



DEVELOPING A MODEL OF MULTICULTURAL SCHOOL- BASED MANAGEMENT IN SENIOR HIGH SCHOOLS IN THE FORMER PATI RESIDENCY

Su'ad[✉]

SMA N 1 Kudus

Info Artikel

Sejarah Artikel:

Diterima Oktober 2013

Disetujui Oktober 2013

Dipublikasikan

November 2013

Keywords:

School-based management

(SBM); Model Of

Multicultural

Abstract

School-based management (SBM) in the era of regional autonomy has changed from centralized to decentralized school-based management (MBS). Quality disparities and narrow view of regionality are not in line with the spirit of this era. Thus, there must be an effort to overcome the problem through the school-based management based on multiculturalism. The goal of senior high school in the former Pati residency in this study has referred to the regulation of the minister of education number 19 of 2007 about school management standards and implementing school – based management (MBS). The function of the school management has not considered the diversity of school community, even though the school inputs teachers, staff, students are diverse and the school quality assurance according to the regulation of the minister of education number 63 of 2009 states that a multicultural school provides diverse education services. The identification of the problems are: 1. How is the school-based management on senior high schools in the former Pati residency? 2. How is the development of multicultural school-based management on senior high schools in the former Pati residency? This dissertation uses Research and Development. In the preliminary study the writer used a qualitative approach that produced factual picture, furthermore the development of the model started with the design of the model and then validated by experts and produced model I then it was taken to the focus group discussion (FGD) and produced model of multicultural school based management on high school in the former Pati residency. The development of multicultural school-based management on high schools in the former Pati residency should be developed to meet the goal—the vision and mission of the school. The suggestions are : multicultural school-based management should be appointed as a national policy to meet the goal of a school with a diversity of school community and the policy of multicultural school-based management needs to be followed up with the implementation of multicultural education in a multicultural school.

© 2013 Universitas Negeri Semarang

[✉] Alamat korespondensi:

Jl. Pramuka No. 41 Kudus

E-mail: suad1kudus@yahoo.com

INTRODUCTION

School-based management (SBM) in the era of regional autonomy underwent many obstacles due to the local government policy in the field of education which cause some problems. The problems that arise from these policies outside the region are the restrictions on students admission of the new students ("PPDB") as much as 5% of the quota, teacher transfers between regions is very difficult, and the strengthening of the spirit of regionalism and ethnicity of the school community so that it narrows their view toward the environment. The spirit of regionalism and ethnicity increases primordial spirit. While global challenge requires high school graduates (high school) be able to compete, socialize in the international environment among various broad diversity of religion, gender, ethnicity, socio-economic, socio-cultural and so on.

Social conflicts in various regions are also common problems caused by religion, race, ethnicity, language, socio-economic, socio-cultural and gender and so on (Wasino, 2009). High schools as part of a diverse community may create problems caused by these differences since citizens of the school reflects the condition of the society. School management in upper secondary schools in the former residency of Pati find some problems related to discrimination, in the aspect of religion, race, socio-economic, social and culture, language and so on. Therefore schools should have a school management arrangements that can avoid the presence of social conflict and realize mutual respect and respect between people either school teachers, students, principals, school committees and so on with clear roles and mechanisms. If they pay little attention to it the goals of the school will fail. Thus the school-based management (SBM) should be developed into a multicultural school-based management.

The functions of multicultural school-based management need to consider the input of the school, among others: (1) the diversity of the school community both teachers, employees, students, school committee, (2) quality

assurance as a multicultural school and (3) the need for diverse educational services. This is in accordance with those set out by the Law on National Education System number 20 of 2003, section 4 that the national education held in a democratic, fair and not discriminatory to uphold human rights, religion values, cultural values, and nation pluralism (Act No 20 2003).

The above matters are interesting to study and the school-based management (SBM) needs to be developed into a multicultural school-based management in high school.

