



Role of Principal as Innovator, Motivator, and Collaborator in the Implementation of School-Based Management

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Abstract

The purpose of this study was to describe and analyze the role of the principal as an innovator, motivator, and collaborator in the implementation of school-based management at SMP Nasima Semarang. This research approach is a qualitative approach with a holistic descriptive. Data were collected through interviews, observation, and documentation. Informants in this research were principals, vice principals, teachers, and school committees. The results of this study indicate that the role of the principal as an innovator, motivator, and collaborator in the implementation of school-based management at SMP Nasima Semarang is (1) as an innovator must have different, unique, and superior ideas (2) as a motivator must have a strategy in providing education (3) as collaborators must be able to involve all parties in providing education (4) the ability of school principals to manage professionally is the key to the successful implementation of school-based management (5) the participation of all parties results in transparency and accountability of parents of students towards the implementation of education

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INTRODUCTION

In the current era of globalization, the development of information technology is happening so fast, and these changes make the challenges for the world of education increasingly complex. The quality of education is a determinant of the quality of a nation's human resources because education is one of the foundations of the progress of a nation. The fact is the better the quality of education held by a nation, the better the nation's quality.

Various efforts have been made to improve the quality of education in Indonesia, including by carrying out multiple activities such as teacher and principal school training; the existence of School Operational Fund Assistance (BOS); the development or improvement of the curriculum, increasing teacher competence; procurement of textbooks and learning tools; improvement of educational facilities and infrastructure as well as efforts to improve the quality of management of educational institutions or schools. The implementation is any time to achieve increased and equitable national education goals.

However, the problem with the quality of education, according to Suryana (2020), which is still a challenge from the development of education in Indonesia, includes equitable distribution and expansion of access; improvement of quality, relevance, and competitiveness; structuring governance, accountability and public image; and increased financing. Therefore, the effort made to deal with this problem is the issuance of Law No. 22 of 1999, Law No. 32 of 2004, now reorganized by Law No. 23 of 2014 concerning Regional Government, which in essence gives authority and flexibility to regions to regulate and manage their regions. The management is based on the privileges and specificities of potential regions to accelerate community welfare.

Fitrah (2017) explained the law, which states that financing, infrastructure, and human resources will not be fully under the regional government's authority. Meanwhile, elements of the curriculum, learning, assessment,

measurement, learning facilities and tools, learning methods and time, books, spending allocations, and budget use are entirely under the authority of the school. Consequently, principals and teachers must take responsibility for the quality of the process and learning outcomes to improve the quality of education at the national level.

A change in education management that was previously centralized into school-based management gives the school broad with the community's involvement in advancing its education. The Law confirms this No. 20 of 2003 concerning the National Education System article 51, which states that: the management of early childhood education units, basic education, and secondary education is carried out based on minimum service standards with school/madrasah based management principles and in PP No. 19 of 2005 concerning SNP Article 49 paragraph 1 states that: The management of education units at the primary and secondary education levels applies school-based management which is indicated by independence, partnership, participation, openness, and accountability.

Therefore, according to Pratiwi (2016), implementing school-based management should apply an idiographic approach or allow for various ways to implement it. Hence, there is no one way that is the same to be applied in all schools. But all schools have the same opportunity to make their schools quality and quality.

Nadhirin (2017) indicates that problems in implementing school-based management (SBM) include lack of understanding of SBM by stakeholders; resisting change due to inability to adapt to change. The difficulty in implementing SBM principles requires independence, cooperation, participation, openness, and accountability; participation of school stakeholders is not optimal, and close cooperation is not maximized in implementing SBM. In contrast, education is a shared responsibility between the government, parents, and the community. Without community support, education will not succeed optimally.

While in terms of operational management of educational institutions or schools, Siswanto (2014) states there are at least three conditions that cause the management of a school to be ineffective. In general, leaders in schools (especially public school principals) have minimal autonomy in the direction of educational institutions or schools. The problem such as in deciding the allocation of resources for school needs; and on the side of the school leadership itself (Principal), the lack of skills possessed by the principal in managing the school properly; little community support for school management, even though community support is part of the role of a school principal.

According to Farhurohman (2018), educational leadership is the main factor that can affect the performance of an organization because leadership is the main activity to achieve organizational/institutional goals. Educational leaders must be not only proficient in institutional management skills but also need good personality factors. The principal will create the organization to be conducive to achieving quality.

