

# The Implementation of School-Based Management on Encouraging Student Achievement

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**Abstract.** National education standards mandate that the quality of education in Indonesia needs to be improved. One form of business undertaken is the application of SBM in the school environment. SBM is a form of school management based on community collaboration related to schools to realize superior quality education in schools throughout Indonesia. The implementation of SBM has not been implemented properly because there are still obstacles to its implementation. SBM which is described in SBM *components* is expected to be able to encourage student achievement which is the main target of education. Student achievement that is developed not only on academic achievement but SBM also needs to pay attention to the contribution of non-academic achievement in advancing the quality of education and developing students' interests and talents.

**Keywords:** School-Based Management, student achievement

## 1. Introduction

Education is a basic need for every human being to give birth to future generations who are able to develop their potential. Education is the main priority of the central and regional governments and even becomes one of the elements of the Millennium Development Goals (MDGs). In order to achieve these goals, the government has developed a variety of service standards, both those that are the authority of schools and local governments. The education standard is assigned in PP No. 19 of 2005 concerning National Education Standards (SNP) which confirms that in the framework of improving the quality of education eight national education standards were established.

The acceleration of improving the quality of national education is carried out by implementing School-Based Management (SBM) in all education units. SBM or often also called School-Based Quality Improvement Management is a management model that gives greater autonomy to schools and encourages participatory decision-making that directly involves school members to improve school quality based on national education policies [1]. The main basis for the use of School-Based Management is the educational decentralization paradigm that is applied to solve the ineffectiveness of the centralistic education paradigm that was previously applied in Indonesia. The form is giving authority of school autonomy in determining school policies according to the rules related to the National Education System [2].

SBM refers to the increasing involvement of parents, students, teachers, officials, school principals, and beneficiary groups from local communities and organizations. The participation of various parties is aimed at increasing the independence, responsibility, and

accountability of schools. The main characteristics of SBM focus on improving student academic achievement and other school results. The application of SBM in school activities allows the local communities involved to conduct closer monitoring of school staff, better student assessment, compatibility between school requirements and policies, and effective use of resources [3].

SBM aims to achieve the highest quality and relevance of education, with benchmarks for assessing outputs and outcomes rather than the methodology or process. Quality and relevance are a unity of substance, meaning that the results of quality education are at the same time relevant to various needs and contexts. Quality refers to the achievement of specific goals by students (graduates), such as test scores or other achievements, while relevance refers to the benefits of what students get through education in various scopes or life demands that are in line with market needs (lifeskill). Thus, the motivation of schools in creating high quality and highly competitive students needs to be fully supported by all parties involved [4].

Coaching the potential of students must be carried out continuously. Educational institutions that implement school-based student management, schools are given full discretion for the development and coaching of students. Included in terms of potential intelligence and special talents which is an increase in achievement for students and schools. However, in reality, some students have high special intelligence potential, but their achievements in school are low. Therefore, schools must strive to not only improve student achievement but also balance the potential of students.

This paper will try to present theoretical views related to SBM in promoting student achievement. At the end of this paper, the author will explore some alternative ways that can be enhancing the maintenance of SBM to encourage the student to excel.

## **2. School-Based Management (SBM)**

### **2.1 SBM as the Implementation of Laws and Regulations**

SBM is a real form of the desire of the Indonesian people, in general, to lead to a better, democratic and humane system of education [5]. The main basis for implementing SBM in Indonesia is the way of life of the Indonesian people, the values of togetherness originating from the socio-cultural values contained in the family and community environment and religious education. Those reasons are reinforced by several juridical foundations:

- a. UU No. 20 of 2003 concerning the National Education System, article 51 paragraph 1 "The management of early childhood education, basic education and secondary education is implemented based on minimum service standards with the principles of school/madrasah based management."
- b. UU No. 25 of 2000 concerning the National Development Program 2000-2004 in chapter VII concerning the part of the development program in the field of education, in particular, the target of the realization of educational management based on schools and communities.
- c. Kepmendiknas No. 044 of 2002 concerning the establishment of the education board and school committee.
- d. Kepmendiknas No. 087 of 2004 concerning school accreditation standards, specifically regarding school-based management.
- e. PP No. 19 of 2005 concerning national education standards, specifically school management standards, namely School-Based Management.

