

Implementation Of School-Based Management in Character-Based Schools

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Abstract

In improving character education and quality education, schools need a management system that provides freedom according to school needs. For this reason, the government has implemented various programs, including allowing schools or education managers to regulate and implement various policies widely. School-Based Management is one of the government's efforts to achieve community excellence in mastering science and technology. Granting broad educational autonomy to schools is the government's concern for the symptoms that arise and efforts to improve the quality of education in general. This study aims to analyze the implementation of school-based management, a method used qualitatively by collecting instrument data through observation, interviews, and documentation. This study concludes that school-based management in shaping student character requires role models that are described in various school programs by compiling a character-based curriculum and strengthening by evaluating student character development, A good curriculum is needed, as good principal leadership roles and effective and efficient budget management.

Keywords: *School Based Management, Curriculum, Principal Leadership, Budget Management.*

1. Introduction

In improving character education and the quality of education (Ping et al., 2022), schools need a management system that provides freedom according to school needs (Bron & Thijs, 2011). for this reason, the government has implemented various programs, one of which is providing freedom to schools (Evans & Mendez Acosta, 2021) or education managers to regulate and implement various policies widely (Arifin et al., 2022). School-based management is one of the government's efforts to achieve community excellence in mastering science and technology (Blau & Presser, 2013). Granting this autonomy requires a more conducive management approach (Trapitsin* et al., 2018) in schools to accommodate all desires while empowering various components of society effectively, to support progress and systems (Hysa, 2014) in schools (Amri et al., 2019). School-based management is a concept that offers autonomy to schools to determine school policies to improve the quality, efficiency, and equity of education (Ko et al., 2016) to (Jang, 2015). Autonomy is given so that schools can manage resources by allocating them according to priority needs and responsiveness to community needs (Klein, 2017). Participation is

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required to better understand education and help and control education management (Latif & Hafid, 2021). School-based management requires the implementation of education to be managed independently by the school (Eissa & Khalid, 2019). School principals and teachers have broad freedom in managing schools without neglecting various policies (Mafora, 2013) and priorities set by national development (Stosich, 2018). School-based management has succeeded in raising various educational problems in several developed countries such as the US and Australia while in Indonesia it is widely applied in private schools and until now has not succeeded in raising the quality of education in Indonesia with various problems in its implementation (Sari, 2019), how much research on school based management explains more about the implementation of school-based management schools can increase teachers' commitment to their students' careers and achievements (Koç & Bastas, 2019). This study shows that teachers' commitment to student achievement continues to increase after the implementation of school-based management in schools (Ornopia et al., 2022). This other study also highlights the need for autonomy and adequate professional benefits to prevent teacher stress (Nir, 2002). Other research on school-based management shows that small schools tend to be more effective in creating learning environments that support and facilitate closer interaction between students and teachers (Wong, 2012). In addition, smaller schools can also facilitate the implementation of school-based management because it allows greater involvement from all stakeholders (Sihono & Yusof, 2012), from some of these studies there has not been much research on school base management with curriculum studies, principal leadership and budget governance in Indonesia. The problem that will be examined is how the implementation of private school base management in the Mother's hope school is seen from the curriculum, leadership of the head of the school, and budget governance.

This study tries to see the implementation of school based management in Indonesia, case studies of Mother's Hope schools with curriculum studies, principal's leadership, and budget management. Research was conducted to provide an overview of the importance of curriculum, principal's leadership, and budget management in education units so that schools can improve the quality of students by the times. The selection of research locations in the Mother's hope school is because the Mother's hope school has a complete level of education ranging from preschool education to high school education, so this research produces a more complete and in-depth study. The purpose of the study is to find out how the implementation of school-based management in schools is the hope of mothers from the curriculum, school leadership, and budget management.

2. Research Methodology

The design of this study is qualitative by using a case study approach of mothers' hope schools in Indonesia to obtain information in the form of experiences of principals, teachers, parents, students, and school committees. The qualitative approach has advantages, one of which is being able to form a better and more detailed understanding of a study (Cresswell, 2013).

