

The Condition of Management Developing Based on School to Improve Learning Quality in Indonesia

Teguh Triwiyanto

Department of Educational Administration, State University of Malang, Indonesia
teguh.triwiyanto.fip@um.ac.id

Abstract: The aim of the research is to describe the condition of assessment developing standardization result of applying management based on the school. An approach to quantitative research is descriptive design and the correlation. It is located in Batu of East Java province, in the elementary level. The population were 65 schools, the samples were 21 taken by group sampling technique proportionality. The result showed the condition of developing implementation standardization management based on schools' basic standard: a graduate competence in the high criteria (35.56%) and there was significant influence (9.883), the effective content in the low criteria (44.18%) and there was significant influence (4.920), process on the high criteria (34.92%), and there was significant criteria (7.125), teachers and the educators were in very high criteria (38.01%) and there was no significant influence (4.331), schools' facility and infrastructure in the middle criteria (62.18%) and there was no significant influence (2.383), management in low criteria (28.19%) and there was significant influence (12.308), financial in very high criteria (48.24%) there was no significant influence (0.435%), and measurement system in very high criteria (78.97%) and there was no significant influence (0.291) towards the developing of learning quality.

Keywords: developing standard, school based management

I. INTRODUCTION

School based management was starting to know lastly in 1999 years, when economy crisis afflicting Netherlands. The result of Indonesia government declare that schools based management program in Indonesia in the year of 2000, 2000, 2002, 2005, and 2010 showed that building up school based management program gave a positive impact, such as: (1) increasing of school management which more transparent, participative, democratic and accountable; (2) increasing of school quality; (3) decline the level of dropout; (4) increasing the implementation of students' learning centered with active educational strategy, creative, effective and gladden; and (5) increase the society participation towards education (Directorates Elementary School Development in Republic Indonesia's Ministry of educational and culture, 2013).

Lately, school based management became standard feature from educational reformations. The newest research showed that school based management could increase learning program and produce higher level from students learning. Briggs & Wohlstetter (2003) synthesize research finding from the main school based management study to identify the core or the centre elements from the success of school based management. By comparing a success school in using school based management with the school which struggle in implementing school based management, producing 8 educational elements relates with the success of school based management. In short, those elements consists of vision, taking over the decision authority, competence, knowledge and skill, information, appreciation, leadership, and resource.

Those elements are on the correction towards the learning quality at schools. Nowadays, learning quality that must be repair by Indonesia's government is difficult. If the data displayed by the government is correct (Strategy Plan by Indonesia's Ministry of education and Culture in the year of 2015-2019), nearly 50% schools in all level have not complete the minimum education standard. It means, there are many schools with the two quality of educational service that

must be repaired. Whereas the burden must be increased with a minimum standard of the school, with the quality of educational service is not optimal. According to the literature of school based management, there are two schools with a clear thinking about these problems. One school sees the school based management as a positive thing and success from the school correction. Another one argues that is a minimum success in the school correction (Botha, 2006). School ability in improving educational standard, considered as the main factor in contributing towards the correction on the educational quality and as an important dimension in the success of school's based management.

The aim of the research is to describe the condition of assessment developing standardization result of applying management based on the school in basis standards: a graduate competence, contents/subjects, process, teacher, schools' facility and infrastructure, management, financing, implementation of measurement system, and relation with the developing of learning standard.

Schools' autonomy is still becoming a problem in developing country, especially in making decision. Danim (2010) said that a school is becoming an autonomy institution organized is still in national education system which can be faced in school based management. A spirit accentuated by the school based management is decentralization to the school level, to compare with the concentrating tradition. Minarti (2010:46) said that school based management provides education service comprehensively and responsive toward the social needs.

In Indonesia, applying school based management started with the laws of autonomy area number 22 in 1999 years. The continuity of school based management in Indonesia done through the laws number 20 in 2003 years about National Education System. Chapter 51 of verse (1) declared that: "Management unit of early childhood education, elementary school and secondary education was done

based on minimum educational standard with school based management principal”.

School based management is truly relates with the headmaster in increasing learning quality, as the form of schools’ autonomy. The finding showed the evidences in leadership improvement and school’s management in South Africa but they also illuminate or highlight the running challenge, including the bad of students’ learning result, conflict with the teachers’ association, unpleasant relation between the head master and the schools’ governing body, and a leadership which is focused on the schools’ administration rather than teaching and learning (Bush, 2016).

