

SCHOOL-BASED MANAGEMENT IN SOUTHEAST ASIA (MBS-SA): DEMANDS OR EDUCATION NEEDS?

(Educational Management Studies in Thailand and Indonesia)

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Abstract. *This article discusses conceptual School-Based Management (SBM) which includes the contribution and implementation of the education process in managing the structure and organizing autonomous education (decentralized from the government to school). This article is made by reviewing and collecting information from various references both books, articles, and journals that are used as material in studying and conceptually adding insight to SBM. The idea of holding SBM is a good step to support the improvement and acceleration of the improvement of the quality of human resources in the field of education that is in accordance with the field conditions to solve problems more quickly and effectively, but it is also very risky for failure because all responsibilities and implementation are left to executor, where each region has different human resources (HR) and funding capabilities.*

Keywords: *Decentralization, Education, School Based Management*

Abstrak. Artikel ini membahas tentang Manajemen Berbasis Sekolah (MBS) konseptual yang mencakup kontribusi dan pelaksanaan proses pendidikan dalam mengelola struktur dan menyelenggarakan pendidikan otonom (desentralisasi dari pemerintah ke sekolah). Artikel ini dibuat dengan mereview dan mengumpulkan informasi dari berbagai referensi baik buku, artikel, maupun jurnal yang digunakan sebagai bahan dalam mempelajari dan secara konseptual menambah wawasan MBS. Gagasan diadakannya MBS merupakan langkah yang baik untuk mendukung peningkatan dan percepatan peningkatan kualitas sumber daya manusia di bidang pendidikan yang sesuai dengan kondisi lapangan untuk memecahkan masalah secara lebih cepat dan efektif, selain itu juga sangat berisiko gagal karena semua tanggung jawab dan pelaksanaan diserahkan kepada pelaksana, dimana setiap daerah memiliki sumber daya manusia (SDM) dan kemampuan pendanaan yang berbeda.

Kata Kunci: *Desentralisasi, Pendidikan, Manajemen Berbasis Sekolah*

1. INTRODUCTION

Autonomous and democratic education requires the national education system to make changes, adjustments, and reforms and pay attention to national diversity and insight. In accordance with the spirit of autonomy and decentralization of government, education is one of the sectors that are decentralized to local governments.¹

¹ Fattah, N. (2014). *Analisis Kebijakan Pendidikan*. Bandung : PT Remaja Rosdakarya.

Changes in autonomy in the field of education, referring to the concept of School-Based Management (SBM). Conceptually SBM contributes as an alternative in the implementation of the education process to manage structures and carry out autonomous education (decentralized from the government to school) and make schools the main unit.²

The effectiveness of implementing SBM in schools is expected to be an alternative in order to improve the quality of education in schools. As a result of the implementation of SBM, there will be changes in schools that can become capital for adjustments to market demands.³ SBM plays a role in the effort to actualize students, parents, teachers, principals and community institutions that can increase school responsibility, accountability and independence. The basic foundation of SBM is able to be used as an effort to improve students' academic achievement and have an impact on improving the quality of schools in other sectors because these local communities monitor more closely the sustainability of the school, a closer fit between their needs and policies in school, assessment of more students effective and various improvements from various sectors that are more effective.⁴

SBM in Indonesia since 1999 is expected to be able to develop management and produce active, creative, effective and fun learning processes, as well as increase the role of the community in the field of education (Mustiningsih, 2015). In line with the juridical foundation, especially National Education, the implementation of SBM was developed into 7 components, including curriculum in the implementation of learning, student affairs, education personnel, infrastructure development, finance (financing), culture, and school and community relations.

The 1997 constitution in Thailand paved the way for renewal. The 1999 National Education Act (NEA) laid a strong foundation for initiating reform. The main components of the NEA include: 1) Ensuring basic education for all; 2) Reform of the education system; 3) Learning reform; 4) Reorganization of the administrative system; 5) Introducing an education quality assurance system; 6) Improve professionalism and quality of the teaching profession; 7) Mobilization of resources and investment for education; and, 8) ICT for

² Idris, M. (2007). Manajemen Berbasis Sekolah. *Jurnal IQRA. Vol 3 Januari - Juni 2007.*

³ Jalaludin. (2010). Efektivitas Manajemen Berbasis Sekolah pada SMA Negeri 1 Matangkuli Kabupaten Aceh Utara. *Jurnal Pendidikan Serambi Ilmu.*