Participant

The research was conducted at Sekolah Harapan Ibu, for 15 months from June 2022 to August 2023. Participants in this study amounted to 15 people consisting of administrators of 1 foundation, 3 principals, 8 teachers, and 3 alumni, aged 30 to 50 years, consisting of new teachers to school seniors. Learners, alumni, and the community. The selection of respondents takes into account the most diverse factors, which will result from different experiences and help researchers derive the main themes or principles of respondents (Gall et al., 2007).

Data Collection

Data collection for this study was carried out using interviews, documents, photos, and/or graphics. Interviews are always conducted to fully understand the responses given (Moustakas, 1994). This method is one of the most frequently used in the study of phenomenology (Cresswell, 2013). Interviews were conducted with principals, teachers, alumni, administrators of the foundation focused on confidentiality and structure. Methods used to achieve a deeper understanding of respondents (McHugh et al., 2013). Photos and pictures are used because they can describe all aspects of daily life in a more detailed and accurate way compared to words alone (Taylor, 2002). size, allowing to repeat the test. This technique is useful for illustrating a particular phenomenon using a variety of different points of view (Manen, 2007). To carry out the triangulation procedure, research methods include: (1) comparing findings with long-term observations of the curriculum in the mother's hope school and comparing findings with interviews with principals and teachers, students, and alumni based on Islamic character values. (2) compare findings with long-term conversations about the principal's leadership role (3) compare findings with budget governance documents in schools of hope mothers.

3. Result

Character Education Curriculum

The curriculum used by SD Islam Harapan Ibu is guided by the National Standards Agency (BSNP) By considering several aspects including regional characteristics, socio-culture, and student conditions. The curriculum document of the Islamic school Harapan Ibu has been prepared for all subjects that have met the national standards of Education. In the curriculum structure, the local content taken at the Harapan Ibu Islamic school is English, and the local content developed according to school needs, namely: Al Qur'an, Arabic, Math, Science, dan ICT. A curriculum is a set of plans and settings of learning objectives, content, materials, and methods used as guidelines in the educational process. This involves curriculum planning, teaching methods, and assessment of learning outcomes. The program can be tailored to the needs and learning environment, such as the Merdeka program which provides flexibility for educators. The goal is to shape the overall student learning experience. Curriculum elements include subjects, learning methods, assessment methods, and the context of the educational institution. The curriculum is one of the variables in the implementation of school-based management, the curriculum is designed by considering the needs of students and the results of student assessment. The assessment is carried out to multiply the potential of participants, this potential is explored and developed for character building in educational units, especially in mothers' hope schools. The operational curriculum of the character education unit is designed separately based on the independent curriculum plus the curriculum developed in schools including lesson implementation plans, teaching materials, and modules. The material or modules are developed by the achievements that will be carried out such as forming the character of students, all activities for religious lessons, skills, and science . As for the percentage between the independent curriculum and the independent curriculum, the composition is fifty percent, and the total learning hours given in the education unit per week are calculated according to the effective calendar of learning in the learning unit. Harapan Ibu Islamic School has graduate competency standards in line with its vision and mission. The vision and mission owned by the Harapan Ibu Islamic School are in accordance with the development of the vision and mission of the foundation by the needs and character of students. Based on the competency standards of graduates, subject groups are divided into 5 groups, including religious and noble morals, citizenship and personality, science and technology, aesthetics, and physical education, and sports and health. Each subject group has its passing standards. In addition to academic achievements, Harapan Ibu Islamic school always provides support to students

to achieve achievements in non-academic fields, some students have achieved championships at the sub-district and district/city levels. Assessment of student learning outcomes with high principles, objective, fair, integrated, open, comprehensive and continuous, systematic, criterion-based, and accountable. The assessment mechanisms and procedures have been well implemented. The school does not yet have data on the review of learning outcome instruments that meet the substance, construction, and language requirements of learning outcome assessment instruments, but the school prepares a question item review format and asks educators to review the question items before testing them to students

Table 1.1 It can be seen the structure of the Islamic education curriculum of Sekolah Harapan Ibu, in the Early Childhood Education Education unit, participants are introduced to the concept of Islamic education consisting of Aqidah, Fiqh, Hapalan short letters and short prayers, micro, akhukul Karima, wise advice, and hadith all these lessons are given by an approach process by providing examples, memorization, recognition, and repetition by providing rewards for students who can memorize or Say short letters or group hijrah.