Headmaster’s satisfaction in work and stress which is relates with the work influenced by the school autonomy becomes a characteristic of educational system. The most effective scenario refer to the model suggested by school autonomy where all the decisions which relates with many academic resources, managerial, financial and human taken from school level, except for the decisions relates with the materials and the text books, teachers occupation, promotion, employing and discharging. For this guidance decision, support and or control from authority point of view education must be improved (Solomou, G.N, 2016).

The aim of school based management is to improve or to develop school independence or school autonomy through authority offering in processing school resource and stimulate participation all importance groups. Besides, a school also guides and improves school component management through four processes of school management which more effective (planning, implementing, supervising, and education evaluating) to improve learning quality.

Learning quality is the success level in environment organizing which gives a nuance so that the growth of learning program and develop optimally. Presently, learning is not based on finishing the material, but in the process and result which is measured from the ability gained by the students whether individually or class average. So many efforts to increase or to improve teachers’ professional ability, but the efforts in improving learning quality often faced obstacle. Unicef (2007) said that one of the activity as the existence of the effort is through establishing professional system, establishing school group and constructing professional in every school.

Learning quality by Soetopo (2009) stated has some components which gained the higher pressure in managing educational quality is learning process. Those components contained decision, processing, institution, programming, learning process, monitoring, and evaluating. All the input processed to empowering the learner, not only to master the knowledge, but has the ability in arousing the learners in learning to learn. As the modal in improving the process of quality, work ethics is need to be improved, school atmosphere, school culture, work moral, and the awareness of every school members which support the developed quality.

In the year of 1999, El Savador, Nikaragua, Guatemala, and Honduras was done the school based management a reformation that might society to make

important decision about their school which was provide before to the selected civil servant (Ganimian, A.J, 2016). Society participation in school based management is one of the /conspicuous way in its implementing, in the form of institution called as school committee.

Fond that school management committee increased social or society fund in the form of donation for public items significantly, especially in connecting people so they could connect to the vertical. In average, direct increase in donating to public items from school implementing committee is between 8.0 and 10.2%. For group which consists of the head master, teacher, and parent, average contribution increase between 12.7 and 24.1% through democratic selection from the school management members, and between 11.0 and 17.2% through the implementation of school management committee (Sawada, Y, Aida, T, Griffen, A. S, Kozuka, E, and Noguchi, H. 2016).

Educational system in developing countries often process in the top – down structured centered. In the environment which the school has different needs and the local-shaped information is played an important role, empowering the society in its environment might be interesting. The result showed the effectiveness from management and comprehensive capacity improvement of school based management. It gives contribution and comprehensive school training management program to the headmaster, teacher, and representation from the society (Blimpoy, M.P., Evansz. D. K, 2011).

Identified as significant finding in responding to school based management is that: (a) headmaster’s role and responsible is change, bring out a big challenge for them, role as the leader and manager from school; (b) skill and headmaster capacity in operational model is change, where the headmaster asked to show the ability improvement compared with was seen as the more traditional types; (c) teacher’s role also change with the implication to improve teacher as a leader concept among the staff to be some of school’s leader actors; (d) as a complex challenge for the headmaster, such as a stress between devolution upgrade and a big accountability among the teachers to take a big level from responsibility and accountability (Cranston, N. C, 2002).

School based management principle added by the participative management is an approach adopted by the majority of pioneer country in the effort is to develop the efficiency of school process and to develop the quality of students’ academic progress, which have to be considered by the planner and decision maker from educational system of our country (Beidokhti, A.A, Fathi, K, and Moradi, S, 2016).

II. METHODS

The research used quantitative approach; design of the study was descriptive-correlation. It was located in Batu of East Java, actually in the elementary school. The populations were all the elementary schools at Batu, both state and private with the total were 65 schools. A Sampling done by grouping sampling technique proportionally. Total of the research sample

were 21 elementary schools which was divided into three sub district and school status (state/private).

The data was collected by using questionnaires contained some questions and statements. It was closed questionnaire, because the respondents only choose the available answer. The questionnaire used to collect the data, used to determine or to decide a range of development intensity of the school based management condition. The questionnaire used Likert scale with five alternative answers.