⁴ Moradi, S., Hussin, S. & Barzegar, N. (2012) School-Based Management (SBM), Opportunity or Threat (Education systems of Iran). *International Conference on Education and Educational Psychology (ICEEPSY 2012).*

education reform.⁵ A number of pilot projects are being implemented to help promote the education reform process. The pilot project has concentrated on the areas of learning reform, ICT for education, and decentralization of administration and management. The Pilot Project focuses on learning reform and emphasizes the need for ongoing training for teachers, administrators, and facilitators so that they can fully understand the concepts of reform. Management is used for schools and teachers, school administration staff, and parents and communities are policymakers and strategies for meeting student needs.

2. METHOD

This article is made by reviewing and gathering information from various references both books, articles, and journals that are used as materials in studying and adding conceptually insight related to SBM. After gathering information and through a series of literary studies and thought processes, all the theories, concepts, facts and information obtained are reviewed in the implementation of the SBM system which is then integrated into one scope of discussion that is able to answer the writer's curiosity regarding the SBM system in Thailand and Indonesia.

3. DISCUSSION

3.1. Decentralization of Education

Decentralization can equal regional disparities and encourage economic growth through a well-managed intergovernmental financial system. Success requires careful adjustments to specific types of decentralization policies and is implemented for the types of inequalities that are common in each country, and ensures that resource redistribution occurs.⁶ To meet the demands of community needs because of changes and development of policies related to social, economic, political, and cultural policies that are no longer central especially in the world of education.⁷

⁵ Atagi, Rie. (2002) *The Thailand Education Reform Project: School Reform Policy* ADB TA 3585-THA, *Education Sector Reform Thailand*

⁶ Popic, D. & Patel, M. (2011). *Decentralization: Equity and Sectoral Policy implications for UNICEF in East-Asia and the Pacific. Draft Working Paper, EAPRO 2011*

⁷ Subangun. (2010). *Penerapan Manajemen Berbasis Sekolah : Studi Tentang Pemberian Kewenangan Dalam Pengelolaan Sekolah Menengah Pertama Terpadu Ponorogo. Jurnal Fenomena. Vol. 8 No. 1.*

Decentralized education systems are characterized by governance and structures that involve multi-layered management, at the level of the central government, local governments, communities and the private sector in financing education, planning, management, monitoring, and inspection. But it is not always clear how this responsibility is shared. Indonesia, for example, has a series of policies that are diverse, and sometimes ambiguous, involving the central and regional governments regarding teacher management issues.⁸

Changes in autonomy in the field of education, referring to the concept of School-Based Management (SBM). Conceptually SBM provides space as an alternative in the education process to manage and manage education as a major component.⁹ There are two clear streams of facts about SBM, namely: 1) Schools The view of SBM is a positive and successful improvement tool; and 2) comparable schools of SBM are able, at least in school improvement.¹⁰

3.2. School-Based Management (SBM)

School-Based Management (SBM) is an effort to develop ideas and ideas to actualize schools in order to meet the demands of government policy, namely the implementation of decentralized education where the government places schools as independent educational institutions.¹¹ School-based management is the governance of schools independently and refers to the tendency that allows more autonomy to be managed by the school in decision-making about management, namely in the use of human, material and financial resources.¹² Decentralized autonomous education from the government to school aims to empower the role of each unit in schools and communities in an effort to solve educational problems in the field. In fact, there are not a few problems with education that should be a shared responsibility and able to be completed by the school and community without involving the central government.

The strategy of implementing SBM in schools is expected to be an alternative in order to improve the quality of education in schools that emphasize the curriculum in the implementation of learning, student affairs, education personnel, infrastructure development,

⁸ Popic, D. & Patel, M. (2011). Decentralization: Equity and Sectoral Policy implications for UNICEF in East-Asia and the Pacific. *Draft Working Paper, EAPRO 2011*

⁹ Idris, M. (2007). Manajemen Berbasis Sekolah. *Jurnal IQRA. Vol 3 Januari - Juni 2007.*

¹⁰ Botha, N. (2006). Leadership In School-Based Management: A Case Study In Selected Schools. *South African Journal of Education Copyright © 2006 EASA Vol 26(3)341-353*

¹¹ Fattah, N. (2014). *Analisis Kebijakan Pendidikan*. Bandung : PT Remaja Rosdakarya.