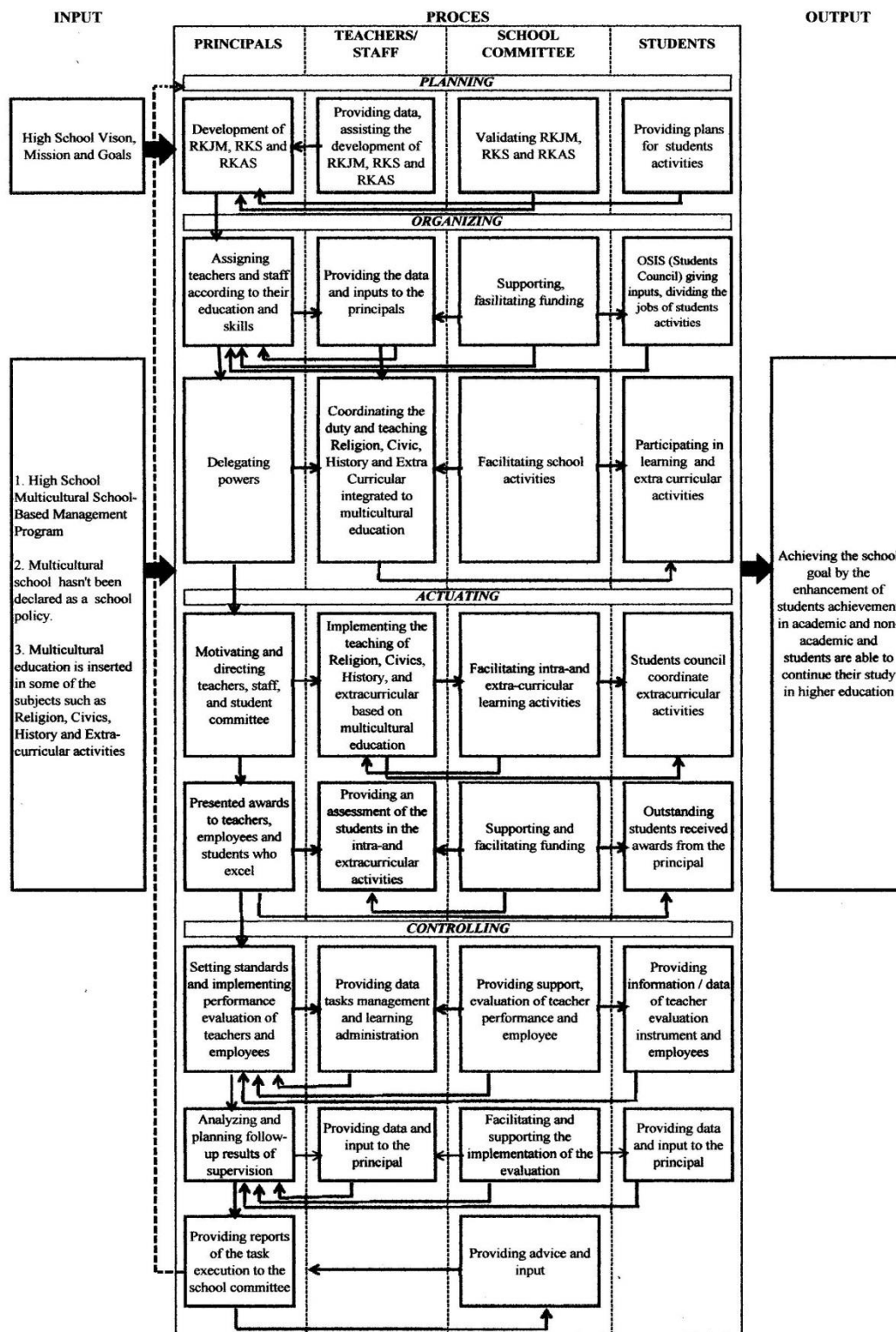
RESEARCH METHOD

Development of school-based management model of multicultural approach is done through modified *Research and Development* (R & D). Considering the factor that multicultural school-based management model in high schools in the former Pati residency was impossible to conduct field trials, this study only validated by experts / specialists both management expert of education and multicultural education expert and was followed by *focus group discussions* (FGD) who were attended by high school principals in Regional Coordinator of Pati Regency. The procedures of development refer to Borg & Gall (2007: 774-787) in the following order: (1) determine the product, (2) theoretical studies, (3) development planning, (4) the development of the initial model, (5) validation of the model, (6) the discovery of the final product.

RESULTS AND DISCUSSION

Multicultural school-based management model in high schools in the former residency Pati is developed from the factual models which was the result of the initial study. The factual model is a model of school management which is currently run at senior high school at the former Pati residency, which is run by school management and based on school-based management and it is strengthened by the national education minister act (National Education Minister act number 19 in 2007). The

