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The Implementation Of School-Based Management In Improving Quality Of Education In Primary School

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THE IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT IN IMPROVING QUALITY OF EDUCATION IN PRIMARY SCHOOL

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ABSTRACT

Quality education is an absolute requirement to achieve national development goals; thus, education will produce superior and competitive human resources. Many government efforts improve the quality of education, among others, with regional autonomy or decentralization, which produces school-based management in the world of education.. School-Based Management enables schools to be more independent through the granting of authority (autonomy), greater flexibility for schools in managing resources, and encouraging the participation of school members and the community to improve the quality of education. This research aims to determine how to implement school-based management to improve the quality of education in elementary schools.. This research uses a qualitative descriptive method with data collection through interviews and observation. The subjects in this study were principals, teachers, school committees, community leaders, and stakeholders. This data analysis used data reduction, data presentation, and data validation (concluding). The results of the research findings indicate that the implementation of school-based management in improving the quality of education in elementary schools has been going well; the activeness of the school committee evidence this by providing suggestions/considerations, supporters, controllers, and mediators, the direct participation of parents in the planning and implementation of the program. In schools as well as management of curriculum and teaching programs, management of students, management of educators and education staff, and management of facilities and infrastructure are carried out well.

Keywords: school-based management, quality of education

INTRODUCTION

Indonesia is a great nation with noble ideals, namely realizing the ideals of the nation's life as stated in the preamble to the 1945 Constitution. Efforts to realize the life of the nation are taken by protecting the entire Indonesian nation and the entire homeland of Indonesia, promoting prosperity public, educating the nation life, and participating in carrying out world order. One way to realize the ideals of educating the nation is through education. Education is a conscious effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves,

society, nation, and state (Hamdani et al., 2018).

Education plays a key role in the development of quality human resources (Hardiansyah, 2022). In terms of quantity, the education progress in Indonesia is quite encouraging; the index of education development in Indonesia is 69th out of 127 countries. However, in terms of quality, the development of Indonesian education is still not evenly distributed. Three factors cause the quality of education to not increase evenly. First, the policy and implementation of national education uses input-output analysis which is not carried out consistently. Second, the approach to implementing national education is carried out in a centralized

manner so that schools as education providers depend on the bureaucracy. And thirdly, the participation of the community, especially parents, in the implementation of education is very minimal. Support from parents so far has only been in the form of funds, so that parents do not feel they own the school, on the contrary the school does not have the burden to account for the results of their education to the community (A.Suhardi, 2019).. School-Based management is one of the government's efforts in overcoming educational problems in Indonesia that offers schools autonomy to determine school policies to improve the quality, efficiency, and equity of education to accommodate the wishes of the local community and establish close cooperation between schools, the community, and the government (Kastawi et al., 2021).

Implementation of school-based management requires the readiness of various components and tools of educational stakeholders both internally and externally that can support the implementation of school-based management, including school buildings equipped with learning facilities and infrastructure, school principals, educators and education staff, students, the environment school participation of parents of students, community support and another business world (McGarr, 2021).

School-based management gives authority to schools by involving the participation of stakeholders to optimize all the potential of existing resources and create an open and democratic school climate that aims to meet the quality needs of schools and develop various educational programs tailored to the interests and needs of students in schools (Gaspar et al., 2022).. The main objective of implementing School-Based Management is to improve education's efficiency, quality, and equity (Liana & Hidayat, 2021). Increased efficiency is obtained through the flexibility to manage existing resources, community participation, and simplification of the bureaucracy (Fadhli,

2017). Quality improvement is obtained through parental participation, flexibility in school management, increased teacher professionalism, rewards and punishments as controls, and other things that foster a conducive atmosphere (Hardiansyah & Mas'odi, 2022). Equitable education can be seen in the growth of community participation, especially among those who are able and caring, while the less fortunate will be the government's responsibility (Nasrudin & Maryadi, 2019).