¹² Grauwe, A. (2004). School-Based Management (SBM): Does it Improve Quality? *Education for All Global Monitoring Report 2005, The Quality Imperative*

finance (financing), culture, and school and community relations.¹³ SBM is expected to have a great opportunity to encourage decentralized education quality improvement in the era of regional autonomy. The implementation of SBM depends on qualified human resources, this shows that the ability of principals, staff and education personnel plays an important role in developing new ideas for improving the quality of education in schools through the functions and objectives of SBM.

The effectiveness of implementing SBM in schools is expected to be an alternative in order to improve the quality of education through school independence and creativity. The success of SBM can be measured through indicators that have been determined by education stakeholders, which refers to improving the quality of education in schools and communities that are able to exceed the central education bureaucracy.¹⁴ SBM is felt to have the potential to improve management at the school level, the role of the community, management efficiency and education equity. Decentralized education places schools as independent institutions that can set policies, and regulate and improve networks that are expected to improve the quality of management performance (cooperation can be done with anyone and any party) as an effort to improve education.

3.2.1. Thailand

School-based management (SBM) in Thailand began in 1997 in a reform process aimed at overcoming a deep crisis in the education system. Contributions in the introduction and institutionalization of decentralization and MBS actively participated with the community in Thailand. Based on an empirical survey of 1,000 school board members from Bangkok and provincial and rural areas which were attended by 45 respondents with all relevant stakeholders, the results of the study showed promising results, as support for reform among principals and council members expanded. However, they also revealed a continuing need to train school principals and board members in education leadership and management.¹⁵

Educators, politicians, and bureaucrats agree that reform is a moral need for Thailand. Thailand's international competitiveness has declined, most of its human resources

¹³ Jalaludin. (2010). Efektivitas Manajemen Berbasis Sekolah pada SMA Negeri 1 Matangkuli Kabupaten Aceh Utara. *Jurnal Pendidikan Serambi Ilmu*.

¹⁴ Jalaludin. (2010). Efektivitas Manajemen Berbasis Sekolah pada SMA Negeri 1 Matangkuli Kabupaten Aceh Utara. *Jurnal Pendidikan Serambi Ilmu*.

¹⁵ Gamage, D.T. & Sooksomchitra, P. (2004). Decentralisation And School-Based Management In Thailand. *Kluwer Academic Publishers*

are weak, especially in the fields of technology and technology. Inefficient management and administration of the education system, injustice of access to quality education, quality teachers and environments that are difficult to understand as the main causes for human resource needs.¹⁶

Furthermore, Atagi revealed that an important element of the new reform effort was decentralization of decision making to schools.¹⁷ In other words, management responsibility must shift from a central institution to a school-based management approach. When the power of decision making is given to schools, they are responsible for achieving results. Principals, as leaders of institutions, must be effective in motivating teachers, influencing pedagogy, and managing the allocation of time and resources. Teachers also need to take a greater role in developing new curricula, evaluating practices, and developing teaching skills that are expected to be able to take the initiative to pursue reform, not passively.

The indicator of the SBM approach is adopted by principals: 1) Expressing opinions in school development planning for the benefit of students; 2) Utilizing analytical thinking to translate concepts into effective practices as imagined; 3) Adopt a democratic approach by considering the opinions of all parties concerned; 4) Firm in making decisions and initiating changes to work development; 5) Serve as a good example in carrying out tasks; 6) Establish good relations with colleagues, parents, and community members; 7) Arrange for teachers to work together efficiently; 8) Collaborative teamwork with all personnel involved; 9) Encourage all teachers to submit an administrative model of school academic affairs to develop the quality of students; 10) Prepare an administrative plan, conducive to developing the learning process of students, teachers, and principals; 11) Encourage all teachers to be aware of and participate in the distribution of school resources; 12) Encourage community members to participate in the development of the learning process; 13) Encourage all teachers to participate in monitoring and following up on school functions; 14) Dissemination and use of the results of the assessment to adjust work plans; and 15) Encouraging all teachers to participate in the improvement and audit of the school's financial system.¹⁸

¹⁶ Atagi, Rie. (2002) *The Thailand Education Reform Project: School Reform Policy* ADB TA 3585-THA, *Education Sector Reform Thailand*

¹⁷ Atagi, Rie. (2002) *The Thailand Education Reform Project: School Reform Policy* ADB TA 3585-THA, *Education Sector Reform Thailand*