## **2.2 SBM as an Effort to Improve the Quality of Education**

SBM is a form of education management autonomy at the elementary and secondary education level units applying school-based management as indicated by independence, partnership/cooperation, participation, openness, and accountability. Thus, the management of the school council of education, especially the principal works closely with the school community.

The application of school-based management (SBM) technically aims [6]:

1. Improve the quality of education through the independence and initiative of schools in managing and empowering the resources available.
2. Increasing awareness of school citizens and the community in the administration of education through joint decision making.
3. Increase the responsibility of education to parents, schools and the government regarding the quality of schools.
4. Empowering the potential of existing schools to produce graduates who are effective and efficient

## **2.3 SBM Components**

School-Based Management includes several school components that must be managed properly [7], including:

1. Management of Curriculum and Teaching Program
2. Management of Educational Personnel
3. Management of Student
4. Management of Financial and Financing
5. Management of Educational Facilities and Infrastructure
6. Management of School Relations with the Community
7. Special Service Management

## **2.4 SBM and Its Challenges**

The implementation of SBM in schools does not always run smoothly. There are various kinds of obstacles that hinder the practice of implementing SBM. Educational studies generally find various obstacles to implementing SBM in 34 provinces throughout Indonesia [8].

1. Implementation of curriculum management faces 4 obstacles (planning; implementation; evaluating learning; and PAKEM).
2. Implementation of student management faces 8 obstacles (data collection; PPDB; orientation; coaching; extracurricular; special services; supervision, evaluation and reporting; and fostering excellent achievements).
3. Implementation of the management of educators and education staff faces 7 obstacles (needs planning; recruitment/procurement; placement; coaching and development; providing motivation; work rotation; supervision, performance evaluation, and reporting).
4. Implementation of facilities and infrastructure management faces 5 constraints (needs analysis and planning; procurement; distribution and utilization; maintenance; and elimination).

5. Implementation of financing management faces 5 obstacles (preparation of RKS / RKJM / RKT, RKAS; resource extraction; bookkeeping; use according to laws and regulations: transparent, accountable; supervision, evaluation, and reporting).
6. Implementation of public relations management faces 3 obstacles (compilation of programs; division of tasks of executors; and implementation of activities).
7. Implementation of cultural and environmental management faces 3 obstacles (planning program activities; socialization of program activities; and implementation of program activities).

### **3. Student Achievement**

#### **3.1 Two Dimension of Student Achievement**

Achievement is defined as the result of effort. Achievement is obtained from a series of efforts that have been made. Self-achievement obtained by someone is the result of a series of efforts that have been done by relying on all the potentials and abilities. Thus, student achievement can be defined as the whole result of the efforts made by a student. Student achievement is mostly linked to the existence of students in the educational environment, the school. Student achievement can consist of academic or learning achievements and non-academic or extracurricular achievements.

*Academic achievement* is the result of learning activities to determine the extent to which someone mastered the subject matter being taught and reveals the success achieved by that person. Thus, academic achievement achieved by students is the result of their efforts due to learning in the class [9]. This refers to the ability of students to capture information, then pour it back for evaluation. Academic achievement is the intellectual ability of students which is fundamental in the learning process. Students' intellectual abilities or intelligence can be seen from their interests, special talents, motivation for achievement, attitudes, physical and mental conditions, academic self-esteem and independence. These abilities need to get support and continuous nurturing so that student achievement can reach a maximum point [10]

*Non-academic achievement* is an achievement in terms of student participation and achievement, both in research, scientific work competitions, sports, and art. In contrast to academic achievement, the non-academic achievement is difficult to measure with certainty because there is no right or wrong value. Non-academic achievements emphasize talent strengthening, communication, emotional control, organizational skills, strong personality formation, and independence. Nevertheless, several achievements can be obtained by students by participating or winning various non-academic competitions, both organized by educational and non-educational institutions [9].

Schools that have potential students should support them. Permendiknas No. 34 Tahun 2006 is a regulation that strives for getting students who have achieved top achievements in science and technology, aesthetics, and/or sports, at the level of the education unit, district/city, provincial, national, and international, motivate as many students as possible in general to also compete to achieve optimal achievement in accordance with the potential and strengths of each, so that coaching is not only able to produce students with peak performance, but also improve the average achievement of students, and develop a culture of appreciation for achievements in education.