Previous research by (Aminah et al., 2015) entitled Implementation of School-Based Management in Improving Education Quality at MTsN Lhokseumawe City. The results of the research are as follows: a) the work program of the madrasah principal in realizing educational activities at MTsN Lhokseumawe City has been functioned properly and correctly, it's just that in the aspect of education staff management and financial management and financing its role has not been carried out optimally; b) The strategy for implementing school-based management at MTsN Lhokseumawe City is carried through: 1) the socialization stage, 2) the formulation of the school's vision, mission and goals, 3) involving a number of educational resources for the achievement of the school program, 4) conducting a SWOT analysis of the education program has been implemented, 5) preparation of plans and work programs for quality improvement, and 6) program implementation and evaluation; Obstacles faced by madrasah principals in implementing school-based management, among others, school independence and budget management have not been implemented in a transparent and accountable manner. Furthermore, research by (Simanjuntak, 2019) entitled Implementation of School-Based Management in Improving the Quality of Education at MIS Nurul Anwar. The results showed that. a) Implementation of school-based management: Each management

field includes several activities tailored to their respective fields to advance the school. b) The results of implementing School-Based Management (SBM) are effective. c) The supporting factors are: 1) School conditions are conducive to carrying out the learning process, 2) Relationships between school personnel are harmonious, and 3) School finances are smooth, thus supporting the realization of all activities and activities. Procurement of the required infrastructure, 4) Relationships between school residents and parents and school committee administrators are going well, 5) effective management in each field, and 6) Students are enthusiastic about participating in intra-curricular and extra-curricular activities. d) The inhibiting factors are 1) At one time, some teachers or employees are not disciplined, 2) There are 05% of students' parents who are indifferent to school policies and also to student learning progress, 3) School land is too narrow

School-based management has three pillars, namely (1) transparent management, (2) community participation, and (3) Active, Innovative, Creative, Effective and Fun Learning (Sumarsono et al., 2019). If these three pillars can be adequately implemented in a school, the quality of education in Indonesia will increase. In implementing school-based management, the focus of direction and objectives must be clearly defined, such as the quality of student learning, school management, education quality, personnel, financial management, financial management, and others. The implementation of education in schools requires transparency both in the teaching and learning process and in the management of school management (Saifulloh & Darwis, 2020). Transparency in management in the form of planning, implementing and evaluating the management of school components, school programs, and activities involving all relevant parties. The development of transparency is aimed at building public trust and confidence in schools

that schools are clean and authoritative educational service organizations (Lasno et al., 2019).

However, in implementation, many schools still have not applied the principle of transparency in the performance of education in schools (Ningsih, 2020). Facts on the ground show that in planning school programs or activities and managing financial management, schools do not involve members of the public or parents of students, so schools seem to take their policies regardless of the opinions of community members or parents (Disas, 2017). Therefore, the government's effort to improve this situation is to change the national education system from centralized to decentralized (Cahyani et al., 2020). Transparent management is openness or clarity in the management and administration of schools that aims to gain the trust of stakeholders. Management that is carried out transparently, easily accessed by members, and provides continuous reports makes it easy for stakeholders to know the process and results of decision-making. The variables of transparent management are school components, including curriculum management, student management, educators and education staff management, and financial management (karo-karo, 2019).

The role of the community in implementing national education is realized through formal and material support. Formally, it can be in the form of support, participation, and the contribution of ideas in implementing education other than those held by the government (Mursalim, 2019). While materially, the role of the community can be in the form of donations of funds to overcome budget constraints from the government. As part of the stakeholders, the community must be involved in formulating educational policy policies so that the existing policies are relevant to the times. Facts in the field show that community participation in education is still low (Ogedengbe, 2021). The low level of

community participation in the provision of education is evidenced by: (1) public understanding of education³⁵ funding is still lacking; (2) awareness and involvement of the community/parents in the process of providing education is still low; and (3) the community has not been involved in school management and has not played a good role in teaching and learning activities.

Low community participation is characterized by minimal communication between schools and the community and centralized school management. The lack of communication between school and community is due to the community giving complete trust to the school in the education process of their children (Endang, 2019). As a result, schools and communities move separately and do not support each other in providing education to achieve quality improvement and efficiency of democratic education management. Meanwhile, centralized school management means that the implementation¹⁰ of school management is only carried out by the government and does not involve the community; as a result, the graduates or outputs produced are not to the conditions and needs of the community environment (Fua et al., 2018).³⁷

Implementing school-based management requires collaboration between schools, communities, and the government. Through cooperation, commitment, and mutual support for each other, improving the quality of national education can be realized.