¹⁸ Nenyod, B. (2002). *Executive Summary of the Report on National Pilot Study : Learning Reform Schools for Developing Quality of Learners, School-Based Management : Thai Ways and Methods*. Office of the National Education Commission (ONEC) 2002

Nenyod explained the guidelines for implementing SBM consisting of :

1. Conceptual Framework. The conceptual framework for the SBM strategy consists of decentralization of authority, participatory roles of stakeholders, good principals' leadership, reform of the whole school; self administration and management and transparency for accountability.
2. Actors involved. The actors involved in administration and management include principals, teachers, school boards and community members.
3. Process. Steps for school work processes through a quality PDCA Cycle. The process for each step can differ depending on the readiness and school context.
4. Additional factors. Consisting of the culture of each school, including local culture, preparedness factors, work methods, etc. Additional actions can contribute to facilitating or disrupting school functions.
5. Output. Based on the achievements of Phase I and Phase II along with the final report of the local research team as well as the final report of 250 schools themselves, the model adopted:

- a. The Triarchical Leading Model

Principals, teachers, school boards and community members are prepared for the project, it so that it facilitates implementation and requires little time for preparation steps. Therefore, success is less certain. This model ranks third among the various models adopted.

- b. Principal-Teachers Leading Model

While principals and teachers are prepared, school board members and the community are still lacking in understanding and readiness. Project implementation is not facilitated, depending on the self-determination of the actors and teachers and ongoing efforts. After increasing previous cooperation, the success of the operation will be guaranteed. This model ranks first among the various models adopted.

- c. The Principal Leading Model

The principal is sensitive and dedicated to school improvement. A consultative meeting was held together with the teachers. With a lack of trust in the principal's leadership and expected results, this work process will take a long time before proposals can be submitted to the primary education school board

and the community for collaborative action. The result will be slow and time-consuming. Without the dedication and sustained efforts of all parties involved, its success is hardly guaranteed. This model ranks second among the models adopted by schools.

d. The Teachers-Community Leading Model

The principal has been moved from another place while the project is carried out under the responsibility of the teachers, members of the primary education school board and the community. This model will take time to allow the principal to appreciate the project and make relevant decisions so that it has an impact on building faith among their peers to continue with the efforts that have been taken and ensure their success. This model ranks fourth among the models adopted by schools.

