

The Principal's Role in Implementation of School-Based Management

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Abstract. This study aimed to describe the roles of the principal and to reveal supporting, and inhibiting factors in the implementation of school-based management (SBM) in SMK Bina Teknologi Purwokerto. The method used in this study was descriptive qualitative. The subject of this study was the principal of SMK Bina Teknologi Purwokerto. Data collection techniques used were observations, documentation, and interviews. The interview was conducted with the principal as a policymaker at school, teachers, and staff as those that implemented the policy that the principal made to achieve the expected goals of the school. Furthermore, triangulation techniques used to determine validity. The data were analyzed by applying Miles and Huberman's theory, which is: Study the data, Data Reduction, Presentation of the data, and Conclusion. The results of this study indicated that the roles of the principal in the implementation of SBM is very important, the role of the principals was as an educator, manager, administrator, supervisor, leader, innovator, motivator and entrepreneur. The supporting factors are the active roles of the school community and authorization from the organization to the school. While the inhibiting factors found in the implementation of SBM are less community participation, lack of socialization about the application of SBM and limited funds.

Keywords: Principal's role, Leadership, Implementation, School-Based Management.

1 Introduction

Improving the quality of human resources must be carried out in a planned, directed, effective and efficient manner. Education is important in this process, considering education is one of the means to improve human intelligence and skills. Therefore, the Indonesian government continues to strive to improve the quality of education in Indonesia, one of which is by giving autonomy to schools or as we are known as School-Based Management (SBM). SBM is a manifestation of the implementation of the decentralized education system that is currently being implemented in Indonesia as stated in Law No. 32 of 2014 concerning regional government autonomy [1]. In other words, SBM is a management model that gave greater authority and responsibility to schools, encouraged direct participation from school members (teachers, students, principals, employees) and the community (parents, community leaders, scientists, entrepreneurs), and improve the quality of schools based on national education policies and applicable laws and regulations. The decentralization policy has a good impact on the implementation of education service management, that gives more room for schools to find strategies to achieve quality and independent education for effective schools.

The successful implementation of SBM is influenced by various factors, one of which is very decisive is the principal. The Principal is an educational leader who has a major role in developing educational institutions in schools. Based on the Ministry of Education and Culture

Regulation No. 6 of 2018 the principals are no longer burdened with teaching assignments, it means that the principal can focus on carrying out their duties to improve school quality [2]. In article 15 it is explained that the principal's workload is entire to carry out the main tasks of managerial, entrepreneurship development, and supervision of teachers and education personnel, the aim is that the principal can focus on developing 8 national education standards, which include: content standards, processes, educators and education personnel, facilities and infrastructure, management, education funding, graduate competencies, and education assessment [2]. The Principal has an important role in developing the school quality, but in some schools, the principals do not carry out his role properly. The principal is a key lynchpin between teacher development and school improvement [3].

In improving the quality of education the principal acts as an educator, manager, administrator, supervisor, leader, innovator, motivator and entrepreneur [4]. As an educator the principals emphasize the importance of attending training and upgrading teachers to improve teaching and learning in the classroom; as a manager the principal cooperates with education staff in various school activities to improve the quality of schools; as an administrator the principal makes the school administration in writing so that it can be accounted for; As a supervisor the principal monitors the learning process in the classroom; as a leader the principal always leads meetings; as an innovator the principal has new ideas, for example improving information technology in learning so that school residents are not outdated and remain up to date; as a motivator the principal encourages educational staff to perform various tasks; and finally, the role of the principal as an entrepreneur, which is to be able to analyze business opportunities that develop within the school environment in accordance with the needs of the community.

School leadership is important for improving school effectiveness. Principals have significant impacts upon the success of schools, the school has to prepare students to achieve their future success [5],[6]. Based on the background, the purpose of this study is to describe the roles of the principal in the implementation of SBM in SMK Bina Teknologi Purwokerto and to reveal supporting and inhibiting factors in the implementation of SBM in SMK Bina Teknologi Purwokerto.