RESEARCH METHODS³⁶

This study uses a qualitative approach in the form of descriptive qualitative research. The qualitative method is a research procedure that produces descriptive data in written or spoken words from the observed⁵⁸ people and actors (Ulfathmi et al., 2021). Informants in this study were school principals, school committee members, teachers, community leaders, and parents (Stakeholders). The main

data sources³⁸ in this study are the principal, teachers, and school committees and will be strengthened by the opinions of parents (stakeholders²⁸) and community leaders.

The data collection techniques used in this study were interviews and observation. The main data collection technique in this research interview, while the observation techniques are complementary and strengthen the answers of respondents and interviewed informants. The researcher used semi-structured interviews with principals, teachers, and school committees as the main data source. Furthermore, the researcher also conducted interviews with community leaders and parents (stakeholders) to obtain various information about the implementation of school-based management, including community participation¹³, transparent management, and the application of active, innovative, creative, effective and fun learning in improving the quality of education in primary school⁴³. Quality of education includes graduate competency standards, facilities, infrastructure standards, and school program planning standards¹⁴.

The data analysis technique in this study uses the Miles and Huberman strategy, which consists of data reduction, data display, and conclusion drawing/verification (Moleong, 2019). The researcher simplified by sorting out the data to be used, while the irrelevant data meant that the data was not used. After simplifying the data, the data are grouped according to the indicators in the study. Next, the researcher presents the data obtained as a research report.

RESULT AND DISCUSSION

Result Implementation Of School-Based Management In Improving The Quality Of Education²⁰

School-Based Management is one of the government's efforts in overcoming educational problems in Indonesia that offers

schools autonomy to determine school policies to improve the quality, efficiency, and equity of education to accommodate the wishes of the local community and establish close cooperation between schools. School-Based management has three pillars, namely: (1) transparent management, (2) community participation, and (3) active, innovative, creative, effective and fun learning. If these three pillars can be implemented properly in a school, they can improve the quality of education in Indonesia.

Planning for the implementation of school-based management in improving the quality of education begins with conducting a SWOT analysis, meaning that before implementing school-based management, the school first analyzes the strengths, weaknesses, potentials, and threats to the school so that the implementation of school-based management goes well and the results obtained are maximized. As the principal said:

“The form of implementing school-based management here is to give schools flexibility in managing existing management in schools; school-based management planning first conducts a SWOT analysis, we analyze the strengths that exist in this school compared to other schools around what are the weaknesses what, what potential can be developed by the school and what threats will affect the school. The school development team and I analyzed this.” (13 February 2022)

Since 2008 schools have implemented school-based management with the hope that the quality of education in these schools will continue to improve. Furthermore, the principal said that the SWOT analysis was carried out long before the implementation of school-based management was carried out in schools, with the implementation of school-based management making it easier for

schools to improve the quality of their education. As the principal said:

“Before implementing school-based management, the school had already conducted a SWOT analysis in school development. In line with the implementation of school-based management, it becomes even easier to improve the quality of education here, school-based management gives more authority to schools in managing their schools independently, so before we implemented it in 2008, we conducted an analysis first and then the results from the analysis. We use it as a reference in implementing school-based management. After doing the analysis, we made a work program called the school work plan. There is not much difference in the stages carried out by the school in its development before and after the implementation of school-based management; it is just that, as I said at the beginning, school-based management provides more flexibility.” (13 February 2022)

As explained by the principal, school-based management planning is not much different from previous school development plans, which start with analyzing using SWOT analysis, then a work program is made in the form of what is called a school work plan, and after making a school work plan, implementation of the following points is made. The school work plan items are then evaluated at the end of each year, and finally, a follow-up is carried out on the results of the implementation of the school work plan in the previous year.