Table 1.1 Islamic Character Education Curriculum Structure of Sekolah Harapan Ibu

No	Scope of Activities	early childhood education programs	elementary school	Secondary school	Senior High School
1	Aqidah	x	x	x	x
2	Fqih	x	x	x	x
3	Memorization of Short Prayer, Long	x	x	x	x
4	Memorization of Short, and Long Letters	x	x	x	
5	IQRO	x	x		
6	Akhakul Karimah	x	x		
7	Words of Wisdom-Advice	x	x		
8	Hadit	x	x		
9	Al-Qur'an		x	x	x
10	Tahweed		x		x
11	Arban Hadiths		x		
12	Arabic		x	x	x
13	Reading the Prophet's prayers			x	
14	History of Islamic Culture		x	x	
15	Asmaul Husna		x		
16	Write Al-Qu'an		x		
17	Tahfiz		x		

Source: Mother's Hope School

In the elementary school education unit, it is reintroduced to the concept of Islamic education consists of Aqidah, Fiqh, Hapalan long letters and long prayers, iqro and alqu'an, akhukul karimah, wise advice, and hadith all these lessons are given with a

process of approach by providing examples, memorization, introduction and repetition, hinterland and starting at the implementation stage in everyday life, good and bad if not done. The junior high school education unit reintroduced the concept of Islamic education consisting of Aqidah, Fiqh, Hapalan long letters and long prayers, micro and alqu'an, akhakul Karima, wise advice and hadith, and Arabic, all these lessons are given with a process approach by providing examples, memorization, introduction and repetition, hinterland and starting at the implementation stage in everyday life, Good and bad if not done, including given, give punishment for those who do not run. In the high school education unit, it was reintroduced to the concept of Islamic education consisting of Aqidah, Fiqh, Hapalan long letters and long prayers, the Qur'an, Akhakul Karimah, wise advice and hadith, and Arabic, all these lessons were given with an inland approach process and began at the implementation stage in everyday life, good and bad if not done given punishment for those who did not carry out.