2 Method

The method used in this study was descriptive qualitative. A descriptive qualitative method is used when the researcher wants to describe the conditions and situation of something specific. The subject of this study was the principal of SMK Bina Teknologi Purwokerto. Data collection techniques used were observation, documentation, and interviews. The interview was conducted with the principal as a policymaker at school, teachers, and staff as those that implemented the policy that the principal made to achieve the expected goals of the school. Triangulation techniques used to determine validity. The data were analyzed by applying Miles and Huberman's theory, which is: study the data, data reduction, presentation of the data, and conclusion.

3 Result and Discussion

The implementation of SBM is an effort to improve the quality of education. SBM provides broad autonomy for schools to manage school resources in order to achieve the

expected goals. The success of implementation SBM is very dependent on the role of the principals because the principal as a policymaker in school will be the determinant of the direction of school policy. The principal in SMK Bina Teknologi act as policymaker, as an educator the principal guide the teachers, education personnel, students, and always follow the development of science and technology, and provide a good role model for school community. The principals always holds a meeting at the beginning of the year to evaluate the curriculum program that has been going on, as well as to develop a learning program with the vice principal of curriculum. Besides that, IHT (In House Training) or curriculum development workshops are held. In improving performance education staff and student achievement, the Principal of SMK Bina Teknologi involves teachers in upgrading our training to broaden teachers' insights. Directing teachers to always follow the development of science and technology in order to broaden their horizons and follow subject teacher deliberation to improve the quality of learning. Directing teachers to use learning time effectively by starting and ending learning according to the specified time, and using it effectively and efficiently for the benefit of learning. The principal always conducts supervision to the school community to know wheater the planned objectives are achieve or not. As a leader in the school the principal always provides a good example for school residents in the hope of creating a good school culture. Giving motivation to school community by establishing good communication with school community, so that they can motivate themselves and innovate for mutual progress.

The implementation of SBM requires principals to play new roles, have new responsibilities, and face new challenges. Experts and researchers report the challenges facing the school leaders to include increasing authentic, equitable collaboration with school communities and making the SBM work as pedagogy of empowerment and democracy, principals are also challenged to encourage the involvement and participation of community groups, including industry and commerce, to convince the other members of the partnership to arrive at a decision before instructions can be issued, to establish a committee structure for the council consisting of experts and those interested in developing programs and different aspects of the school improvement plan, and to promote shared decision making, management of human, material, and financial resources and information technology, strategic planning, program management, marketing, negotiations, and conflict resolution [7].

To overcome new roles, challenges, and problems, principals need to understand new situations, where they are no longer absolute authority figures but now they have to play the role of partnership with other stakeholders. In other words, the principals need to create a modified bureaucratic structure with a more comprehensive communication system with effective provisions for bottom-up, lateral and top-down communication as well as collaborative working arrangements with other stakeholders. Therefore, school leaders are required to build effective communication networks between staff, students, parents, the community, and government authorities and to improve their interpersonal and communication skills [7]. The principals have an especially role in the implementation of SBM, it takes much time and effort by principals and school community to make SBM work effectively [8]. Implementation SBM is influential for school effectiveness. The principal's role in the implementation of SBM is very complex. The results of researchers at the universities of Minnesota and Toronto, outline five main principals' responsibilities: 1) form a vision and mission of the school, 2) create a conducive school climate, 3) foster leadership in others, 4) improve the learning process and 5) manage people, data and processes to drive school improvement, Wallace said that the ideal headmaster is focused on learning outcomes, and he claimed that school leadership as the main focus of education policymakers [9],[10].

The Principal of SMK Bina Teknologi Purwokerto argued that the principal's role as an educator is to guide the teachers, education personnel, students, and always follow the

development of science and technology, and provide a good role model for the school community to achieve the goal of the school. This agrees with Mulyasa and Wallace, who stated that the principals as an educator, must carry out the following roles; a) involve teachers in upgrading to increase teachers' insights, provide opportunities for teachers to improve their knowledge and skills by learning to a higher level, principals must try to make the evaluation team of students' learning outcomes, encourage school residents to use their learning time effectively at school and use it effectively and efficiently for the benefit of learning [9],[11]. The result of the study about Instructional Leadership also explained that the role of the principals is helping teachers to build the students' capacity to have a greater understanding of learning [12]. The principal must have a strategy to increase the professionalism of educators and education staff, as well as creating a conducive school climate for achieving educational goals. School climate is influenced by the positive behavior of the principal's leadership this also influences the improvement of school quality [13].

