**

- The PBM process is effective because the curriculum is born with teacher involvement in planning the curriculum implemented in the school.
- The freedom to determine local content subjects is a school's strength in developing the potential of students beyond adaptive and normative subjects
- Schools will be more effective in providing student development such as attendance in classrooms and monitoring learning outcomes
- Encourage the emergence of creativity in designing learning programs.

#### **c. Society participation**

The need for a harmonious relationship between the school and the community, which is accommodated in the school committee organization, is expected to be able to optimize the role of parents and the community in advancing educational programs in forms such as; parents and the community help provide educational facilities, provide financial assistance and provide suggestions needed for school progress. Community empowerment must make people become self-sufficient, able to take care of themselves, self-financed, able to finance their own needs, self-sufficient, able to meet their own needs in a sustainable manner in providing quality educational services. Thus, the involvement of the community and parents of students in the implementation of school-based management has a long-term impact in improving student learning outcomes at SMK Negeri 1 Siatas Barita.

#### **4. Conclusions and Implications**

Based on the results of the data analysis that has been presented in chapter IV, the overall results of this study can be concluded as follows: The process of implementing School Based Management at SMK Negeri 1 Siatas Barita consists of self-assessment, planning, organizing, implementation and ending with supervision, the problems that occur in the implementation of school-based management at SMK Negeri 1 Siatas Barita and the solutions are: Problems. Obstacles in the implementation of school-based management at SMK Negeri 1 Siatas Barita

- a) Obstacles faced in curriculum management and teaching are the shortage of subject teachers in competency skills such as hospitality, beauty and fashion. In this case PNS teachers are not enough. While in teaching it was found that honorary teachers taught more than one subject.
- b) The obstacle faced in the management of educational staff is the lack of civil servant educators and subject teachers in the areas of hospitality, beauty and fashion skills.
- c) Obstacles faced in student management are supervision of students during learning, implementation of extracurricular activities and implementation of Parkerin (Industrial Work Practice).
- d) Obstacles faced in financial management and financing are financial management and financing that are regulated in the Technical Guidelines for Finance, there are activities that must be carried out by schools in carrying out school activities whose funds cannot be used through the Education Bos Fund because they must comply with applicable regulations.
- e) The obstacles faced in the management of facilities and infrastructure are the provision of school canteen facilities and infrastructure that do not yet exist, so that they are still in the planning stage for schools to be provided, and the procurement of a hospitality lab because the hospitality department is still a new department opened at SMK Negeri 1 Siatas Barita. There is a lack of collaboration between teachers and homeroom teachers in caring for their respective classes, so that the facilities provided are not maintained properly and there is a lack of concern from the homeroom teacher.
- f) The obstacle faced in the management of school and community relations is that there is no planning that is regulated by the deputy head of school in the field of School and Community Relations so that the lack of planned implementation and cannot be measured in the expected implementation of the school program.

Solution, The solutions taken to overcome the obstacles to implementing school-based management at SMK Negeri 1 Siatas Barita are; a) assisting teachers in understanding the concepts and goals to be achieved in the school's vision and mission, b) taking a persuasive approach, close supervision and establishing good communication with teachers at SMK Negeri 1 Siatas Barita, c) procuring honorary teachers in accordance with their fields collaboration between teachers is needed in carrying out the duties and responsibilities carried out by each teacher, d) establishing good cooperation between teachers so that they can maintain existing facilities and infrastructure in schools, e) efforts will continue to be made for the procurement of other facilities through the government central and regional, f) provision of facilities for departments to support the teaching and learning process, namely prioritizing priority programs for each department and carried out in turns. The positive impact of implementing school-based management at SMK Negeri 1 Siatas Barita is a) improving school administrative governance, b) increasing the effectiveness of the learning and teaching process, c) increasing concern from the surrounding community/parents of students regarding quality achievement at SMK Negeri 1 Siatas Barita.



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