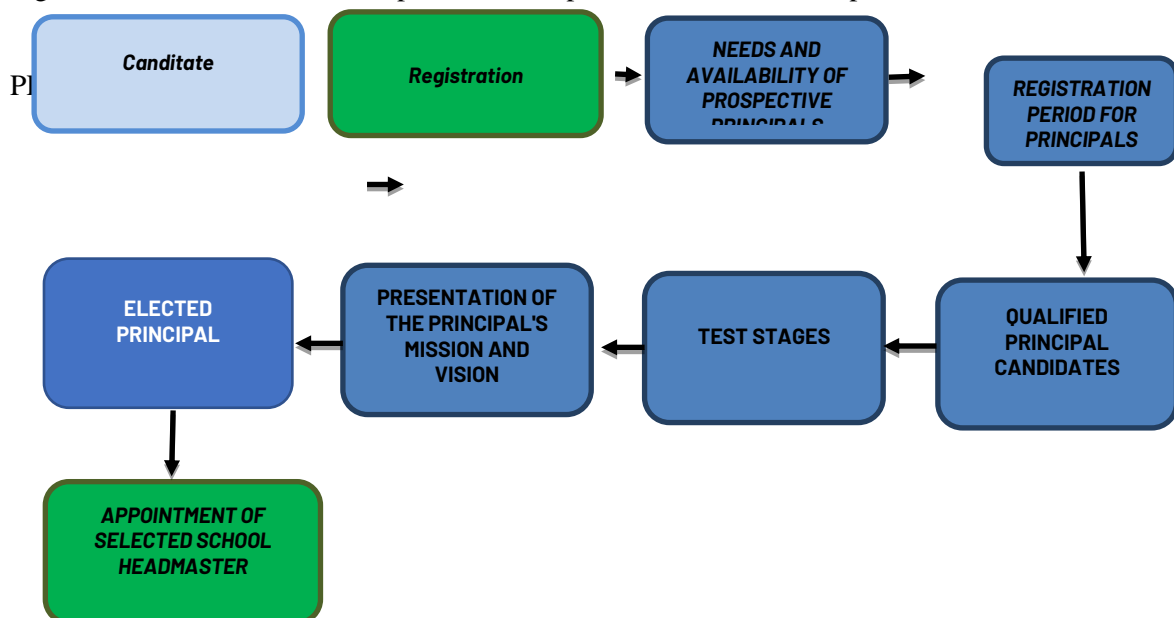
All of the above processes are carried out by evaluating the character behavior of students both in the school environment and at home, including in the community. It is hoped that with this concept the character of students is formed until adulthood and applied it in everyday life, how many alumni and parents feel the impact after they continue their education to a higher level? The curriculum prepared in the Mother's hope school is in accordance with the needs of students in the future things expressed by teachers and alumni such as religious basic education which teaches about the discipline to learn religion and the Quran, and until now the learning is embedded in me as an adult, the same thing is expressed by other alumni "I am proud because of the Mother's Hope school" in my opinion 'the mother's hope school is successful in teaching Islamic values, Science, ethics, and character building of children become thirsty for insight and open-minded, especially thanks to the role of very good teachers besides that character values such as cultivating manners, respecting parents, teachers, and elders I get a lot at the mother's home school, in addition to education at home from parents. Of course, it is a challenge for schools to regenerate the next qualified teachers in the future. The quality of school teachers is strictly selected to meet the demands of parents.

Principal's Leadership

School principals play an important role in implementing School-based management (Kumari, 2023). The principal's leadership role includes managerial and strategic aspects (Özdemir et al., 2020). The headmaster has a role in directing the process of planning, organizing, implementing, and controlling at the school level (Buchori et al., 2018). They also play an important role in motivating and engaging teachers and staff, and in developing the school's vision and mission in line with school management principles (Howard et al., 2017). School superintendents must also be able to encourage the active participation of various actors in schools and establish partnerships with local communities (Hilliard & Newsome, Jr., 2013). Through effective leadership, principals can create an inclusive, collaborative learning environment that focuses on improving the quality of education according to the concept of school-based management. The role of the Principal is to compile work programs and targets to be achieved in a certain period, usually carried out at the beginning of the new school year, closed with teachers containing the school's internal educator calendar, school development programs including activities to commemorate Islamic holidays and national holidays and the distribution of teacher duties. Organizing in the Mother's Hope School is carried out by coordination, deliberation, and meetings, both with leaders, colleagues, and parents as for the aspects discussed, including academics such as the implementation of midterm assessments, end-of-semester assessments and final school exams, social holding compensation for orphans and the poor, religious including habituation of saying vows and prayers at the beginning of learning in front of the class, Habituation of tadarus in class with homeroom coaches, Jumát blessings every Friday of the fourth week, Zuhr prayers and 'asr congregation whose officers are students. khatam quran before the final