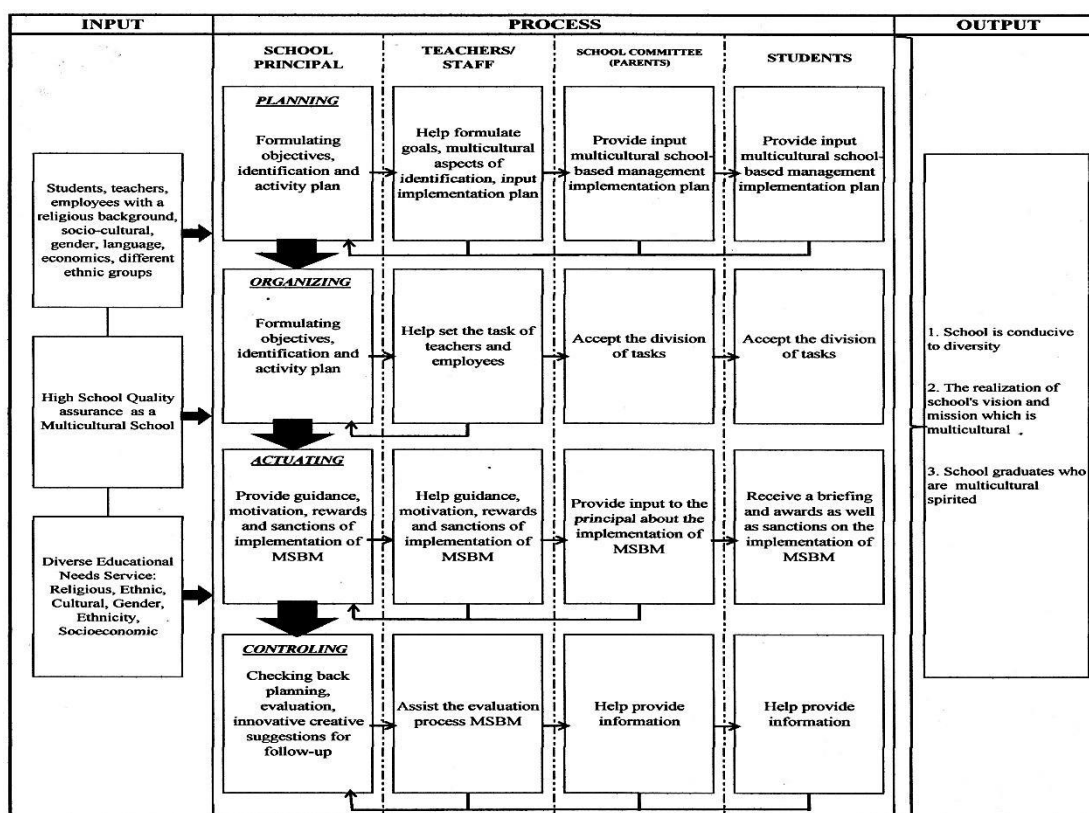
framework described as a model of factual model is the following:



Factual Model Of School-Based Management Of High School

Learning the factual framework of the school management model, it can be understood that the stages of school management function has been executed well, but have not yet entered school community aspects of diversity of teachers, employees, students, school committee and so forth as an important factor that must be considered. Referring to the opinion of Sugiyono

(2009:412) in the field of education, that the products generated through research and development (R & D), among others, may be a method of teaching, media education, employee training systems, payroll systems, a model management and so on, then the model developed in this study is a management model that is based multicultural model of school management in secondary school (high school).



The factual model was then developed, interpreted, analyzed, and predicted based on a review of relevant theories into a design of the model by including factors of diversity as an important factor determining the success of the school management. The model that the writer designed is as follows:

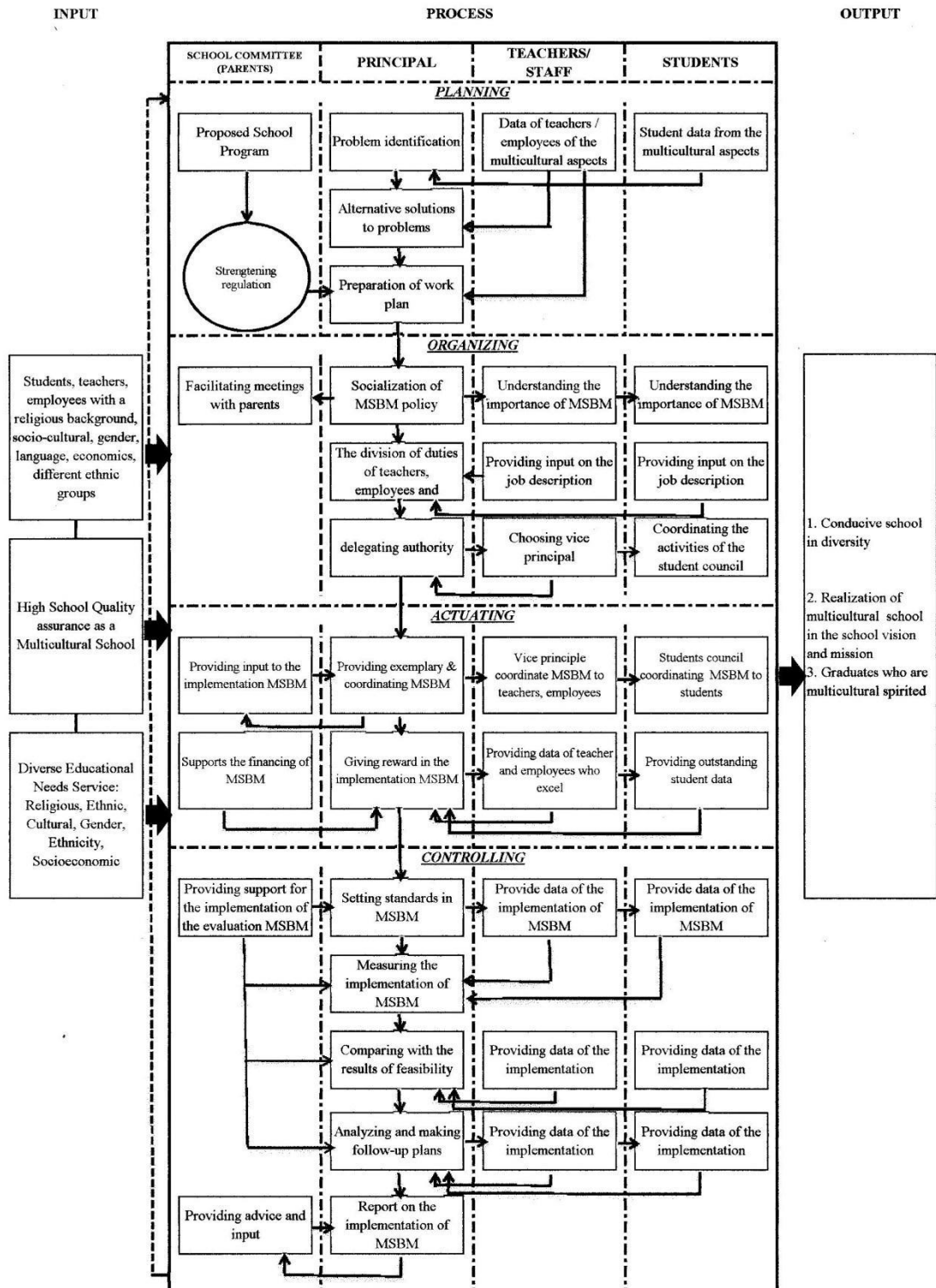
The Design of Multicultural School-Based Management Model on High School

Furthermore, the design of the model is validated by the education management experts and multicultural education experts. Based on

the first validation of the expert, the first product is obtained.

Validation is the process of design to assess whether the rational design of products will be more effective than the old one or not (Sugiyono, 2009: 414). Validation of the product in this multicultural school-based management is done by asking for input / advice to some expert or experts who are experienced in assessing new products that the writer design. This activity is carried out by him to ask for input / advice to some management expert education and multicultural education expert.

The image management as a result of school-based multicultural validation expert / experts are as follows:



Multicultural School-Based Management Model I (Expert Validation)

The expert validation results of multicultural school-based management model on high school are then brought to the limited focus group discussion (FGD), which comprises

nine people of the heads of senior high school and regional heads of Pati regency. The result is a multicultural, school-based management model at the high school finals as described below:

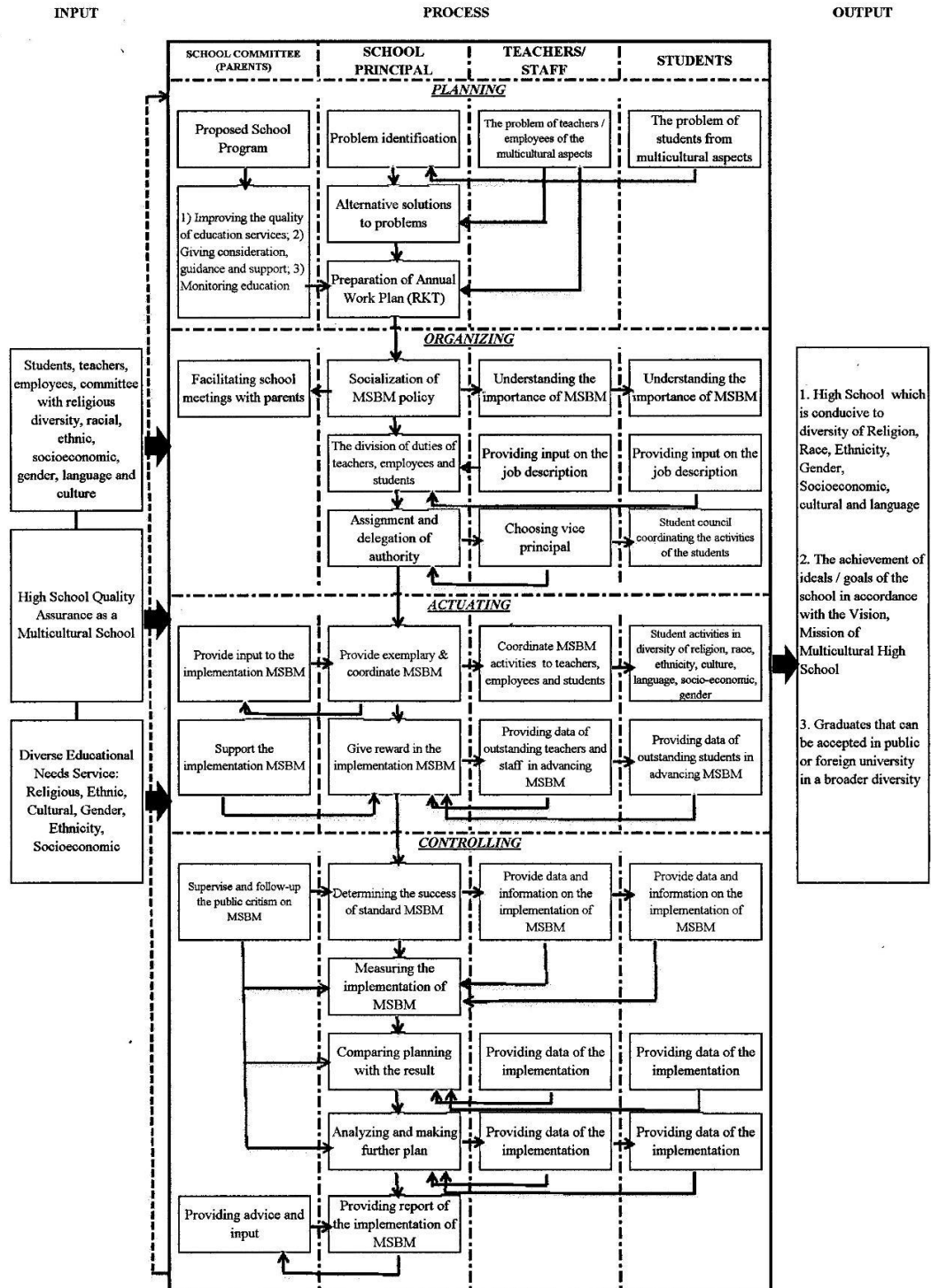


Figure. Multicultural School-Based Management Model II (FGD/Final)

CONCLUSION

School-based management implemented in the era of regional autonomy should be developed into a multicultural school-based management, since with the multicultural school-based management model, the diversity of the school community can be accommodated without any discriminatory policies and would create conducive school to achieve school goals (vision and mission of the school).

Suggestions. Based on the conclusions it is suggested: First multicultural school-based management needs to be taken into consideration to be implemented in high schools, considering the fact that school-based management in the era of regional autonomy encountered many obstacles, so that these obstacles can be overcome. Second, it needs the cooperation of various parties in the school to realize conducive school with the stages of the school management function which mechanism has been prepared by the organisation.

Furthermore, it can be function as a guide for a multicultural school-based management.

REFERENCES

- Borg, R.W. Gall, M.D. 2007. *Educational Research; An Introduction*, New York-London: Longman Inc.
- Pedoman Penjaminan Mutu Sekolah/Madrasah Bertaraf Internasional Pada Jenjang Pendidikan Dasar dan Menengah*. 2009. Department of Education. *Minister of Education Regulation Number 19 of 2007 about Management Standards*
- Sugiyono. 2009. *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta.
- Terry, G. R. 2012. *Prinsip-Prinsip Manajemen*. Jakarta: PT Bumi Aksara.
- Wasino, at al. 2009. *Integrasi Sosial Dalam Negara Bermasyarakat Majemuk Pada Era Global*. Proceeding International Seminar. Semarang: Faculty of Social Science State University of Semarang.
- Law number 20 of the National Education System of 2003.