The principal of SMK Bina Teknologi always trying to establish good communication with the school community in order to create a sense of kinship with expectations that it will make the education process smooth and as expected. The principal's role as an educator is to carry out planning, class management, and learning evaluation activities. Lee and Hallinger's findings stated that Indonesian school principals put more emphasis on school management and administration rather than leadership or development [14]. As the manager, the principals have to carry out managerial functions (planning, coaching, developing, and evaluating). As a manager, the principals would be expected to be knowledgeable about appropriate processes, and techniques that would help guide others to achieve quality project results [15].

Based on principals' standards in Indonesia, the principals have to be competent in certain key areas, one of the competence is managerial that covers areas of student management, human resource management, curriculum development, school development planning, monitoring and evaluation, and information and communication technology in school [14]. The principal of SMK Bina Teknologi said that as the manager can be interpreted as people who plan, organize, lead and control the efforts of members of the organization and the utilization of all organizational resources in order to achieve the goals set. The role of the principal as a manager at SMK Bina Teknologi acts as a channel of communication within the school environment, as a person who always thinks analytically and conceptually, as a person responsible for everything actions taken by subordinates and as a manager he has to be able to face same problems.

Principals as an administrative act as a strategist in making changes and improving the quality of schools. Administrative tasks refer to organizational control, budgeting, managing input, implementing regulations, and ensuring that rules and regulations are respected [16]. As an administrator, the principal must have the ability to manage the entire administration starting from personnel administration, facilities, and infrastructure, finance, archives, etc [11]. The study of Kuwait showed the obstacles factor that might hinder successful educational reforms, the principals were not able to adjust with external and internal demands, such as teacher shortages, teaching quality, school maintenance, and instructional needs [17]. Principals' internal and external activities may enhance school effectiveness, principals' internal activities are activities directed toward covering internal team matters occurring within the team boundary relating trust, caring for team members, knowing the needs and knowing the problems of the team and its members [18]. Internal activities involve empowering the team and exercising flexibility about team decisions by increasing team members' control over and involvement in their work can enhance team effectiveness. In line with the implementation of SBM in SMK Bina Teknologi the principal able to empower school residents in achieving the expected goals, in making decisions the principal always involves the internal community of the school. Principals' external activities are activities managing the team's environment to acquire

resources and knowledge useful to the team [18]. In carrying out external activities the Principal of SMK Bina Teknologi always tries to establish good relations with many companies whose aim is to be able to find out what kind of workforce they need and thus the school is trying to create graduates that match the qualifications expected by the company. In addition, it also makes it easier for schools to find places for students to carry out fieldwork practices.

Based on Harris's research in Malaysia, he explains that the principals practiced many functions, especially supervising teachers and monitoring the quality of teaching and learning processes [19]. The principal's role as a supervisor was intended to increase supervision and control of educators and education staff in schools to improve their performance. Principals are expected to be more committed to what happens in the learning processes when supervision of teaching and learning is successfully carried out, it enhances teacher development [20]. The principal of SMK Bina Teknologi Purwokerto always conducts coaching to the school community to achieve the planned objectives. As the principal's supervisor is tasked with regulating all aspects of the curriculum that apply in the school in order to provide results that are in accordance with the expected targets. As a supervisor, the principal conducts simple research to improve the situation and conditions of the teaching and learning process. Observing the class to increase the effectiveness of the learning process, providing time for teachers in a professional way to discuss the problem solving of the learning process, evaluate learning outcomes comprehensively, create dynamic and professional teamwork.