Techniques of data analysis used descriptive and double regression. Descriptive technique used to describe the free variable and banded variable. Double regression techniques used to explain and to predict the influence of free variable towards the banded variable.

III. RESULT AND DISCUSSION

In Indonesia, standards of competence graduates used as primary reference in developing content standards, process standard, standard of educational measurement, standard of teacher and educator, standard of facility and infrastructure, management standard, and financial standard. Standards of competence graduates mentioned in attached as a shape of insulated from ministry rules. Means, it could only be used, but of course it is possible for the school to improve. Indonesia's directorate of elementary school training of The Ministry of Education and Culture (2013) clarify the school based management principle covers all: independence, justice, openness, partnership, participation, efficiency, and accountability might be done by the school.

The result showed the condition of implementation of school based management aspects of the basic graduate's competence in the high criteria (35.56%), means that the development of standardization variable of school based management the aspects of effective graduate's competence to develop learning quality. Based on the result of double regressing calculating showed that there was a significant influence (9.883) between improvements of measurement on the result of implementing school based management aspects on the graduate competence towards the developing on the learning quality.

To compare a good practice in improving learning in Indonesia's regions, some points that have to be analyzed, such as teaching components of learning improvement through the Managing Basic Education (MBE) program, Creating Learning Communities for Children (CLCC), East Nusa Tenggara Primary Education Partnership (NTT PEP), East Nusa Tenggara Science Education Quality Improvement Project (SEQIP), and Contextual teaching and learning (CTL). Through the survey in seven provinces in Indonesia, the data collected from various bureaucrat, school practice, learners, and their parents. Through those programs shows the improvement on the learning quality that was on a good teachers' preparation, preparation and improvement the resource, and practice teaching and learning activity considered as a good practice (Kaluge dan Hadiwijaya, 2007).

As the effort to continue and to improve the school based management, a Strategic Plan of The Ministry of National Education in the year of 2010-2014 dedicated in the last year of 2014 90% of the elementary schools in Indonesia had implemented a good school based management. Continue by another Strategic Plan by The Ministry of National Education in the year of 2015-2019 to strengthen the school based management through the strategy (1) the increasing of all the necessity occupants to improve the effectiveness and accountability of education implemented at school; (2) the increasing of headmaster capacity, teacher, and school committee in doing school based management; (3) the increasing of district and city capacity in supporting the implementations of school based management by the education unit; and (4) the strengthen of school's staff administration capacity in school processing which transparent and accountable.

Management practice of school based management in Indonesia, supported by result of this research, the same with a condition in Philippines and Australia. Implementation results of school based management in Philippines showed that school based management introduction has a positive effect and overall statically significant, in schools' test result in average level in 23 district at Philippines (Khattri, Ling, Jha, 2012). School based management is important to Australia, since the year of 1970, to improve the impact of educational output (Kimber, Ehrich, 2011).

There is not optimal implementation of school based management, one of them is society participation realized in strengthen school's committee. Overall, committee role is high, except in the role of supervision and mediation between the school and work as well as the industry which is still low (Hanafi, Ma'sun, 2015). School committee support the curriculum contains the local content such as Java language, whereas the curriculum improvement life skill adapted with the environment condition, the role of school committee as a source (Sulistiyorini, 2011).

To optimize society participation in developing the standard of graduate competence, in Indonesia, is not easy, there will be obstacles. Nirmala (2014) tells the obstacles as follows: (1) a low educational level, willingness in reading writing and the limits of society knowledge technically difficult to participate productively; (2) society is in politic centralistic – authoritarian situation and effect the tradition of "join in" or passive, afraid of making an initiative and live in instruction practices; (3) a scarce of "believing" or self confidence so society is not accustomed to be honest although have to be opposite with the government, so the hypocrisy has become a part of society lives; (4) society has lost a local institution which can be believed and local intelligence as a consequence of elite politic; (5) the aspiration delivered by the society is a reflection of country aspiration.

To standardization improvement of school based management implementation the aspects of graduates competence, school is need to strengthen the knowledge on the process of achieving learners

academic and learners potential improvement to increase learning quality. The result of the research showed the condition of standardization improvement in implementing the school based management in the aspect of effective content done to increase or to improve learning quality, in the low criteria (44.18%), means that the variable of standardization school based improvement in the aspect of standard content is less effective to improve learning quality. Based on double regression calculation there is a significant influence (4.920) between improvement standardization measurements of the result in implementing school based management in elementary school in the aspect of standard content towards the improvement of learning quality.

