

Empowerment Of State Special-Needs School Achievements Trough School-Based Management Implementation In Indonesia: A Voices From The Principals In Kutai Kartanegara Regency, East Kalimantan Province

Mursalim

Abstract: School as a cultural-educational institution is expected to have good educational management processes according to the National Education Standards. In this case, the principal as a person who is given the task of leading the school is responsible for achieving school roles and responsibilities so that the principal's leadership function is a very important factor to foster the schools' achievement. The purpose of this research was to provide a brief description about the implementation of school-based management in order to improve school achievements in the State Special-Needs School of Tenggarong (SLB Tenggarong), Kutai Kartanegara Regency, East Kalimantan Province from the principal perspective. This research used the case study design with descriptive-qualitative approach. Based on the data, this research revealed that the principal had implemented the school-based management began from making a work plan, revising the work plan, implementing the work plan, and evaluating and monitoring the work plan implementation process. This research also found the supports and inhabitants factors that influenced the principal's performance to implement school-based management. The principal's act should be a combination of a decision-maker, a manager, and a planner that responsible to develop a suitable decentralized system that able to empower the school's resources (teachers, educational staffs, students, stakeholders, and alumni) and the support from the local community around the school to get the school achievement and performance based-on National Education Standards.

Keywords: school-based management, school achievement, special-needs school, principal, Indonesia.

1 INTRODUCTION

Since the era of regional autonomy began, the focus of school development has also changed from being centralized to decentralized since 2003 [1][2]. The aim of national education must be able to prepare output in the field of education in entering the global era. Education in the industrial revolution era 4.0 also emphasizes creativity and innovation [3] so that schools are needed to be able to provide an appropriate learning environment based on a decentralized school system. While the education in Indonesia so far still uses the students' report cards as a standard of achievement. Students who can be said to succeed when there are no red report cards, institutionally the school has not been able to provide the students to optimized their zone of proximal development as expected. Based on the reality of community needs, education must be able to develop various educational domains (knowledge, skills, and attitudes). Learning outcomes can be characterized by three affective, cognitive, and psychomotor domains. In this regard, the quality of education can be produced if the teacher has professional competence. Teacher competency is a set of knowledge, skills, and behaviors that must be owned, internalized, mastered, and realized by the teacher in carrying out his professional duties.[4][5] Quantitatively it can be said that education in Indonesia has progressed, especially in the public literacy capacity. This is as a result of the equalization program, especially through the establishment of State Elementary School based-on Presidential Instruction (SD Inpres) project which was built in the Suharto Administration era. However, the success in terms of qualitative education in Indonesia has not succeeded in building a smart and creative national character, let alone a superior one. The number of graduates of formal education institutions, both from the secondary and tertiary levels, seems to have not been able to develop creativity in their lives. Middle school graduates find it difficult to work in the formal

sector because they do not have special skills.[6] For scholars, those who can play an active role in working in the formal sector are said to be few. The expertise and professionalization inherent in higher education institutions seem to be mere symbols, graduates are unprofessional.[7] Increasing the competency and quality of Indonesia's human resources is an absolute necessity, especially facing such rapid changes and developments in the fields of science and technology. These needs will be felt even more in entering the free market era. In the era of free markets, all aspects of life require adequate knowledge and skills. Improving the quality of education can be achieved if the teacher has a high performance, especially in terms of discipline, considering the teacher is someone who is positioned in the class, then naturally if the teacher has a high work discipline. Without a high work discipline, the results of education will not be maximized.[8] The success of the quality of education is largely determined by the leadership of the principal in managing teachers, facilities and infrastructure, and students. The teacher as the central figure in the class needs special attention and special treatment so that the teacher can maximize his role. Likewise, with the management of facilities and infrastructure as a means of supporting the success of education need to get good management. Especially with students as educational objects that have a variety of characters and backgrounds, of course, requires good management. But in reality, many principals have not been able to maximize the role of teachers, management of facilities and infrastructure, and good management of students. However, management of students with disabilities, especially in the Special-Needs School in Indonesia, has not been widely studied in the school-based management framework.[9] The important experience of students with disabilities is the social, political and discourse power that positions people in a certain way and requires the development, application, and evaluation