In other words, the successful implementation of school-based management is highly dependent on the principal's leadership. The principal is a leader who must be able to deliver the institution in achieving the goals that have been planned. Therefore, the principal must see opportunities, change, renewal (innovation), and look ahead in global life more broadly. The principal must be responsible for the smoothness and progress of all regulatory and management matters, both to parents or the community who have formally entrusted their children to school or their superiors (Rosyadi & Pardjono, 2015).

Thus all of these things cannot be separated from the role of the principal in managing educational institutions by implementing school-based management in their schools. And this is also the reason the researchers researched SMP Nasima Semarang because this school is one of the best private educational institutions in the city of Semarang, with accreditation A and certified International ISO 9001:2015.

The uniqueness of this school includes: The word Nasima which is the school's identity, is an abbreviation of Religious Nationalist, does not use names that have familiar terms in the Islamic world such as Al Madani, Al Kautsar, etc. In addition, the curriculum used is the National K13 curriculum and integration with Nasima's (5 characteristics of Nasima) and implements a learning system full-day school.

In addition, the Nasima Semarang Junior High School also, at the end of 2020, received an appreciation award from the Jawa Post Radar Semarang city as an IT-based school with a religious-nationalist character. Microsoft trusted Nasima Semarang Junior High School as one of two schools in Indonesia that received the title of Socash School or became an incubator; therefore, other schools could apply the same technology as SMP Nasima.

Based on this description, the advantages and uniqueness of the Nasima Middle School Semarang can be seen. Based on the complexity of the role of school principals to improve the quality of education in achieving successful development of their educational institutions. The explained reason behind the researcher's desire to conduct this research.

METHODS

This study uses a qualitative approach that emphasizes descriptive holistic. Moleong (2016) explains qualitative research as research to understand phenomena about what is experienced by research subjects such as behavior, motivation, perception, action, etc., holistically and by describing it in words. Words and language, in a particular context that is natural and by utilizing various natural methods. Informants in this study were the Principal, Deputy Principal, Teachers, and School Committees. Data collection techniques in this study using interviews, observation, and documentation studies with data collection tools or research instruments in qualitative methods are the researchers themselves or commonly called key instruments.

The validity of the data in this study was carried out by testing the credibility of the data. Therefore, the research data can be accounted for and used as a solid basis to conclude. The credibility test of the data in this study was carried out by increasing persistence, triangulation, and member check. In analyzing the data, the researcher uses the technique of Miles & Huberman (1994), which holds that there are three types of analytical activities and data collection activities that make up the interactive cycle process. The researcher continuously moves between these four “nodes” during data collection and then alternates between data reduction, data display, and conclusion drawing/verification.

RESULTS AND DISCUSSION

The study results indicate that the principal’s role as an innovator, motivator, and collaborator in implementing school-based management at SMP Nasima Semarang has been carried out very well. Mrs. Dwi as the Principal, realizes that as a private school, SMP Nasima must look different and have uniqueness and advantages that other schools do not have. In line with that in Kamayuda (2016), Porter reveals that one approach from a generic strategy to outperform the competition in educational institutions is differentiation, a system of providing different, unique, and superior offerings from other schools to get satisfaction from customers. Previous factors underlie Mrs. Dwi as the Principal of SMP Nasima Semarang to innovate and make breakthroughs in creating a different school activity program every year.

Such as a language competency education program for teachers and employees supported by the Nasima Foundation by being accommodated to learn English in Pare Village, Kediri in turns. After that, it is applied every day at Nasima School. The research result is in line with Zakso (2010), which states key to the success of any reform (innovation) in schools lies in the teacher. Therefore, the success of school innovation (education) must begin with efforts to build teacher behavior or habits in the direction of

renewal. So that the hope of SMP Nasima to realize the SNBI (International Standard National School) can be achieved.

In addition, to keep up with the times with changes and technology as a means of learning. So one of the programs at Nasima Junior High School, namely the Technology Competency and Life Skills Education Program, collaborates with Microsoft 365 in learning, such as the “Virtual Class”. Nasima Junior High School has done this since before the pandemic COVID-19 to realize Nasima Junior High School as an SBTIK (National School of Information and Communication Technology). So that at the end of 2020 or in December, the Nasima School was awarded by Jawa Post Radar Semarang City as an IT-Based School with a Religious Nationalist character. Nasima School, trusted by Microsoft as a Showcase Incubator School, as one of two schools in Indonesia and many other innovations become the school’s flagship program.