School-based management, which is a form of education decentralization imposed by the government, aims to provide efficiency to schools in improving the quality of education

in each school; in this case, the principal also explains as follows;

“The purpose of implementing school-based management is to improve the quality of schools or the quality of their education, to achieve the goal there must be steps that must be taken, these steps are in the form of improving the welfare of teachers, so our teachers give appropriate awards so that they are enthusiastic in teaching, then build good relations with the community around the school and the guardians of students, optimizing the teaching and learning process, meaning that teachers must be able to convey subject matter to children well and easily understood so that children's achievements can increase.”

From the explanation of the principal, it can be seen that improving the quality of education in a school requires clear goals and what steps must be taken to achieve these goals. Schools hope that the quality of education will increase with the implementation of school-based management.

a. Management Of School Relations With The Community (Community Participation)

One of the concepts of school-based management is active community participation. Schools are an inseparable part of the community; schools are organized to meet the surrounding community's needs. Community participation is the involvement or participation of the community; in this case, there are committees, parents, and community leaders in a school activity. as stated by the principal as follows;

“We always involve committees, parents, and community leaders when holding school activities to honor and respect the community. For example, schools need community assistance, such as committees during school

health business competitions at the National and Persami levels. They can help us in terms of safety and greening the environment around a radius of 500 meters.

The same opinion was also expressed by the teacher who works and teaches at the school as follows;

a form of implementing school-based management in public relations management is to involve the community around the school and the guardians of students when the school holds an event or event, for example when there is a tree planting adiwiyata competition as a form of reforestation. With the involvement of the surrounding community as well as the guardians of students with events held by the school forming a good relationship, the community becomes more helpful to the school when needed, such as with the construction of new buildings, many people donate, either in the form of materials or the form of snacks for the construction workers. (13 February 2022)

The principal must maintain good relations with the surrounding community. A good form of cooperation involves the guardians of students/the surrounding community in school activities.

“We are always invited to discuss and discuss all policies if the school has a program because the activities of the school will be at the knowledge of the committee.”

(school Committee, personal interview, 14 February 2022)

The school maintains good relations with the surrounding community and involves the community in school activities.

“Community leaders, it's clear that we manage security here, also supports reforestation during the

UKS competition, whether the head of the RT or the community always maintains health and cleanliness so that the school environment doesn't look shabby."

(Community leaders, personal interview, 14 February 2022)

The role of guardians of students in terms of development, for the learning progress. For example, the provision of drinking water in the classroom and painting, in this case the guardians of students who play a role in financing.

"Whenever there is an activity, we are always given a circular regarding fundraising. Yes, we follow the agreement of the other parents. Usually, if parents give funds by the circular agreement only. We always communicate with the teacher every month in my child's class. So, when paying tuition, the parents must discuss what the child lacks. Usually, the class is between the homeroom teacher and the student's guardian every time the report card is taken."

(student parents, personal interview, 14 February 2022)

In addition, the observations made by the researcher strengthen the statement above, which shows that parents and school committees have supported the activities participated in by the school by attending the Dies Ed⁴⁷Fair event on December 6-7, 2021. The implementation of school-based management has a positive effect on school relations with the surrounding community as well as the guardians of students; this good relationship makes the community more responsive to help the school when needed.

b. Financial Management And Financing **(transparent)**

Finance is a resource that directly supports the effectiveness and efficiency of education management; it cannot be denied that every activity held or carried out by schools requires

operational costs so that these activities can be carried out properly. This financial component supports other components in school management because each component of school management, whether realized or not, requires operational costs. School-based management provides educational institutions with flexibility in managing school finances independently; schools can seek and utilize various resources owned by schools to obtain the costs needed for school operations. Financial management and financing in schools are also planned before entering the new school year, in line with curriculum management planning, as stated by the principal as follows:

Funding planning, we usually call the school activity plan and budget, which contains the activities that will be held and carried out by the school during the next year. The details of this activity are also accompanied by the estimated costs required to implement these activities.

The school principal further explained that when the school's activity plans and budget were carried out, a team was formed consisting of the school principal, school committee, teachers, parents, and the school development team to discuss the details of the financing used by the school. In addition to planning activities for the next year, during the preparation of activity plans and school budgets, sources of funds that can be used are also discussed.