of school work programs and the development of teacher professionalism that supports the development of potential students with disabilities.[10] Based on that situation, in this research we focused-on the implementation of school-based management in the Special-Needs School in Indonesia, especially in Tenggarong, Kutai Kartanegara Regency, East Kalimantan Province.[11] Tenggarong State Special-Needs School (SLB Tenggarong), has a quite excellent achievement, as the champion of national level painting competition, the success is certainly not separated from school management carried out by the principal and good teachers, with the achievement that the leadership of the principal in the SLB Tenggarong goes well. However, there are still problems that need to be corrected, among others, long and medium-term planning needs to be made and described in the vision, mission, and objectives. In addition, based on interim observations in the field, it was shown that the evaluation and monitoring of school principals were still not running routinely. Related to these problems, in this study, researchers will try to portray the implementation of school-based management in order to improve school achievement and performance at the SLB Tenggarong.[12]

2. METHODOLOGY

This research used a qualitative case study design with descriptive-qualitative approach that endeavors to know and describe the reality of the field that conducted on independent or single variables, i.e. without making comparisons or connecting with other variables and only analyze behaviors and events in the site of research without an intervention (natural setting) and also Case study method is widely used in the investigations of school leadership [7, 8]. In this research we selected the SLB Tenggarong as the research object. In this research, we also used qualitative methods as research procedures that produce descriptive data in the form of written words and people and observable behavior about principals' work plan and its implementation in the SLB Tenggarong. This approach is directed at the background and the individual holistically (intact). So that in qualitative research, the data taken is in the form of written or oral words and observed behavior of the object of research through observation (direct and indirect) and interviews. Data collected must be able to describe or describe the object under study in accordance with the actual situation. The data analysis technique used in this study is descriptive data analysis, meaning that the data obtained through research on the implementation of school-based management in improving the achievement of the SLB Tenggarong is reported as it is and then analyzed descriptively to get an overview of the facts.

3. RESULT AND DISCUSSION

A. The Principal Work Plan Initiation.

The SLB Tenggarong is one of the state special-needs school that be part of pilot project of school-based management that actively arranging school program plans jointly between school principals, teachers, and school committees as well as community leaders. Planning activities in school management in SLB Tenggarong, Kutai Kartanegara Regency, i.e.: (1) socialization of work plan that carried out by the principal, teachers and school committees to the community through meetings that can foster the community's participation in advancing schools; (2) meetings held by school principals with

teacher boards; (3) meetings held by school administrators; and (4) joint meetings between school principals, teachers and school committees and community leaders. Based on the results of interviews, observations, schools' documents review, and research findings, the process of implementing school-based management at the level of implementation of management science. The process of planning activities or compiling school programs involving elements of teachers and the community will encourage the realization of openness and will reduce the level of planning errors to a minimum. Planning activities are carried out carefully and deliberated openly by involving all elements, namely the principal, teacher, committee, and guardians of the student consisting of, (1) annual / short term 1-year program, (2) 4-year medium-term program, and (3) an 8-year long-term program. Based-on this result in revealed that principal work plan initiation and planning was in accord with the four dimension of school self-evaluation framework, i.e. Management and Organization, Learning and Teaching, Student Support and School Ethos, and Student Performance [9]. The process of preparing the program has the main goal of being able to realize the vision, mission, and goals of the school. In implementing the MBS program emphasizes transparency, participation, and accountability. In line with the results of the observations, the researchers also found that while in the field, researchers observed a program programmed by the SLB Tenggarong in order to improve school performance such as student development programs and educators and education together in a meeting. The program is prepared based on the needs of students and the ability of educators. In the implementation of the program, there are a number of programs that have not been implemented properly, so there is still a need to improve, especially control and evaluation.