#### **3.2 Factors Affecting Student Achievement**

There are several factors affecting student achievement, including personal factors, interactions factors (with parents, teachers, and staff), and the other factors outside (school location, neighborhoods, local economy, political policy, and multicultural relations). Bronfenbrenner's bio-ecological model categorized the factors in 4 (four) level but still interacted one with another and build a holistic network [11]:

*Microsystem factors* are several factors that appear on the characteristics in students and their interactions with others such as teachers and other students. These factors are known to have a significant impact on learning and student involvement in school. Microsystem factors can be in the form of student resiliency, individual student abilities, health and attendance, student's readiness for skills development, social and moral development is embedded in the culture of the family and community [11]. Microsystem also refers to the student's family, school, religious institutions, neighborhood, and peers who give a direct impact on student development [12].

*Mesosystem factors* are the interactions that exist around the student and directly impact student achievement. Mesosystem factors can be in the form of school climate, parent training and partnering, professional development for teachers, leadership capacity building in teachers and staff, teacher evaluation, and teacher's peer culture and achievement [11]. Mesosystem also can be described as interconnections among microsystem factors. The interaction between two or more microsystem factors forms another complex relationship [12].

*Exosystems factors* are the factors from the larger community that surround the student. Exosystems factors involve social factors that indirectly impact to the student achievement [11].

*Macrosystems factors* are the climate or culture where the student lives, such as socioeconomic status within schools, ethnicity, and daily lifestyle [11] [12].

#### **4. SBM on Encouraging Student Achievement**

Management of student potential has been included in the implementation of SBM which must ensure students become motivated by achievement, both academically and non-academically. Academically, student achievement is shown from learning outcomes, while non-academic achievements can be demonstrated through the participation of students in school extracurricular activities or other non-learning activities.

SBM through the implementation of its management components can be directed to encourage student achievement:

1. **Management of Curriculum and Teaching Program**  
Management of curriculum and teaching programs are including planning, implementing, and evaluating curriculum activities related to the smooth development of teaching and learning activities. This activity strives for the curriculum that is managed in schools to run well so that the learning process is optimal.
2. **Management of Educational Personnel**  
The management of educational personnel aims to empower teachers effectively and efficiently to achieve optimal results. The role that must be carried out in this field includes the procurement, utilization, and coaching of students so that the existing human resources in schools can support in achieving school goals and student achievement, both academic or non-academic.
3. **Management of Student**  
Management of student is the arrangement and regulation of activities related to students, from entry to exit of students from a school. Student management aims to develop

personality attitudes and social-emotional aspects in addition to developing students' knowledge. This regulation helps the student improve their cognitive, affective, and psychomotor aspect.

4. Management of Financial and Financing

The financial and financing components of a school are the components of production that determine the implementation of teaching and learning activities in the school together with other components. The management of the financial component must be carried out properly and thoroughly from the stages of budgeting, use, supervision, and accountability by applicable regulations so that all school funds are truly utilized in a clear, transparent, effective and efficient manner.

5. Management of Educational Facilities and Infrastructure

Educational facilities are equipment and equipment that are directly used and support the educational process, such as buildings, classrooms, desks, chairs and teaching tools and media. While educational infrastructure is a facility that indirectly supports the course of the education process. The management of educational facilities and infrastructures is directed at the maintenance which is the responsibility of all school members so that they can be used optimally.

6. Management of School Relations with the Community

The public relations activities carried out are providing information, information, and understanding to the wider community about the tasks and functions carried out by educational institutions to create a harmonious relationship between the school and the community.

7. Special Service Management

Specific management services include library management, health, and school safety. A complete and well-managed library will support the development of students in terms of the development of knowledge. UKS (Usaha Kesehatan Sekolah) facilities are also needed to ensure the health of students.

## 5. Conclusion

Student achievement can be in the form of academic achievements and non-academic achievements. During this time there is an imbalance between academic achievement and non-academic achievement because academic achievement is given more attention. Even though the quality of a school is also supported by the progress of its non-academic activities. Therefore, non-academic activities also need attention to encourage student achievement holistically.

The implementation of SBM to encourage student achievement is done by keeping the standards contained in each component of management and fixing the deficiencies found. It is recognized that the implementation of SBM in various regions is still not perfect, but continuous improvement efforts continue to be made to improve the quality of education, both independently in schools and nationally.

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