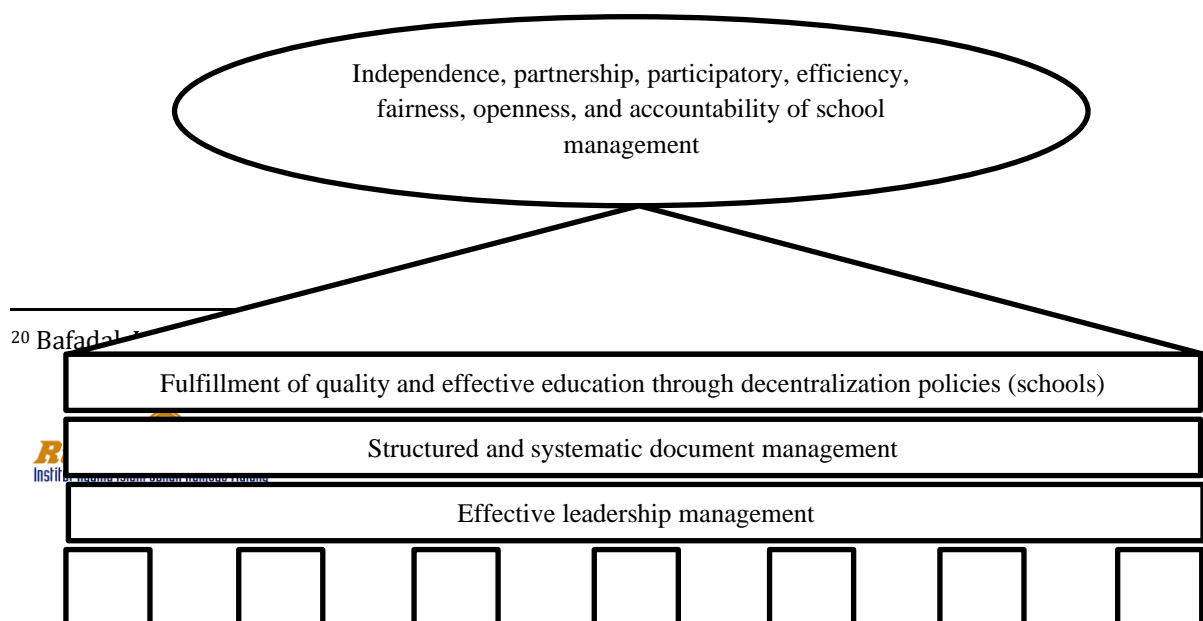
3.2.2. Indonesia

The concept of School-Based Management is abbreviated as MBS rolling since 1999 as the development of education in Indonesia through a decentralized autonomous education system from the government to educational institutions. Management is a tool to regulate activities, coordinate and harmonize resources to achieve goals and meet educational needs through management input, while base (based) has a basic meaning or focus that shows that the implementation of management includes a basis for various needs and objectives to be achieved. Schools as institutions/institutions from the Ministry of National Education have the task of carrying out the learning process through management based on the needs and objectives of Indonesian education to improve the quality of education and carry out their duties professionally both macro, meso or micro needs (legislation).

SBM is an effort made to increase the effectiveness of schools through changes that focus on developing plans, improving quality, implementing curriculum and programs based on information technology applications in education¹⁹, which are regulated in Government Regulation Number 19 of 2005 concerning National Education Standards Article 49 Paragraph 1 and Law Number 32 of 2004 concerning decentralized regional autonomy from the central government to regional governments.

¹⁹ Mustiningsih. (2015). Masalah Implementasi Manajemen Berbasis Sekolah Di Sekolah Dasar. *Jurnal Manajemen Pendidikan*, 24(6).

The basic concept of good management of school management can be seen based on openness, fairness, independence, participation, efficiency, partnership, and accountability.²⁰ This shows that SBM has the purpose of 1) fostering and developing the management component of students; 2) fostering and developing components of curriculum management and learning; 3) fostering and developing the management component of educators and education personnel; 4) fostering and developing financing management components; 5) fostering and developing management components for facilities and infrastructure; 6) fostering and developing components of school and community relations management; and 7) fostering and developing the management component of the culture and school environment. The general concept and purpose of SBM are briefly shown in the following figure.



²⁰ Bafadal, A.

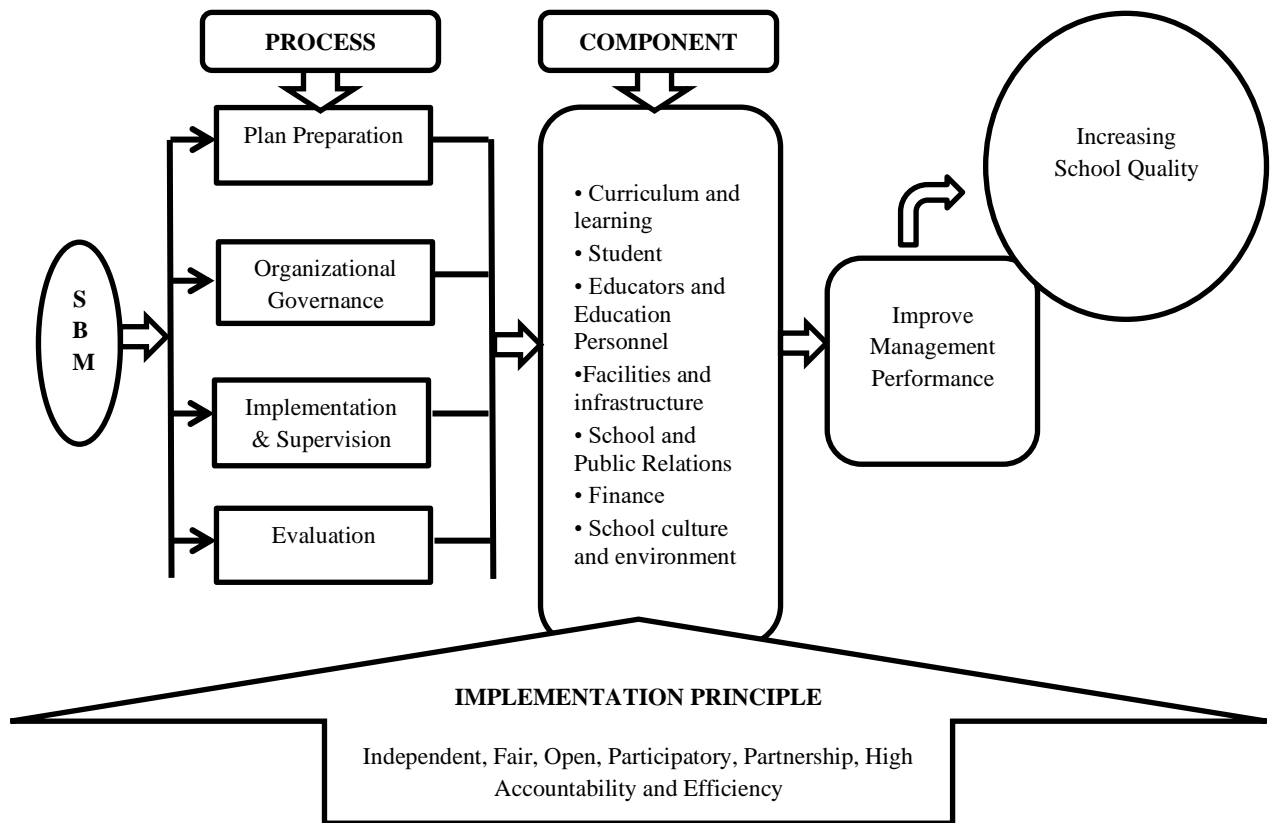
Picture 1. Basic Concepts of Management of SBM (Bafadal, 2013)

