# The Influence of School-Based Management Implementation on the Improvement of Education Quality in Primary Schools

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**Abstract:** This research was conducted at State Primary School Pondok Betung 05, South Tangerang City, Indonesia. This school is located in a strategic area, which is easily accessed via Jalan Raya Pondok Betung No 2, South Tangerang City. The location is close to the Office of Sub-District Pondok Betung and the Public Health Centre of Pondok Betung. This research applied a quantitative descriptive approach. The statistical tests carried out for the data analysis gained the correlation coefficient of rXY = 0.434, with two variables, X and Y, being correlated. The total number of respondents was 85, thus, df = 87 − 2 = 85. From the df of 85, the $r_{table}$ on the significance level of 5% = 0.250 and on the significance level of 1% = 0.278. The hypothesis stated that (Ha) would be rejected if $t_{cal} > t_{table}$, namely 0.434 > 0.250, while (Ho) would be rejected if $t_{table} < t_{cal}$, namely 0.278 < 0.434. From this comparison, (Ha) was accepted because $r_{cal} > r_{table}$ at the significance level of 5%. Conversely, on the level of 1% (Ho) was rejected, because $t_{table} < t_{cal}$. As such, this research reveals that the implementation of school-based management has influenced the quality of education of State Primary School Pondok Betung 05, South Tangerang City, Indonesia.

**Keywords:** School-Based Management, quality improvement, primary school.

## 校本管理实施对提高小学教育质量的影响

**摘要**：这项研究是在印度尼西亚南坦格朗市的国立小学庞东05上进行的。这所学校位于战略要地，可通过南丹格朗市的惹兰·拉亚·庞多克必登2号轻松到达。该地点靠近蓬东蓬府街道办事处和蓬东蓬公共卫生中心。这项研究采用了定量描述方法。为进行数据分析而进行的统计检验获得了rXY = 0.434的相关系数，其中两个变量X和Y是相关的。受访者总数为85，因此df = 87 − 2 =85。从85的df开始，显着性水平为5％=0.250，显着性水平为1％=0.278。该假设表明，如果吨>表，即0.434>0.250，则（哈）将被拒绝；而如果表<吨，即0.278<0.434，则（何）将被拒绝。从该比较中，可以接受（哈），因为卡尔>表格在5％的显着性水平。相反，因为表<吨，所以拒绝了1％（何）的水平。因此，这项研究表明，校本管理的实施影响了印度尼西亚南唐格朗市国立小学庞东05的教育质量。

**关键词**：校本管理，质量改进，小学。

## 1. Introduction

The era of reformation has brought fundamental changes to various aspects of life in Indonesia, including the area of education. One of the changes that will be discussed here is the management of the nation, i.e., from centrally based to locally based management. Officially, this shift towards local governance was stipulated in *The*

Constitution of the Republic of Indonesia No. 25/1999. This was then followed by the issuing of an implementation guide, *The Regulation of the Government of Republic of Indonesia No. 25/2000*, about the Authority of Provincial Government as an Autonomous Region. Therefore, management, which had been centralized, needed to become locally based, and this included management of education. As such, the autonomy of the education sector was formed, which included a new form of School-Based Management (SBM). Besides normative reasons, empirically, it is important that SBM be applied, as it has been found in the field that the centralized system has many weaknesses, including:

a. That decisions made from a central authority are frequently not in accordance with the needs of schools;

b. Excessive administration, due to too many layers of bureaucracy, has caused inaction in dealing with cases, which has resulted in less than optimum school performance.

So far, centralized management has been less successful in terms of improving education quality, for which the policy of national education is output oriented. When carried out centrally, more focus has been placed on input than on the process of education. This caused high dependence on bureaucratic decisions and, frequently, central policy was too general and not appropriate to the situation and condition of the local school [18]. In addition, everything was over-managed in operating schools and they lost their independence, initiative, creativity, and society participation, especially for students' parents in carrying out the education that was so far limited to financial support. However, in fact, their participation is necessary in the education processes, such as in making decisions, control, evaluation and accountability [1].

The above matters related to schooling became the responsibilities of the government and schools. There is no reason for society to participate or be responsible for the process of running education at schools. Thus, in order to overcome those cases, the government took actions by implementing school-based management (SBM) with the purpose of returning schools to their owners, i.e. society. Through SBM, society is expected to have full responsibility of the education carried out by schools, to manage and also improve the quality of education in those schools [19]. Therefore, the efforts of humanizing people through school institutions with various policies will effectively create new patterns in the education system of the nation. The popularity of SBM is evidenced by the large number of development agencies promoting it as a key component of the decentralization reforms and the growing number of countries that have adopted aspects of this approach. SBM reforms began in the 1970s in Australia. Since then, a wide range of countries all over the world have experimented with or introduced SBM, including Hong Kong (China), Indonesia, El Salvador, Nicaragua, Kenya, Kyrgyzstan, Nepal, Paraguay and Mexico [2].