In line with the result above, World Bank finding (2011) also showed that although the scope of school based management in Indonesia is limited, it starts to help the schools in making a good decision about resource allocation and employ the additional teacher (nonpublic servant), and to create an environment which enable the learning, including the improvement of teachers attendance level. These aspects significantly have a positive effect on the result of students learning.

Standard contents give conceptual framework about the activity in teaching and learning reduced by competence level and material. Lesson plan is planned in the form of syllabus and lesson plan aim to the standard content. Scores in the rapport for each courses or subject consist of measurement aspects which aim to the aspects as stipulated in the scope or standard competence. Measurement aspect is proper with the standard content. There is still a matter relates with this standard content, the appropriateness content of textbook (Ulinuha, K and Widodo, J. 2016), implementation of learning model and students ability to solve the problems, integration of students educational character in learning (Afandi, 2011), and improvement learning models to increase students ability (Gunantara, Suarjana, Riastini, 2014).

The problems of standard content improvement which can be identified is still weak from the result of this research, that is arranging the counseling guide program, supplying students work sheets, arranging library program, preparation of science laboratory management, preparation of computer management, and preparation of language laboratory management. Generally, improvement of standard content is laid in the components of students facilitating needs that is still less optimally done by school management to increase student's quality.

The result of this research showed the conditions of standardization improvement in implementing school based management with the aspect of standard process in the high criteria (34/92%), means that variable improvement of implementing school based management standardization aspect of effective process in improving learning quality. Based on the result of calculation double regression point showed there was a significant influence (7.125) between improvement of measurement standardization of school based management in elementary school

level in the process of standard aspect against the improvement of learning quality.

Indonesia, as well as the India, they were not alone which have a problem with the improvement of educational quality. But, Indonesia needs to take the most proactive role to learn from success and the same challenge faced by other countries. Shin, Iyengar, and Bajaj (2013) showed that Brazil, China, Indonesia, and Mexico have various language multicultural population with a big imbalance between city and village. Those countries have the same background, comparison countries highlight on the interesting cases and various way to overcome the quality problems. There was unic lesson and relevant that has to be learned in education. That is curriculum, teachers training, participation of society, evaluation of education, and theme monitoring as the important components in improving the learning.

Standard process is a criterion about the implementation of learning in unit of education to reach the standard of graduate competence. Standard process is developed by the standard of graduate competence and standard content. School could improve the standard process which cover the lesson plan, lesson process, measurement of learning score, and controlling the learning process. Characteristics of learning process in each educational unit are strongly caught in the graduates competition and standard content. Standard of graduate competence give conceptual framework about learning target that have to be reached. Standard of graduate's competence about learning activity and learning reduced from competence level and material scope.

Development of standard competence that must be repaired, the result of this research is the consultation of educational quality improvement (consultant and education), workshop about the improvement of teachers ability in handling the class, selection of students program in acceleration class in bilingual program. The core problems are the weakness is in the improvement of standard process consists of two components that were an effective lesson plan and promotion of achievement.

Result of this research showed the condition of standardization improvement of school based implementation teachers' aspect and process of teachers condition is still in the high criteria (38.01%), means that the variable improvement standardization of implementing school based management in the aspect of teacher standard and the effective of teacher in developing the learning quality. Based on the result of double regression calculation shows that there is no significant (4.331) between improvement standardization of measurement result of school based management implementation in elementary school level in the aspect of teacher standard and educators against the improvement of learning quality.

Shin, Iyengar, Bajaj (2013) showed some steps did by India relates with their educational information. First, although the national framework has encourage for educational system which decentralized, teacher needs to involve in arranging curriculum practice based on local content and relevant. Second, teacher needs a constant stimulus and supervisor. Third, India is in the

first place of society participation. Fourth, educational plan based on data.

The teacher has failed in doing and implementing their active learning at class, based on Hedward study (2014) found that the teacher has failed in doing this thing, because of the combination from technical factors, politics and culture as well as the interaction among those three things. That is Indonesia's policy about class practices must be in teachers awareness about the technical reality, politic, and culture. That condition showed the needs is review of policy expectation and implementation, and policy adaptation in order to be appropriate with the Indonesia reality. This reality, must be stressed, is not alike and variation appropriate with the local context.