The reason for the implementation of SBM is because the previously based central management often does not fit the needs and circumstances of the school. SBM needs to be applied to the world of education in Indonesia today because the conditions in the field indicate: 1) the number of weaknesses when management is still central because the coverage of education is less even 2) in the market that understands the situation at school is the school as the implementer in the field; 3) participation and active role of school citizens can make changes in school; 4) school creativity and teachers do not develop because centralized policies tend to be bureaucratic and more responsible than professionalism.²¹ The reasons above strengthen the implementation of SBM in schools in order to achieve the ideals of improving the quality of education in schools. In addition, SBM is carried out to improve the quality of education and meet the demands of the times in the era of globalization.

The guideline for implementing SBM shows that the aim of implementing SBM is to increase school independence through authority in terms of governance of school resources that can encourage the participation of education implementers (principals, administrative staff and education personnel) to make decisions in order to improve school quality. The implementation of SBM focuses on several basic principles, including participation, transparency, creativity, innovation and accountability that are expected to be able to produce effective and flexible schools to more quickly overcome problems that arise. The implementation of SBM is intended to encourage the active role of schools and communities to be more responsible in implementing educational programs according to concepts that have an impact on improving quality through curriculum development in schools.

The implementation target to achieve successful implementation of SBM is based on school management components carried out through 4 processes professionally through school management to produce effective and high-quality schools in a systematic and structured manner. The SBM guidelines compiled by the Ministry of Education and Culture in 2006 have explained the MBS system as shown below:

²¹ Subangun. (2010). Penerapan Manajemen Berbasis Sekolah : Studi Tentang Pemberian Kewenangan Dalam Pengelolaan Sekolah Menengah Pertama Terpadu Ponorogo. *Jurnal Fenomena*. Vol. 8 No. 1.



Picture 2. Structure of SBM Implementation

In line with the ultimate goal of SBM, namely to improve the quality of education in schools in accordance with the National Education Standards (NES). SNP is a criteria for the education system under the authority of the government of the Republic of Indonesia which has a minimum value in its implementation. The curriculum has goals, content, learning materials and methods used as guidelines for implementing learning activities in schools to achieve the objectives of quality education through a set of plans and policies.

4. DISCUSSION AND CONCLUSION

The implementation of decentralized education autonomy both in Indonesia and in Thailand is an effort in developing and increasing regional independence in implementing quality and effective education. Resources supporting the implementation of decentralized autonomy in the field of education play an important role in the development of SBM. The idea of holding SBM is a good step to support the improvement and acceleration of the

improvement of the quality of human resources in the field of education in accordance with the field conditions to solve problems more quickly and effectively, but it is also very risky because all responsibilities and implementation are left to executor, where each region has different human resources (HR) and funding capabilities.

Guaranteed resources to support the implementation of decentralized education from centralization are able to create a better system in implementing SBM related to the development and implementation of education. With the availability of supporting resources as sufficiently capable operational implementers among policy makers, the systems and structures will be more responsive to the conditions on the ground and bring better results.

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