



THE APPLICATION OF SCHOOL-BASED MANAGEMENT IN EMPOWERING THE COMPETENCY OF MAHYAL ULUM ACEH VOCATIONAL SCHOOL TEACHERS

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ABSTRACT

The goal achieved is to find out the implementation of school-based management, know the variety of empowerment of teacher potential, and know the supporting and inhibiting factors of the implementation of school-based management in empowering teacher competencies at Mahyal Ulum Aceh Besar Vocational School. The type of research used is qualitative which is descriptive. The data collection methods used are observation, interviews and documentation. The data analysis technique is a qualitative descriptive analysis, namely data reduction, data presentation, data interpretation, and conclusion. The results showed that the implementation of SBM in the empowerment of teacher competencies was carried out well because of the cooperation between the principal, teachers and staff. This is seen in terms of teacher competence in curriculum management, teacher competencies in education staff management, teacher competencies in student management, teacher potential in financial management, as well as the potential of teachers in providing facilities and infrastructure. The supporting factors are first, government support in the form of providing BOS funds, allocation of local government funds and granting authority in school management. Second, teacher support in the form of teaching staff who are qualified Undergraduate and Masters certified teachers. And third, student support in the form of an increasing number of students and voluntary assistance from students' parents. The inhibiting factors are infrastructure and funds are still limited and the role of the community is not yet optimal.

Keywords: School-Based Management, Empowering Teachers, Teacher Competency

1. INTRODUCTION

Education is basically a conscious effort to develop a personality that lasts a lifetime. Education also means the process of helping individuals both physically and spiritually towards the formation of the main personality (quality personal). The quality of the human being in question is a harmonious, harmonious, and balanced person in spiritual, moral, social, intellectual, physical aspects and so on.

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According to Tilaar (2004), in recent times, we have been introduced to the "New" approach in school management that is referred to as school-based management (school-based management) or abbreviated as MBS. The emergence of this idea was triggered by dissatisfaction with education managers at the operational level of the limitations of the authority they had to be able to manage the school independently.

In Indonesia, the idea of implementing this approach emerged later in line with the implementation of regional autonomy as a new paradigm in the operation of the school. During this time, schools are only an extension of the central government bureaucracy to organize political education affairs. School managers do not have much leeway to operate their schools independently. All policies regarding the implementation of education in schools are generally held at the central government level or in part in vertical agencies and schools only accept what they are. What are the content of the education curriculum in schools is a central affair, the principal and the teacher must carry it out in accordance with the implementation instructions and technical instructions?



According to Mulyasa (2003), School-Based Management (MBS) is seen as an alternative to the general pattern of school operation that has been concentrating authority in the head office and regional offices. School-based management is a strategy to improve education by delegating the authority of important decision-making from the centre and regions to the school level. This school-based management is basically a management system in which a school is an important decision-making unit regarding the administration of education independently. School-based management provides greater control opportunities for school principals, teachers and parents for the education process in their schools.

According to Mulyasa (2007) The application of education management through SBM must also be able to provide guarantees so that teachers can develop their ideas in the tasks/staff of educators to develop themselves professionally as implementing education, especially at the instructional and institutional levels in carrying out the duties and responsibilities assigned to the teacher. In addition, MBS can also provide feedback on the contribution of teachers, including adequate work incentives in accordance with what is done or done, the development and reward of good teaching, taking into account the rights of the teacher they receive to contribute to decision making relating to them and improve relationships and good communication between teachers and other education parties such as parents and management and educational officials.

Some facts of the events above researchers conclude that some teachers are still lacking in mastering teaching materials, managing teaching and learning processes, managing classes and using technological media or learning resources. And the teacher is still less than optimal in leading the class, and managing learning interactions. But even so, there are still teachers in this school who have not been maximized to show and improve their competence as teachers. However, the school remains consistent always trying to make the teacher remain quality and improve their competence.

2. METHODS

This research is descriptive research with a qualitative approach. Research is based on the consideration that what will be sought is what will give a picture or describe the more conflicted social reality as a concrete social phenomenon. According to Sugiyono (2003), qualitative research is data in the form of words, schemes and images. This research activity was carried out to get the desired data in accordance with the problems to be discussed. Judging from the type of data in this study, the author uses a qualitative approach. What is meant is knowing or describing the reality or event that will be examined by describing in the form of words and language, in a special context that is natural and by utilizing various scientific methods.