Implementing the principle of transparency aims to build the trust of all parties from the planned activity budget. Schools build stakeholder trust by providing information disclosure in planning student activities every year and providing information on the budget that students must pay annually. This is by the statement of the principal, as follows:

we are open to interested stakeholders, namely involving the

management team in planning the education costs of students in one academic year, teachers and employees submitting needs for one year and making a list of proposed activity budgets, and committees. Schools in planning committee budget funds according to the needs of student activities.

The same thing was conveyed by the head of the school committee as follows:

As a school committee, we are always involved in all school programs, especially in terms of the process of preparing school activity planning and budgets, to ask for considerations and suggestions about school activities. (14 February 2022)

The openness is carried out by schools in the planning and implementation process to provide information on a budget of funds to be implemented during one academic year. To provide understanding to teachers, employees, and parents of students and work together in carrying out school activities by predetermined goals. From the observations made by the researchers, preparing the school's activity plans and budgets has gone well, and by the technical instructions for school operational assistance in 2018 or Permendikbud No. 1 the year 2018.

c. Active, Innovative, Creative, Effective and Fun learning Management

Active, Innovative, Creative, Effective and Fun learning management is one component or pillar school-based management. Through the implementation of Active, Innovative, Creative, Effective and Fun learning, learning is expected to enrich the learning environment, further supporting the development of skills and attitudes needed in everyday life. The school-based management program aims to improve the quality of learning through the development of Active, Innovative, Creative, Effective, and Fun

learning. As stated by the 5th grade teacher, as follows:

“Teachers have implemented Active, Innovative, Creative, Effective and Fun learning as proof of teacher certification. Teachers have often been given workshops and seminars on Active, Innovative, Creative, Effective and Fun learning, which has more advantages than disadvantages. Active, Innovative, Creative, Effective and Fun Learning facilitates the activation of students with student-centred learning activities. Students can innovate by developing the material according to the learning experience they experience.”

(13 February 2022)

The principal expressed the same:

Schools have implemented active, innovative, creative, effective, and fun learning based on Permendikbud 22 of 2016; there must be a thematic, scientific, inquiry, and project-based learning.

Active, innovative, creative, effective, and fun learning is carried out by making learning fun first so that students feel comfortable participating in learning. Teachers must have the skills to master students. Mastery of students is the key to creating effective learning. The method used to create learning that actively involves students from the results of interviews conducted with grade 5 teachers is as follows:

The teacher involves students actively using various methods such as jigsaws, group discussions, presentations, use of media, and display of works in the form of appreciation.

Based on the explanation above, it can be concluded that the methods used by teachers to create active learning are carried out using various methods, such as group discussions, presentations, and jigsaws. Students have also

experienced fun learning because teachers use a variety of methods in teaching, so students feel comfortable learning and do not get bored easily. Using tools and the environment as learning resources can also create active learning that involves students. The reading corner has many benefits. For example, the Reading Corner gives students quick access to learning resources; it can also be used by students in their spare time and makes the class more interesting and varied.

Schools have implemented learning that can motivate students to solve existing problems. Giving motivation is done by applying cooperative and interactive learning. Cooperative learning is learning that encourages students to be able to work together with others and can simultaneously build students' communication skills. This is by the results of interviews conducted with 5th-grade teachers, as follows:

The teacher has given motivation to students to be able to solve problems. Furthermore, the teacher uses various techniques depending on the conditions encountered in the classroom. Sometimes teachers have to motivate students for a rather long time.

Characteristics of elementary school-age children who still like to play become a consideration in carrying out learning. Teachers deal with learning by the characteristics of students by using the learning-by-play method. The point is learning that integrates games into learning materials. For example, the modified game of snakes and ladders for subtraction and addition material is in grade 2. Application of contextual learning to develop thinking skills. Students are invited to discuss or observe pictures and videos and then explore the meaning that exists in order to be able to develop thinking skills.

Based on the data obtained in the field, the school has implemented active, innovative, creative, effective, and fun learning. It is

proven by the observations made by the researchers in the field. For example, evidence of classroom design, teaching methods, teaching aids, and student feedback. The success of schools in implementing the three components of school-based management related to community participation, transparent management, active, innovative, creative, effective, and fun learning has been proven by the role of principals, teachers, parents, and the surrounding community who support the achievement of school success in improving the quality of education.