B. Implementation of the Principal Work Plan.

The findings of this research are that the implementation of the principal's work plan is carried out thoroughly, the short-term programs carried out include general fields, i.e.: (1) academic, and non-academic fields; (2) management organization areas including organization, administration, and school management; (3) teaching-learning process that include curriculum, teaching and learning activities, and evaluation of teaching and learning activities; (4) the field of education personnel including teachers, and educational staff; (5) the field of school environment including environmental hygiene, school order, security, and health; (6) the field of educational facilities; (7) the field of student affairs; and (8) the field of cooperation includes cooperation with school committees, cooperation with community leaders, and collaboration with parents of students. Based on interviews, observations and documentation, as well as research findings related to the expectations and desires of the school and parents of students, is the fulfillment of the needs of students and the facilities and infrastructure to achieve the vision and mission are very related to each other. In this case, the implementation of school-based management is something that needs to be realized and mutually supportive and is good to be synergized with the resources that already exist in the school. The implementation of management in the SLB Tenggarong can be detailed as follow: (1) all activities carried out openly and always coordinating with school committees and even involved in both academic and non-academic activities; (2) in carrying out activities always together; (3) although the number of

teachers is only 19, it is not too much an obstacle to improve the students' performance, this is evidenced by the many achievements obtained as described in the description of the condition of the school. Organizing is the process of division of labor in accordance with the components/elements in order to achieve the goals set. Organizing pattern that conducted in the SLB Tenggarong included: (1) organizing teachers; (2) organizing the learning process; (3) organizing facilities and infrastructure; and (4) organizing of teaching and learning processes. Organizing is done by coordinating between teachers and school principals so that they find things that need to be followed up. The principal also makes an effort to create a conducive work situation with full of togetherness and mutual trust and mutual respect. Coordination with the community is done, so the community is always active and cares for the schools' development. Organizing the teacher is one of the principal's duties as a leader [10]. The principal as a leader must be able to provide guidance and supervision, increase the willingness of the education staff, open two-way communication, and delegate tasks. The ability that the principal must manifest as a leader can be analyzed from personality, knowledge of the education staff, school vision and mission, decision-making abilities, and communication skills. From the explanation above, it can be seen that organizing in school management in the SLB Tenggarong included: (1) teacher meetings to discuss activities that will be carried out soon; (2) coordination between the activity committee that has been formed; (3) coordination between the committee, the teacher, and the school committee; and (4) the delivery of information from the school to the community and the committee's knowledge. The principal as the person in charge of the education process in the school has tried to create an atmosphere of togetherness and trust between teachers and school administrators, this is in line with the principle of implementing the school-based management program, namely the openness of participation and accountability. This is in accordance with the theory that one of the roles of the principal is as a manager [10]. The principal must have the right strategy to empower education personnel through cooperation or cooperation, provide opportunities for education staff to improve their profession, and encourage the involvement of all education personnel in various activities that support the school program. It is an important strategic principle for bridging the gap that happen in the school is the schools' principal must understand the values of others [11].

C. Evaluation and Monitoring Conducted by the Principal.

One of the roles of the principal is to conduct supervision. Supervision is carried out in the form of evaluation, supervision is the process of matching between the implementation and plans that have been made starting from planning, organizing, and implementing. In the supervision at the SLB Tenggarong does the following things: (1) every activity is evaluated; (2) evaluation aims to find out the results of activities and materials; (3) balance activities at the time coming; and (4) evaluations carried out openly in the teacher council forum. Supervision is carried out openly and continuously which is known to all parties. Various things planned at the SLB Tenggarong are embodiments of the school management that have applied the elements of openness, accountability, and participatory-responsibility. This is done starting from planning, organizing, implementing and supervising openly by involving all elements of the school and