Qualitative research does not use population and samples because this study is sourced from data. Determining data sources in qualitative research is one of the important steps expected so that the data is precise and useful for problem-solving in this study.

The data sources needed in this study are as follows:

1. Primary data source

Primary Data Sources are data sources obtained by researchers directly from informants relating to the problems to be examined. Primary data is data obtained or collected directly in the field by people who conduct research. In this study, primary data was obtained from interview data with school principals, teachers, and staff of SMK Mahyal Ulum Aceh Besar.

2. Secondary data

Secondary data is data that does not directly provide data to data collectors, for example through other people or writing. This data is usually in the form of personal data, photographs of activity documentation to official documents from various government agencies. In connection with secondary data that is expected to have a connection with the focus of research, among others, documents on students, personnel, facilities and infrastructure, school achievements and so forth.



Method of Data Collection

The determination of choosing a method is one of the requirements for the success of the research, because the quality of the research results depends on the quality of the data obtained. To obtain valid data and can be accounted for, this research uses methods: observation, interviews, and documentaries.

- a) According to Arikunto (2006) Observation is the basis of all science. Scientists can only work based on data, namely the facts about the world of reality obtained through observation. In this study, the observation method was used to collect by observing the research location and the environment around the Mahyal Ulum Aceh Besar Vocational School.
- b) Interview is a way of collecting data used to obtain information directly from the source. The interview technique used is a structured interview means an interview where the researcher when conducting face to face with respondents uses the interview guidelines that have been prepared previously. In this case the author will conduct direct interviews with the Principal of Mahyal Ulum Aceh Besar Vocational School.
- c) According to Sugiyono (2012) Documentation is intended to obtain direct data on the place of research including relevant books, activity reports, photographs, and data that are relevant to research. The document is a record of events that have passed. Researchers collect documents that can be in the form of writing, pictures, or monumental works from someone.

Data collection instrument

The research instrument is a tool used to measure the events (research variables) of nature and social observed. Research is a tool or facility used by researchers in collecting data so that the work is easier, and the results are better, in the sense of more careful, complete, and systematic so that it is easier to process.

The instrument in this study was the writer himself. The author prepares interview guidelines containing questions that are tailored to the subject matter in the study and addressed to the Principal of Mahyal Ulum Aceh Besar Vocational School. The subject matter can develop if the writer finds other information related to the principal. The problem during the interview took place.

Data analysis methods and data analysis

Data Analysis Method Namely the process of searching and compiling systematically data obtained from the results of interviews, field notes and documentation by organizing data in the category, describing it into units, arranging into patterns, choosing which is important and then analyzed and concluding so that Easy to understand yourself and others.

Data analysis tools in this study are qualitative descriptive analysis. Qualitative descriptive analysis is data collected in the form of words, images, and not numbers so that the research report will contain data quotes to provide a picture of the presentation of the report. The data comes from the interview, photos, and personal documents.

With the presence of qualitative descriptive methods, data analysis techniques are carried out through 3 stages, namely:

- a) Data reduction, namely the process of selecting, centralizing attention to simplification, abstracting and transformation of raw data or rough data that arise from written records in the field. In other words, the data reduction process is carried out by researchers continuously when conducting research to produce as much data as possible.
- b) Presentation of data, namely the preparation of complex information into a systematic form, so that it becomes more selective and simple and provides the possibility of drawing data conclusions and taking action. With this data presentation, the researcher is ready with simplified data and produces systematic information.



- c) Conclusion, which is the final stage in the data analysis process. In this section the researcher expresses the conclusions of the data that has been obtained from observations, interviews/interviews, and documentation. With the conclusion the researcher will feel perfect because the resulting data is really valid or maximum.

3. RESULTS & DISCUSSION

a. Educator/teacher

Teachers who are often also called educators, are one of the elements in the world of education that plays an important role in giving guidance to students, especially in Mahyal Ulum Aceh Besar, is expected can give professional attention and guidance with the use the right method to create a conducive atmosphere in learning process.