Discussion

The implementation of school-based management is expected to assist schools in responding to the challenges of the times, which every year needs to be innovated to be relevant to their times as stated in the (Pendidikan Nasional, 2010) on the national education system that: the management of early childhood education units, basic education, and secondary education is carried out based on minimum service standards with school/madrasah-based management principles. To the principal's explanation, the implementation of school-based management has been running since 2008 with the hope that there will be an increase in the quality of education in the school. The principal also explained that school-based management gives more authority to schools to regulate their schools according to the needs and educational goals of the school. The granting of this authority is a form of decentralization of education that is given by the central government in the form of educational autonomy to each region and is handed down again to every educational institution or school.

In line with the above findings, the theory put forward by (Lasno et al., 2019) says that school-based management is a political approach to redesigning school organizations by giving authority and power to school participants at the local level in order to

advance their schools. The local participants are principals, teachers, counselors, curriculum developers, administrators, parents, the surrounding community, and students. In implementing school-based management, the first thing that the school does is conduct an analysis using SWOT analysis, meaning that the school analyzes the strengths, weaknesses, advantages, and threats of the school. After analyzing the school, make a plan in the form of a school activity plan that contains a description of the school management work program. After making a plan, then carrying out the implementation of the school activity plan that has been made, and finally, an evaluation is carried out to follow up on the evaluation results.

The researcher's findings are by (Kasturiarachchi, 2019) explaining that in implementing school-based management, schools must first understand the four management functions: planning, implementation, supervision, and coaching. The four functions are mutually sustainable in determining the success or failure of management. The principal said that the implementation of school-based management aims to improve the quality of education. With the increasing quality of education in schools, it is expected that the achievements of students, teachers, and schools will also increase. In addition to having a clear goal with the implementation of school-based management, it must have a conducive environment for teaching and learning; according to the results of observations made by researchers that schools have a safe and orderly environment with the presence of several school guards, teachers at the school are also optimistic that they can continue making changes for the better for the school.

From the results of these observations, the researcher can say that the implementation of school-based management is going well, as written by (Moradi et al., 2019), that the indicators of schools that apply the concept of

school-based management are that the environment is safe and orderly, has strong leadership, and has high expectations from school personnel. There is a continuous development of school staff according to the demands of science and technology, the implementation of continuous evaluation and good communication, and intensive support from parents and the community.

There are three pillars of school-based management: (1) community participation, (2) transparent management, and (3) Active, Innovative, Creative, Effective, and Fun Learning.

a. Management Of School Relations With The Community (Community Participation)

From the data exposure, it was found that in implementing school-based management about community participation, the school involved parents of students and the community around the school in several activities or events. With the involvement of parents and the surrounding community, the relationship between the school and the parents of students and the community around the school becomes good and harmonious. According to the principal, this good relationship positively affects the school because the surrounding community often provides voluntary assistance to the school when needed. In addition, the community actively organizes educational activities in schools, including participating in Adiwiyata competitions and student health business competitions held at the national level.

This finding is quite relevant to the opinion (Lasno et al., 2019) about the management of school-community relations in the context of school-based management. It is said that public relations management aims to promote the quality of learning and growth of children, strengthen goals and improve the quality of life and community livelihoods, and encourage the community to maintain good relations with the school. The researcher

analyzed that based on the theory and facts found to be appropriate, the school already had the characteristics of high community participation and parental participation; the principal was also democratic, such as always deliberation with his subordinates and willing to accept the opinions of others. Then the teachers and their staff have professional teamwork in their work cohesiveness.

b. Financial Management And Financing (Transparent)

From the data obtained by researchers, it is known that schools' financial management is done quite well. Every new academic year, an activity plan is held along with the estimated budget needed to carry out the activities to be carried out; this is also called the activity plan and school budget. This finding is relevant to the opinion of (Kasturiarachchi, 2019) that school-based management has the authority to seek and utilize various sources of funds according to the needs of each school. This means that schools make good use of the authority given through the implementation of school-based management; schools take advantage of the school's strengths to find sources of funds that can assist in funding teaching and learning activities and other activities in schools.