school exams, Islamic holiday activities. Evaluation is carried out by teachers and principals by looking at the achievement of the activity program that has been carried out by the procedures when the activity has been carried out. God willing, the whole activity is going well, find out the cause. Informing parents and conveying shortcomings can be taken as the best solution to overcoming existing problems. The leadership role of the principal is very strategic in improving the quality of learning and student achievement, for it requires the ability of the principal to transform the education unit in their respective education units in conveying the vision and mission of the school, as well as motivating teachers to be more creative, innovative and have professional qualifications in their fields, to assess the success of the principal's leadership, the principal is given targets that are measured by various Instruments such as student acceptance, teacher supervision ability, student achievement, school accreditation, leadership, conducive learning climate. Meanwhile, teacher performance is evaluated using competencies by government regulations and developed with school needs. The role of the foundation is to motivate and direct school principals and teachers to develop self-potentials through the development of the world of education. Teachers are required to provide educative, interesting learning as developed by one known teacher in "BALSEM" mi. This lesson method combines games and plays in lessons that are explained educatively and use interesting methods so that students are motivated to learn. The selection process for the admission of Islamic school principals can be explained as follows; Qualified principal candidates must have academic qualifications of at least bachelor or Diploma, have an educator certificate, have a training certificate for Prospective Principals or Driving Teacher certificates, have the lowest rank of young stylists level I and room group III / b for teachers who have civil servant status, have the lowest position level of first expert teacher, less than 50 years old, after all the requirements are met, the principal registers with the committee, the administrative selection process and selection for the delivery of vision and mission in front of the foundation management, the foundation determines the elected principal, the foundation issues a decree and appoints the elected principal.

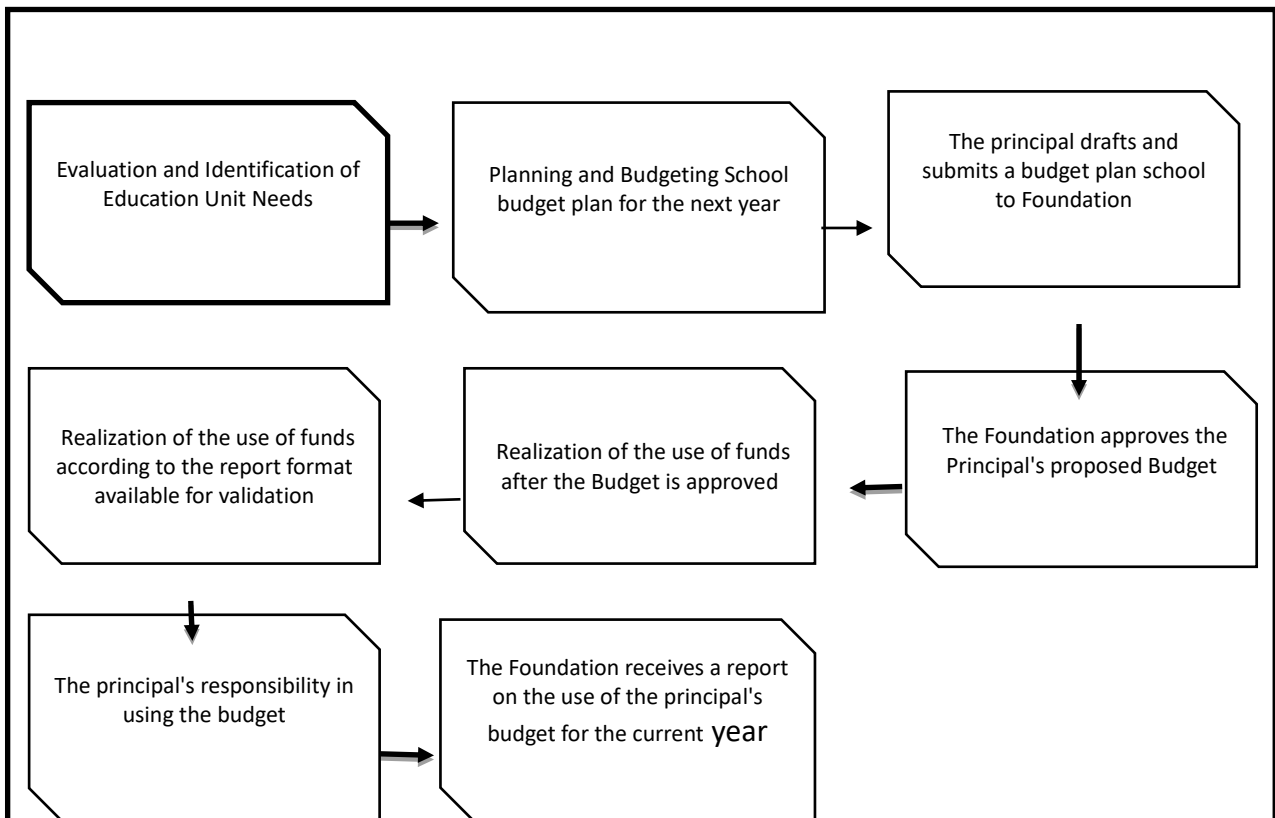
Figure 1.1 The flow of the Principal admission process at Sekolah Harapan Ibu