The problem of the unequal teacher's allocation lately has known in Indonesia. One of the entire ratio there are one teacher for 16 students in elementary school, there were overage teachers. But, this is a bad distributed. Generally, the school in a city has overage employee while the school in the village and isolated which the luck of teacher. This situation creates the inefficiency in the system and penalizes the indigent as well as the sidelined society. The final result is disparity education quality between the schools and entirety obstacle for improving the equality (Heyward, Hadiwijaya, 2014). Teaching reading in beginning class, and introducing the reading material smoothed to support the improvement of reading skill to beginner reader (Hill, 2015).

The components which is need to be repaired from the improvement of teacher standard and educator, from the result of this research is, in the component of improving teacher competency and educator, especially in the aspect of school administration training.

Result of the research showed the condition of standardization improvement of school based management implementation in the aspect of facility and infrastructure in the while criteria (62.18%), means tat the variable of standardization improvement of school based management in the aspect of teacher standard and educator is less effective for learning quality improvement. Based on double regression calculation there is no significant influence (2.383) between results of standardization improvement of school based management in the elementary level in the aspect of school facility and infrastructure against the improvement of learning quality.

School building with luck of attention will go through the damage. If a small damage is not immediately handled, so it will be more serious. Teaching and learning process can be bothered even endanger students live. Maintaining the schools building effectively in school based management is: (1) headmaster needs to proactive in the efforts of maintaining the schools building; (2) in financing, headmaster could work together with the school committee, society, and the government around; (3) headmaster could use cleanliness officer to take care of the school building; (4) as the evaluation, organization can be divided into input, process, control, and output; (5) maintaining activity program could be repairing the

wood structure/concrete/steel, wall, door/window, plafond, electricity/good water/drainage system, septic tank,; and (6) headmaster responsibility to the school committee, government, and society in doing his or her job (Sutrisno, 2010).

In Indonesia, standard of facility and infrastructure is cover; (1) educational facility is must be owned by every educational unit, it covers the tools, educational instruments, media of education, book and other source of learning, the materials, and other instrument that is need to support the ordered learning process and continuous; and (2) educational infrastructure in every educational unit must be owned are area, classroom, headmaster room's of educational units, teachers room, administration room, library, laboratory, workshop room, a created place, and other place or room which is need to support the ordered learning process and continuous.

The willingness and the power of carefulness in processing, working together, the accurate computation, and control in financing is process of understanding in using the school financial. There is complying relation, applying, service principle of facility and infrastructure against the processing and achieving the national standard education. If a school has the principle in giving the benefit to each other and give direct benefit which can be felt by the school and society, so the school could stick out the social activity, training, and education along with the school superiority that has to be known in the society with society participation.

This thing also delivered by Lumpkin (2013), that is the existence of facility and infrastructure in interesting way, clean, functional, and comfortable affecting the student's achievement. When educational facility and infrastructure at school are completed and used well by the students, so the learning process will show a good future for the students and the students can produced a better achievement and improved. In line with those argument, finding of this research showed that the standard improvement of facility and infrastructure which is need to be repaired is the sufficiency of school facility and school maintaining. Means that the students' process and learning quality in getting and producing high achievements is not or less guarantee.

Result of the research showed the condition of standardization improvement of school based management implementation in the aspect of standard processing is in low criteria (28.19%), means at the variable of standardization improvement of school based management in the aspect of standard processing is less effective for improving learning quality. According to result of double regression calculation showed there a significant influence (12.308) between standardization improvement of measurement result in implementing school based management in the elementary level against the improvement of learning quality.

The importance of management role for improving school quality from the result of Nurkholis research (2012) showed that there were different quality: (a) between school with the implementation of

school based management compared with the school without based management and (b) school based management in the state school compared with the private one, and (c) but there is no interaction between management model and school status against the school quality. In Saudi Arabia, management policy will be considered as a positive step to the decentralization, but there is no significant transformation in school practice, a system which is very centralized with less mastering in knowledge, information, receiving, ability in renting the teacher and staff, time to start the school, students measurement, secure the resource, and financing (Albeladi, 2016).