In the implementation of SBM, the principals have to lead the school community to achieve the vision and mission of the school. The principals had to be ready to see some problems in schools, in some research the principals as a leader in school focused on the achievement of the learning outcomes. The principal of SMK Bina Teknologi said that as leaders we must be able to influence the school community to achieve school goals. The principal is organizational leaders and serves as role models in the school context by setting a positive example for the school community [21]. The principal of SMK Bina Teknologi always tries to behave well in order to be a good role model for the school community. The principal always tries to be on time, disciplined, dress neatly, protect the environment, etc. so that it can be imitated by the school community and become a school culture. The principal as a leader must have a special character that includes personality, basic skills, experience, professional knowledge and knowledge of administration and supervision.

The principal as an intellectual has to lead teachers in developing the teacher's knowledge to achieve the goals. So that the principals as the role model in school also have to improve their knowledge [22]. As the innovator, the principal must have created so that the school can develop in accordance with technological advancements. The schools must innovate to make changes to be better, the principal has to think how to achieve the goals, at SMK Bina Teknologi applies strong discipline, one of the goals is that the graduates become disciplined, responsible people. How to make all school members can implement strong discipline in accordance with the expectations desired. The principal takes the initiative to record the absence of the presence of educators and education staff to be displayed at meetings every month. For who get good absences will get appreciation. So that the culture of school discipline can be created. Australia created the Austrian Leadership Academy (ALA) for the professional development of principals leadership, the principals role as builders of change and key actors in promoting school quality have to always innovate to school quality improvement and promotes cooperation with many different stakeholders not only within the school, but also politicians and the public [23]. Based on the study in Austria, the principals as decision-makers in school create an innovation regarding school architecture in the future that will support the learning process in schools, it is one of the strategies to achieve the goals which is desired. In Indonesia, the school architecture still not prioritized as one of the programs that must be implemented, limited funding is one of the

factors. there are still many school buildings in Indonesia that are not too comfortable for the learning process.

In improving the school quality we have to create a motivational environment, the principals provided positive support to make a positive school climate. The principals have to preserve a spirit of collegiality, and efficiently distributed tasks among teachers [17]. The principal must have the right strategy to motivate the education staff in carrying out various tasks and functions [8]. Providing motivation can be done in many ways. The Principal of SMK Bina Teknologi motivates school communities by being a good example, like: inviting Dhuha prayer at school, maintaining the cleanliness of the school environment by not littering, and attending extracurricular activities at school, giving appreciation to teachers who work with full responsibility and can be made an example for other teachers, etc. Providing the motivation to educators and education staff is important to do so that they are enthusiastic in carrying out their duties. The role of the principal as an entrepreneur aims to see opportunities and take advantage of opportunities for the benefit of the school, the principal's role is to create innovations that are useful for school development, work hard to achieve effective results, and motivate school residents to be able to achieve the expected goals.

The granting of greater autonomy to the schools which is a policy of decentralization has a good impact on the implementation of education service management. An empirical survey has confirmed the overall effectiveness of SBM, more than 50 percent of the principals believed that SBM had led to improved learning environments for students along with the provision of greater professional development opportunities for staff in key learning areas either with moderate or major effects [24]. The principal of SMK Bina Teknologi stated, freer to manage the school as expected. Then the active role of the school members is very supportive in the implementation of SBM in SMK Bina Teknologi, with the active role of the school member the vision and mission of the school will most likely be realized. While the inhibiting factors found in the implementation of SBM in SMK Bina Teknologi are lack of parents' participation in realizing school goals, most parents only rely on schools, the lack of socialization about the application of SBM which causes principals to be more extra to direct, guide school residents to be able to implement SBM in order to achieve school goals and limited funds.

3 Conclusion

Based on the results of this study can be concluded that the role of the principal in the implementation of SBM is very important. The principals as the policymaker have a very complex role, in essence, all the roles that the principal plays only aim at achieving school quality. Based on the results of this study the role of the principal is more focused on how learning outcomes can be achieved as expected, in some studies also concluded the same thing. Various strategies are carried out so that what has become a common goal can be achieved. In policymaker, the principal always involves teachers and staff who aim to have the same goal.

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