To be able to carry out the learning process well, the condition of the educator and students needs to be known. The situation of educators and students at Mahyal Ulum Aceh Besar is as follows:

Table 1. The condition of the teacher/staff

Teacher/staff				Amount
Still		Not fixed		12
PNS	Non PNS	PNS	Non PNS	
Men	Women	Men	Women	
3	-	-	9	

Source: SMK Mahyal Ulum Aceh Besar

b. Students

In the world of formal education, students are objects or targets mainly to be educated, students are one of the basic components in an educational institution.

Table 2. The condition of students and class school years 2020/2023

Class/ Program	The number of students	
	Men	Women
X TKJ	58	
X TKJ Women		86
X TSM	97	
XI TKJ	78	
XI TKJ Women		107
XI TSM	93	
XII TKJ	128	
XII TKJ Women		130
XII TSM	95	

Source: SMK Mahyal Ulum Aceh Besar



From the table above, it can be concluded that a greater number of male students are interested in the TSM major because they like the subject and the motorbike engineering vocational major is more dominant among female students.

A. Implementation of School-Based Management in Empowering Teacher Competencies at Mayal Ulu Vocational School, Aceh Besar

In an educational institution/institution, whether the institution is under the auspices of the government (State) or independent (Private), primary, secondary or tertiary level, of course requires good (effective and efficient) school management. Because good management is expected to contribute to improving the quality of education, it will directly influence and determine the effectiveness of the curriculum, learning equipment, teaching time and the learning process.

Erma Suryani, S. Pd as Principal at Mahyal Ulu Aceh Besar Vocational School said that:

"The form of implementing SBM in this school is to give authority and responsibility to teachers and we never hinder teachers who want to take part in activities as long as the activities can increase students' insight, for example the teaching and learning process activities are carried out outside the school which are related to learning material".

The form of implementing school-based management as discussed by the Principal above is giving authority and responsibility to teachers to improve their competence both in presenting material, managing classes, being able to conduct evaluations at the end of the lesson, to understand the extent of the teacher's ability to understand students. and the extent to which students are able to understand the material.

Cut Meilisa, S. Pd, as Deputy Principal said that:

"By implementing this concept, in this case the SBM concept, we as educators will be given full responsibility to plan, implement and develop school programs so that the desired goals can be achieved."

Meanwhile, to focus more on goals, Mahyal Ulu Aceh Besar Vocational School focuses on the goals of implementing school-based management by advancing several indicators, including improving the quality of education through school independence and initiative in managing and empowering available resources; increase the awareness of school residents and the community in the implementation of education through participatory decision making; increasing school responsibility to parents, the community and the government regarding the quality of their schools; increasing healthy competence between schools regarding the quality of education to be achieved.

B. Empowering Teacher Potential at Mahyal Ulu Vocational School, Aceh Besar

1. Teacher competency in curriculum management

Erma Suryani, S.Pd as the Principal of Mahyal Ulu Vocational School, Aceh Besar, said that: "in



curriculum planning, teachers play a very important role, because the teachers will implement the curriculum."

"The teachers at this school are directly involved in implementing the curriculum, because the teachers know what the needs of their students are. And teachers here are given the authority to adapt the existing curriculum to the needs at Mahyal Ulum Aceh Vocational School. Zahrina, S. Pd, as a Mathematics teacher at Mahyal Ulum Vocational School, Aceh Besar, confirmed the statement from the Principal and said that: "it is true, the teachers at this school are involved in planning, implementing and curriculum development."

In curriculum planning, the principal and teachers here formulate the syllabus and teaching program. Meanwhile, in implementing the curriculum, for example, in the implementation of teaching and learning activities, students can take part in activities related to subjects which they think are lacking, to face the UAS/UAN class III, additional hours of lessons (tutoring) are held, while for classes I and II if lacking in mastery of the material, a remedial/improvement program is carried out.

2. Teacher Potential in Education Personnel Management

Management of teaching staff at the Mahyal Ulum Aceh Besar Vocational School is an activity to determine employee needs, in this case what is meant is determining teachers and employee staff. The management of teaching staff at the Mahyal Ulum Aceh Besar Vocational School is carried out through recruitment activities, namely by seeking and obtaining as many prospective employees who meet the requirements as possible and then selecting the best and most capable candidates.

This effort is a manifestation of the Implementation of School-Based Management to obtain teachers and staff as human resource components who will later work at Mahyal Ulum Vocational School, Aceh Besar. Educators who have been accepted will later receive employee coaching and development through training to improve, maintain and improve employee performance.