Educational processing standard by the educational unit, a school has to make school vision, formulate, and determine the vision as well as making an improvement on it. Vision is a future wish on the students mind. Vision also a representation from belief regarding with how the education must be in educational unit in the future. Besides the vision above, school also formulates and determines the mission and improve it. Mission is planned to give a strong petition in making decision of school management. Mission is a short adaptation which has been formulated through the operational sentences. Usually a mission statement is more comprehensive and covers these entire things: concept of institution, character of service, the existence reason of institution, the parties served principle and score that will be hold in doing the activity.

A side which is need to be repaired in standard process, from this research is the development of teachers profession and educators, especially in the aspect of working together with a domestic school with an international quality, working together with an international school, preparing the leaflet to strengthen the framework of society participation. Collecting and using school data, in the aspect of school processing based technology information and system information improvement is another side which is need more repaired.

Result of the research showed the condition of standardization improvement of school based management implementation in the criteria aspect of financial standard is in very high level (48.24%), means that the variable of double regression calculation showed there was no significant influence (0.435) between the improvement standardization of measurement result in implementing the school based management in the elementary school level in the aspect of financial standard against the improvement of learning quality.

Nowadays the centralism is just practiced by the government in the district. At school level the role of a headmaster is becoming more significant. School based management, when completing the regulation requirements; it is still superficial in the effect and failed in getting the real purpose in improving the quality of education in Indonesia. The decision relates with school based management is not differentiate between societies in the district from school level. This thing enables to do a practice. Therefore, educational

committee and the members of school committee which is shrugged and hands, based on administrator preference. Then, in the school level, the role of the main committee is to legitimate the policy actor, especially which is relates with the school finance and budget (Sumintono, 2006).

The most conspicuous obstruction in implementing the school autonomy is the minimum of financial, a weak of available workforce, a curriculum change which is not equaled with a good socialization, complex curriculum administration, and sometimes there is an intervention from the superior or boss. School autonomy, through the school based management, seen as school authority to arrange the needs of school members. According with self initiative based on school members' aspiration is appropriate with the acceptable legislation (Hamidi, 2006).

Possibility in making mistake when choosing the variable is might be happen, whereas choosing one of the variables in education financial is giving a donation against the bad process of quality and educational result. Research of Fuller and Clarke (McMahon, 2001) found the inputs which gave a significant influence against the students' achievement in developing countries. Those educational input consists of the students, comparisons between the learners and the educators, textbooks, additional book, teaching media, seats, the quality of the facility, school's library, the division of food program, teachers educational education, educator's knowledge against the material or the subject, educator experience, and teaching time allocation. Fattah (2000) concludes the components of educational finance contributes significantly against the process of quality and the result of learning that is a salary or educator's prosperity, the coast of coaching professional educator, the coast of supplying teaching materials, the coast of students coaching, and the coast of school processing.

The result of Indonesia Corruption Watch (ICW) educational sector is still in a good area for corruption practice. Magnitude of the educational budget is 424.7 trillion in the year of 2016 also followed by the increasing of funds deviation. According to the data owned by Indonesia Corruption Watch (ICW), there was 425 cases relates with educational funds in the period of 2005-2016 with the state losses reached 1.3 trillion and the value of bribe is 55 billion (Kompas, 17/05/2016).

A relief school funds operational and funds of educational supporting influence the school work ability, A relief school funds operational has a positive effect against the school works ability, and funds of educational supporting has a positive influence against the school works ability (Suheimy, Darwanis, Abdullah, 2016). Two components of improving standard payment, from the result of this research which is needed to be improved are financial process and resource support as well as the relative fund. The relief of operational school actually has entered two components in operating instruction and technique of fund usage, but school management did the improvement less optimally.

Result of the research showed the improvement of standardization of school based management in the aspect of implementation measurement system in the very high criteria (78.97%), means that the improvement variable of improvement school based management in the aspects of improvement measurement system in effective to the increasing of learning quality. Based on the double regression calculation showed that there was no significant influence (0.291) between the standardization improvements of measurement result of school based management in elementary school level in the aspect of implementation measurement result against the improvement of learning quality.

In Indonesia, a decision does not have a specific model of school based management as the implementation guide at school. On the other hand, there is a model of uniform in every school level, sizes, and location, types of the society or even public character and private from the school. He decision was not followed by the settled rules in district level relates with school based management. Ultimately, institution capacity in district level was not improved. Therefore, paradigm and management practice before was constant. The available information about school based management in the school level is not arranged to give many details. It was handed over to the headmaster to give the information to the stake holder at school level but how long it happens is depend on the headmaster policy and knowledge level of school based management. What is being suggested in the decision as the authority which can be done by the school in school based management is a steady practice. Without the accurate rules in district, some school were not supported or flexibility given. Majority, school practices was not change by school based management preparation (Sumintono, 2006).