Budget Governance

Budget management is an important aspect (Marishane & Botha, 2004). This involves managing school funds and financial resources efficiently and effectively (Basson & Mestry, 2019). School principals and stakeholders must plan, implement, control, and monitor the use of funds by school education needs, programs, and projects (Bandur, 2018). This process also involves preparing budget plans, financial statements, and accountability for school fund management. With good budget management, schools can optimize financial resources to improve the quality of education, facilities, and extracurricular activities (Mestry, 2018). So that school-based management can be done well. The budget management of the Mother's Hope School education unit, is managed by the foundation by budgeting to manage the budget by the needs of the education unit ranging from preschool to high school, the foundation provides flexibility for the principal of each education unit to manage the budget according to the needs and teaching and learning activities to the development program (Mestry & Berry, 2016). The Foundation authorizes education units to receive funding from third parties on condition that they can be accounted for. The use of funds is carried out transparently, efficiently, and effectively and delivered to the school committee and parents of students. In addition, the use of the budget is also used to support the facilities and infrastructure of the education unit in the Mother's home school, the budget is managed by the general department according to the needs of the educator unit, and damaged facilities and infrastructure are repaired according to the submission of their respective education units. Budget management in schools is not only used for infrastructure and facilities but also to improve the welfare of teachers and employees, in addition to salaries as well as for teacher personal development in the form of training and training. School operating costs come from several sources, including moneyl, building management donations, dan bantuan operasional sekolah (dari pemerintah daerah. In financial management, School Islam Harapan Ibu refers to applicable provisions ranging from planning, and bookkeeping to reporting. The school also has an efficient, effective, and accountable management information system. Other education financing 100% comes from parents who send their children to Harapan Ibu Islamic School. As for sponsorship, financing is used for certain events. The infrastructure facilities owned by the Harapan Ibu Islamic School can be said to be fulfilled such as classrooms, laboratory rooms ICT, Natural Sciences laboratory room, Library Room, Consular Guidance room, multimedia room, internet facilities, and school website. The library owned by the Islamic school of Harapan Ibu is quite complete but the number of books is not adequate. Although the variety of laboratory infrastructure is still joined by other units and is not by the National Education Standards and the condition of the classrooms is good enough, there are still some classes that are considered inadequate which can affect the process of learner activities. As explained in the school budget planning cycle hope Figure 1.2 the principal and teachers evaluate and identify the needs of their respective education units, from the planning process a budget is prepared according to the priorities of students, and the principal prepares and submits a School Finance and Budget plan to the foundation for evaluation and analysis, the foundation approves the budget planning of the education unit, the principal realizes the use of the budget As needed, the principal makes a report and validates the budget use report, the foundation receives the budget use report by first auditing the budget use, the foundation approves the realization of budget use.