the community. Organizing school management in the concept of school-based management based-on our observation and interviews marked by the following matters: (1) the increasing role of the School Committee and the community to support school performance; (2) school programs are prepared and implemented by prioritizing the interests of educational goals, not just for administrative/bureaucratic purposes; (3) applying the principle of effectiveness and efficiency in using school resources (personnel, finance, facilities and infrastructure); (4) being able to make decisions that are in accordance with the abilities and environment of the school (although different from the general pattern); (5) guaranteeing the maintenance of schools responsible to the government and the community; (6) increasing the professionalism of school personnel; and (7) increasing school independence in all fields. Referring to the explanation of the results of the research and the signs of the school-based management implementation in the school. This is in accordance with the principals role as managers have the function of planning, organizing, leading, and controlling the business of the members of the organization and the utilization of all organizational resources in order to achieve goals [10]. Educational management implies a systematic, systemic, and comprehensive process of cooperation in order to realize national education goals. One of the government's efforts to achieve the superiority of the national community in mastering science and technology, which is stated in the Law of National Educational System. Along with the implementation of regional autonomy, the implementation of education management leads to school-based management as the impact of decentralization era [1, 2, 9]. School-based management is a strategy to realize effective and productive schools, that characterized by devolution of decision-making authority [12]. School-based management is a new paradigm of education management, which gives broad autonomy to schools, and community involvement within the framework of national education policy. Autonomy is given so that schools are free to manage resources, sources of funds, learning resources and allocate them according to priority needs, and are more responsive to local needs. The evaluation focuses on academic programs rather than the effectiveness and efficiency of learning and teacher performance. The evaluation and monitoring process conducted by the principal based-on constructivist viewpoint that supports all the stakeholders by the constructive interaction among the principal, teachers, and educational staffs [13, 14].

D. Supports and Inhabitants Factors of Principal Leadership.

Based on the observation, interview, and review of documentation about supports and inhabitants' factors to the implementation of school-based management in the SLB Tenggarong trying to give the best, it remains based on the school's vision and mission. A prominent supporting factor in the leadership of the principal in the SLB Tenggarong is the teacher support even though the teacher is not a civil servants or temporary teacher (wiyata bhakti grade), teacher support is inseparable from the role of the principal who has the ability to form a teamwork with teachers in order to achieve the goals according to the school's vision and mission. These supporting factors are in line with the characteristics of school-based management, i.e.: unity and transparent teamwork [10]. In school-based management, the success of school programs is supported by a compact and transparent teamwork

performance from various parties involved in school education. The success of school-based management is the result of a synergy and team collaboration that is unity and transparent. Other inhibiting factors are the communication and coordination with parents and the community around the school environment need to be improved because it is not optimal and the professionalism of the teaching staff is not in line with national standards. Based-on the inhabitant's factors, the principal must increase the frequency of interaction with the community by involving school committees with a constructivist approach in implementing school-based management [13, 14].

4. CONCLUSION

The process of planning activities or compiling school programs involving elements of teachers and the community will encourage the realization of openness and will reduce the level of planning errors to a minimum. Planning activities are carried out carefully and openly discussed by involving all elements, i.e. the principal, teacher, committee, and guardians of the student consisting of: (1) annual/short-term 1-year program; (2) 4-year mid-term program; and (3) 8-year long-term program. The process of preparing the program has the main goal of being able to realize the vision, mission, and goals of the school. In implementing the school-based management program emphasizes transparency, participation, and accountability. The implementation of school-based management in the SLB Tenggarong are following: (1) all activities are carried out openly and always coordinate with the school committee and are even involved in both academic and non-academic activities; (2) in the implementation of the activities, a committee is always formed even though it is carried out jointly in practice; and (3) there are no significant obstacles to improving students' achievement even though the number of teachers is 19 people. This is indicated by the many awards obtained by students from various championship activities. The supervision, monitoring, and evaluation process carried out by the principal to the stakeholders with the constructivist approach based on constructive interaction. The principal must increase the frequency of interaction with the community through the school committee to involve the community awareness to the schools' achievement and performance, especially in the state special-needs schools based-on National Education Standards.

5. REFERENCES

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