School practices problem which is not change through the school based management preparation above, is not seriously beaten that is a stress became society problem as well as the students problem. The stress was happened in elementary school, junior and senior high school students. The cause of it is the students were not able to improve their independence learning model. This is caused by the low of students reading desires. Students reading desire were not train by the teacher early; it because of reading desire is not disciplinary created at school. On the other side, generally a teacher has a low reading desire, this thing often reported by the print media or electronic media such as television (Razak, 2016).

There is a component, based on the result of this research that is still less in the development of the implementation of measurement system, is in the component of availability on the measurement in academic field and nonacademic field, especially in the arranging aspects of latticework school examination. So, the stress is increasingly happens nearly with the national examination in elementary school, junior and senior high school level.

Based on the result of the research which has been explained above, the condition of improvement variable on the result of measurement of school based

management in elementary school level in the aspect of: a graduate competence, standard content, standard process, teachers and educators, schools' facility and infrastructure, standard process, standard financing/funding, and the implementation of measurement system, can be grouped into two groups. They are: (a) a group which is encourage the effectiveness to improve learning quality, the improvement variables: standard improvement of the implementation of school based management in the aspects of graduates, standard process, educators standard, financial standard, and improvement as well as the implementation of measurement system; and (b) a group which is less support the effectiveness to improve the learning quality, the improvement variables: standard content, and standard process.

IV. CONCLUSION, SUGGESTION, AND IMPLICATION

based on the explanation above, it can be concluded that the condition of standardization improvement of school based management implementation in the standard aspects: (1) a graduate competences in the high level (35.56%) and there was a significant influence (.883) between standardization improvement of the measurement result of school based management implementation in the aspect of graduates competence against the improvement of learning quality; (2) the effective content in low level (44.18%) and there was a significant influence (4.920) between standardization improvement of the measurement result of school based management implementation in the aspect of learning quality improvement; (3) the processing high level (34.92%), and there is a significant influence (7.125) between standardization improvement of the measurement result of school based management implementation in the standard aspect against the improvement of learning quality; (4) the process condition of teachers and educators is in the high level criteria (38.01%) and there was no a significant influence (4.311) between standardization improvement of the measurement result of school based management implementation in elementary school level in the aspect of standard and educator teacher against the improvement of learning quality; (5) school's facility and infrastructure is in the average level (62.18%) and there was no significant influence (2.383) between standardization improvement of the measurement result of school based management implementation in elementary school level in the standard aspect of school facility and infrastructure against the improvement of learning quality; (6) the process is low criteria (28.19%) and there was a significant influence (12.308) between standardization improvement of the measurement result of school based management implementation in elementary school level in the aspect of standard process against the improvement of learning quality; (7) the funding in high criteria (48.24%) there was no significant influence (0.435) between standardization improvement of the measurement result of school based management implementation in elementary school level in the standard aspect of funding against

the improvement of learning quality; and (8) the measurement system in very high criteria (78.97%) and there was no significant influence (0.291) between standardization improvement of the measurement result of school based management implementation in elementary school level in the aspect standard of the implementation of measurement system against the improvement of learning quality.

The component which is needed to be repaired from educator's standard, from the result of this research is, in the aspect of educator's competence improvement, especially in the aspect of school administration training. In line with the statement above, finding of this research showed that the standard improvement of facility and infrastructure which is need to repair, from the result of this research are, a sufficiency of school facility and school maintain. Means that, the process and student's learning quality produced less guaranteed high achievement. Other side which is still need to be repaired in the standard process, form the result of this research are, the improvement of educators occupation, especially in the aspect of working together with a domestic international school's quality, working together with abroad international school's quality, arranging the leaflet in strengthen framework of society participation. Collecting and using school data, in the aspect of processing school based technology information and the improvement of information system is another side which is need to be repaired. The two components which is need to be repaired from the improvement of standard funding, from the result of this research which is need to be strengthened is the fiancés management and resource support, as well as the alternative funding. The relief of school fund actually has entered those two components in usage instruction and utilizing technique, but the school management less optimal in doing the improvement.

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