Picture 1. 2 School Budget Planning Cycle Mother's Hope



Discussion

Base school management is the decentralization of authority from the central government to the school level (Bush, 2013). Base school management can be seen conceptually as a formal change in management structure (Mousa, 2022), as a form of decentralization that identifies schools as the main thing in development and can distribute decision-making authority as the main one in the sense that progress can be stimulated and sustainable (Sui-chu Ho, 2006). Base school management is a strategic initiative step in shifting the level of authority from the top to the lower in the educational organization system (Adabi et al., 2023). Therefore, base school management is responsible for the transfer of school operational authority to the principal, teachers, parents, and sometimes students and other members of the school community (Walker, 2002). In addition, base school management is a strategy to improve the quality of education through the transfer of decision-making authority from the central government to the regions and each school so that principals, teachers, students, and parents have greater control over the educational process (Foley, 2001), and also have the responsibility to make decisions regarding school financing, personnel, and curriculum (Hilliard & Newsome, Jr., 2013). Base school management as a management model and provides autonomy such as greater authority and responsibility to the principal, provides flexibility and flexibility to the school, encourages direct participation of school residents such as teachers, students, principals, employees and parents, community leaders, scientists, entrepreneurs, and the ultimate goal is to improve school quality based on national education policies and laws and regulations that apply (Fuad et al., 2022). Research on the application of school-based management, schools can increase teacher commitment to student achievement so this is also related to how teachers arrange the curriculum according to the needs of students. Other studies have shown that teachers' commitment to student achievement continues to increase after the implementation of school-based management in schools. Other research also highlights the need for autonomy and adequate professional benefits to prevent teacher stress (Nir, 2002) encouraging teachers to work optimally and effectively. Research shows that small

schools tend to be more effective in creating supportive learning environments and facilitating closer interaction between students and teachers so that communication can be well established. In addition, smaller schools can also facilitate the implementation of school-based management because it allows greater involvement from all stakeholders (Sihono & Yusof, 2012). Research results in Hong Kong and Singapore obtained different results with a centralized decentralized approach as measured by performance and accountability in the application of school-based management (Ivy, 2008). Other research on school based management, shows the importance of clearly defining the authority and responsibility of the headmaster as a manager in managing the school. The study deepens understanding of the gap between such concepts as a key factor for understanding accountability in decentralized schools; stress faced by principals as managers due to shortcomings that the school has, and strategies that allow leaders to reduce stress for the benefit of all stakeholders in the management of education units (Goker, 2005). Another research on school-based management is the reflective management model in schools focusing on reflective practices for teachers and management, based on four content documents reflective thinking, monitoring, and learning to teach members in the context of learning organizations. Another study in school-based management examines and describes the process of planning (designing), updating (implementing), evaluating, and monitoring their character education models in Catholic schools in Tomohon (Lintong et al., 2021). The preparation of the curriculum in the mother's hope school in accordance with national standards combined with local content in accordance with the mission and vision of the school in determining learning outcomes and graduation standards is carried out starting in early childhood education units to high school the pattern of planning, implementation, evaluation by conducting assessments to students to interviews with parents, alumni and learning committees, While the leadership role of the principal in the hope school is very important in directing and motivating teachers to improve the quality of learning and the quality of education, students are successfully obtained from a learning process that involves all stockholders and stakeholders who work together to produce students with character and intelligence in facing changing times, besides that budget management is carried out in accordance with unit needs Education in Sekolah Harapan Ibu, with a tranfaran, open, efficient and effective system is expected These three things encourage the implementation of base management in Sekolah Harapan Ibu can be improved, this is reflected in the number of students who enter excellent schools and the best universities in Indonesia.

4. Conclusion

To form the character of students who are intelligent, intellectual and moral, measurable management of the curriculum, leadership, and effective and efficient budget management is needed, without the cooperation of teachers, principals, parents, and the learning committee, it does not work, therefore an effort is needed so that the curriculum is applied consistently and measurably, the leadership of the principal that can encourage teachers to be motivated in the implementation of learning and governance Budget that is managed transparently, effectively and efficiently.

5. Recommendation

This research is one of the studies conducted in schools based on Islamic character, this school can be used as a good practice in managing educational units can be seen from the process of curriculum preparation to implementation in the field, besides how the principal plays an active role in efforts to improve the quality of students in addition to the ability of the principal to manage the budget by the needs of students and the budget provided With a very limited amount, the ability to process it optimally and transfer is needed.

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