School activity plans and budgets are prepared based on the needs principle and the most prioritized activities. Preparing the activity plan and school budget begins with a meeting with the school operational assistance management team consisting of the principal, treasurer of school operational assistance, teachers, and school committees. After there is an agreement between the school and the committee regarding the needs and activities that will be compiled in the budget plan in the form of a draft activity plan and school budget, after the draft of the activity plan and school budget is complete, the school and the school committee will disseminate the draft of the activity plan and school budget to the parents so that the parents can find out the activity

plans that have been made by the school and the budget needed by the school.

School activity plans and budgets that have been approved by the principal and school committees that are budgeted at the beginning of the year sometimes experience changes or discrepancies when they are carried out, so schools have to prepare activity plans and school budget changes. The making of activity plans and school budget changes is carried out to change the nominal value of the budget value of the activities that have been planned and adjust to the actual situation. Changes in activity plans and school budgets can also occur if the initially planned activities cannot be realized so that the school will replace them with other activities, which will be compiled in the draft of the new school activity plan and budget.

From the explanation of the research results above, it is in line with the opinion (Sirait et al., 2022) that the activity of planning sources of funds to support educational activities to achieve educational goals. Openness in the management of school programs and funds is very important. Open management of school programs and funds can increase trust between residents and external parties such as school committees, communities, and parents. In addition, transparent fund management can avoid mutual suspicion that has the potential to cause conflict between school members and the community.

c. Active, Innovative, Creative, Effective and Fun learning Management

In the learning process of implementing school-based management program that uses an active, innovative, creative, effective and fun learning approach in its implementation, both teachers and students must be active. Teachers must be able to motivate students always to be active, marked by being willing to express opinions, ask questions, and not be afraid of the teacher. The learning carried out by the teacher does not only require students to

be active but also creative; the teacher provokes students to think creatively in the assignments given by the teacher, for example, by utilizing used goods into useful goods. Teachers carry out class management to create effective learning, for example, using peer tutoring methods. Fun learning is easier for students, for example, with games or learning outside school. As stated (Kasturiarachchi, 2019) that active, innovative, creative, effective and fun learning implies learning designed to activate students and develop innovation and creativity so that it is effective but still fun.

The researchers' findings during the implementation of teacher learning are not only fixated on one model, but the teacher applies various models. This innovative model is also equipped with tasks that are not boring, such as making hanging decorations in the form of various flat shapes, so that students feel happy in carrying out these tasks. This condition is in line with the opinion (Lasno et al., 2019), which states that creative learning is intended for teachers to create diverse learning activities to meet various student abilities and types and styles of student learning.

Through the learning model, students can actively participate in the learning process, such as conducting group discussions, asking questions, and carrying out tasks assigned by the teacher, individually and in groups. This can be seen when learning; all students are active in group work and enthusiastic about completing assignments in groups and individually. In line with the definition of active learning put forward by (Moradi et al., 2016) active learning means learning that requires the activeness of all students and teachers physically, mentally, emotionally, morally and spiritually.

CONCLUSION AND RECOMMENDATION

Conclusion

Planning for the implementation of school-based management in order to improve

the quality of education in primary schools is carried out carefully and in several stages. These stages are a) Analysis of school conditions using SWOT analysis, b) Plan of school activities, c) Evaluation of school activity plans that have been implemented, and e) Follow-up. The implementation of school-based management in improving the quality of education in elementary schools is applied to the three pillars of school management listed in the school activity plan. The three pillars are a) community relations with school, b) finance and financing, and c) active, innovative, creative, effective and fun learning. The results of the implementation of school-based management in improving the quality of education in elementary schools seen in the three pillars of school management can be said to be quite successful; the three pillars can be carried out better and more optimally thanks to the implementation of school-based management, which this also increases good performance of students, teachers, and also the school and the goals of school education can be achieved. Although several aspects need to be addressed, such as the division of subjects that the teacher must teach, one teacher should teach one subject so that it can be implemented optimally.

Recommendation

The implementation of school-based management in elementary schools can be good, but researchers see that several management components have not been implemented well, even though the claims from schools are good. For example, in the management of education personnel, researchers see that some teachers still teach two different subjects, even though each teacher should teach according to their scientific field.

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