The results of interviews regarding how to recruit and select teachers and staff are as follows.

Mrs. Erma Suryani, S.Pd said that:

"The school in recruiting and selecting teachers and staff means that if there is a subject where there are not enough teachers, the school will recruit the prospective teachers, based on the readiness of the prospective teachers both physically and mentally, as well as their commitment to developing the school."

Safrina, S. Pd as a BK teacher, said that:

"In this school, both permanent and honorary teachers are required to undergo training."

The system used for training at Mahyal Ulum Aceh Besar Vocational School is by using a rolling system, meaning that each permanent and honorary teacher has the same opportunity to participate at different times/alternately. With training, each teacher has knowledge insight from the training they have participated in, apart from that, each teacher can share with other teachers regarding the content of the training so that all teachers can apply the knowledge they have obtained to be applied to the learning system at Mahyal Ulum Vocational School, Aceh Besar with a better learning pattern. innovative, and creative in accordance with the



learning curriculum.

Dedi Saputra, S. T. as an employee/staff of SMK Mahyal Ulum Aceh Besar confirmed the statement from the Principal or teacher: "It is true, we are fully responsible for making the report." In personnel administration at Mahyal Ulum Vocational School, Aceh Besar, teachers are not involved, but before sending, teachers can check the data to avoid errors.

3. Teacher Potential in Student Management

In an effort to implement school-based management, Mahyal Ulum Aceh Besar Vocational School also carries out student management or student management, namely in the form of structuring and regulating activities related to accepting new students at Mahyal Ulum Aceh Besar Vocational School. Student management at Mahyal Ulum Aceh Besar Vocational School aims to organize various activities in the field of student affairs so that learning activities at the school can run smoothly, orderly and so that the goal of Mahyal Ulum Aceh Besar Vocational School is achieved to produce an Islamic generation that is not only superior in general insight but also in terms of religious values.

In this case, Erma Suryani, S.Pd as Principal of SMK Mahyal Ulum Aceh said that:

"The form of teacher involvement in the new student admission system is that all teachers are involved in the new student committee which can carry out technical tasks starting from recording admissions to reporting on task implementation, and during the orientation period the teacher's task is to make new students quickly adapt to the school environment new."

Cut Meilisa, S. Pd as Deputy Principal said that:

"It's true, in admitting new students we are directly involved. We want all new students to be able to know and get to know the teachers at Mahyal Ulum Aceh Vocational School."

Admission of new students is an important activity for a school because it is the starting point for determining the smooth running of school tasks and the educational relay process at school and the success of a school. Acceptance of new students at Mahyal Ulum Aceh Vocational School is carried out ahead of the new academic year through selection based on Al-Quran reading scores and knowledge scores.

4. Teacher Potential in Financial Management

Financial management is all activities related to structuring the sources, use and accountability of education funds in schools.

Erma Suryani, S.Pd said that:

"Teachers are not directly involved in financial management at this school, but there are several teachers who know information about financial expenses and income at this school."



Cut Meilisa added:

"Yes, at this school there are several teachers who know about financial administration at this school, including myself. "I myself have previously attended training related to financial management."

Educational support funds in the form of scholarships received by students to support their educational costs. Funds from the community in the form of tuition assistance/contributions, namely funds for students such as paying for uniforms, books, ATK, and transport. Apart from tuition fees, there are also development funds in various fields such as facilities and infrastructure, learning tools, media, and so on. Contributions from the local regional government are donations received by the school from the local regional government where the school is located. is at. Voluntary funds are usually offered to parents of certain students who are generous and willing to make voluntary donations without any strings attached.

4. CONCLUSION

Based on the data presentation and discussion of the research results described in the previous chapter, the following conclusions can be drawn from this research:

1. The results of implementing MBS at Mahyal Ulum Vocational School, Aceh Besar are effective because the results obtained from implementing MBS can support the achievement of school programs.
2. Empowerment of teacher potential at Mahyal Ulum Aceh Besar Vocational School has been carried out well, this can be seen from the perspective of teacher potential in curriculum management, teacher potential in staff and student affairs, teacher potential in financial management, as well as teacher potential in facilities and infrastructure. Teachers are involved whenever there are activities or programs that support the school to become better and the school's goals to be achieved.

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