Then for the role of Mrs. Dwi as the principal as a motivator at SMP Nasima, namely by setting an example. Mrs. Dwi was felt and conveyed directly by the teachers at SMP Nasima when interviewed by researchers about the figure of Bu Dwi as the head of the school. And they answered that Mrs. Dwi has a polite, embracing, empathetic attitude towards her subordinates and has a high work ethic at work. The researchers also felt the character when they initially wanted to submit research at Nasima Junior High School; the researchers met and communicated directly with Mrs. Dwi. The researcher got an excellent response and felt when conducting direct interviews with Mrs. Dwi; she is an open and communicative person in explaining.

The existence of such exemplary examples makes the motivation or enthusiasm for teachers and employees in emulating the positive behavior of the principal to work more loyally with a high work ethic, full of responsibility, and provide the best service to the school. The research result is in line with Agustina (2018) that giving an example of an example carried out by a leader is a fundamental guideline that will be followed or imitated by its members. Zufani (2017) reinforced the results of research that shows a positive direct

effect between the examples of the principal on teacher performance satisfaction. There is a positive direct effect between the principal's examples on teacher work loyalty. There is a direct positive influence between job satisfaction on teacher work loyalty.

Mrs. Dwi's success in leading and managing her educational institution well cannot be separated from quality human resources. The latter also helps in creating, implementing, and achieving the successful implementation of the school activity program. And the role of the principal as a collaborator that the school collaborates with parents of students, the local community, and related agencies or institutions can create a good school climate. According to Utari (2010), a collaboration between teachers, parents, or students' parents and the community can create unique school programs according to local needs and produce a good school climate because they can interact with each other. Appreciate, respond to similarities and differences between students. In other words, aspirated participation is healthy participation. The result can be proven in every program of school activities that involve all parties.

Qur'an learning activities, here the school cooperates with the Agency Unifoundation Surabaya with ten teachers who memorize the Qur'an at Nasima Junior High School Semarang. Then for English language skills, there is an easy way, the school cooperates with language institutions, such as in the English study program on the UNNES Campus. Then the computer competency education program, the Nasima School, collaborates with Microsoft 365 in learning such as virtual classes and many others.

The Nasima Junior High School collaborates on every PHBI (Islamic Holiday Commemoration) and PHBN (National Holiday Commemoration) activity. Indonesia's independence day on August 17, Nasima Junior High School usually carrying out the Indonesian Independence Day using traditional clothing throughout Indonesia. Teachers and education staff at Nasima Junior High School, students, and parents, and securities of students wearing traditional clothes.

In addition, the school has also collaborated with the local community in Social Service activities, distribution of sacrificial animals around the Semarang city environment during Eid al-Adha, etc. Schools collaborate with alumni who are studying or are abroad in holding a school activity program. Students exchange, in which students who are selected at the Nasima junior high and high School levels can study abroad for 10-14 days, and this program is already running for 4-5 years, such as having studied in Taiwan, Japan, Korea, Australia and Malaysia, and others.

Innovations in creating and manage school activity programs to maintain their quality. Therefore, they can be different, unique, and superior, supported by exemplary examples of the principal's leadership in motivating teachers and employees to work and the collaboration in carrying out all program activities. In schools that involve the participation of parents, guardians, the community, and related institutions carried out by the school in a transparent and accountable manner, the Nasima Middle School can have implemented the principles of school-based management in their schools well. The achievements make SMP Nasima one of the leading schools in Semarang, which is accredited A with ISO 9001:2015 International certification.

CONCLUSION

Based on the data exposure, research results, and discussion above about the role of school principals as innovators, motivators, and collaborators in implementing school-based management. Nasima Junior School Semarang, it can be concluded that the principal's role as an innovator must have different, unique, and superior ideas. Meanwhile, as a motivator, the principal must have a strategy to implement education for his subordinates. In addition, in carrying out his role as a collaborator, the principal must involve all parties in providing education in his school; hence, the principal's professional management ability can be the key to the successful implementation of school-based management. With the support or participation

of all parties, it can produce transparency and accountability of parents of students towards the implementation of education.

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