In the paradigm of SBM, the principals are given full discretion to manage education by providing and utilizing sources of education of their schools, as long as it is in accordance with the policy and standard determined by central government. In this case, the roles of the principals and school committee as the partners in providing those education sources in running education management are to facilitate both teachers and students to learn as much as possible. Therefore, the activities of learning and teaching expected by schools through SBM can be achieved well. One of the schools that has been implementing SBM is State Primary School Pondok Betung 05, South Tangerang City, Indonesia. This school has been applying SBM since 2002. There were many changes felt by the teachers, as the educators at the school, after SBM applied. One of them was in financial terms, in which its management became clearer, and the teachers felt that their scopes were getting wider since they did not need to wait for the decision from central government in determining the quality of education. In addition, after SBM was applied, the quality of education improved since teachers were able to have a better understanding of what their students' proficiency was.

Following the application of School-Based Management (SBM), society's role was very supportive, especially in improving the education quality. By having good cooperation between school and society, the process of teaching and learning was smoothened. In School-Based Management (SBM), society's roles are in supporting finance and improving the education quality cooperated with the schools. Therefore, the writers tried to investigate deeper to find out whether or not School-Based Management (SBM) carried out by State Primary School Pondok Betung 05 influenced the improvement of education quality of that school.

## 1.1. Formulation of the Problems

1. How was the role of School-Based Management (SBM) in improving education quality of State Primary School Pondok Betung 05, South Tangerang City, Indonesia?

2. How to improve the education quality of this school after the implementation of School-Based Management (SBM)?

3. How was the influence of School-Based Management (SBM) on the improvement of education quality at State Primary School Pondok Betung 05, South Tangerang City, Indonesia?

## 1.2. Research Objectives

1.  To find out and analyze the role of School-Based Management (SBM) in the improvement of education quality at State Primary School Pondok Betung 05, South Tangerang City, Indonesia.

2.  To find out and analyze the ways in improving the quality of education of that school after the implementation of School-Based Management (SBM).

3.  To describe which aspects improved after School-Based Management (SBM) implementation at this school.

# 2. Literature Review

Three words, management, based and school make up SBM. Management is the process of using resources effectively to achieve a goal, as defined by the Indonesian Dictionary, Kamus Besar Bahasa Indonesi [3]. The root word for based, is basis, which means basic or principal. School means an institution to study and teach and also a place to receive and give the lessons [3]. Based on these dictionary definitions, SBM, can be defined as the utilization of resources within schools as part of the process of teaching and learning. There are a plethora of SBM definitions proposed by scholars, such as those by Eman Suparman [4] who defined SBM as combining the resources available to schools in order to involve all relevant parties directly in the decision making process. SBM allows for all interested parties to participate in schooling to maintain a high quality.

Slamet [20] defines SBM as the organizing and resource alignment done automatically by schools through several management inputs to reach their objectives. In the framework of national education, involving interested parties to participate with the decision process is important.

The application of the SBM paradigm has been recently applied in Indonesia, at the regional school level. Prior to this, schools were an extensionof central-government bureaucracy, to carry out any political education. School managers did not have any flexibility to operate their schools independently. All policy related to education and its implementationat schools were generally handled by central government, or as part of vertical institution, schools just accepted passively. School-Based Management (SBM), is one of new alternatives for the schools in de-centralized program of education, characterized by wide autonomy at schools level, highly participation of society, and in the policy of national education. The autonomy given to schools so that these schools can become more flexible in managing their resources by having the allocation according to priority scale, so that they can become more responsive with the local needs. Members of society are required to participate so that they will understand more about education and be able to assist and control the management of education.

National policy, as the priority of the government, should also be implemented by schools. In school-based management (SBM), schools are required to be accountable both to society and the government. SBM basically gives the authorities to schools to manage and improve the quality of education continuously. It can also be said that SBM, in essence, is compatibility of resources conducted by schools independently by directly involving all related stakeholders of the schools in the decision-making process in order to fulfill the needs of school quality improvement, or to achieve the objectives of national education.

## 2.1. Problems Met in SBM Implementation

Results revealed that problems met in SBM implementation were only "slightly felt" [5].

Schools are the lowest organisation in the layers of the Indonesian Ministry of National Education of the Republic of Indonesia, and are responsible for giving basic ability to the learners based on legal basic requirements (macro, middle, micro), and professionalism (the qualifications of human resources, specific for goods or services, and any working procedures). Thus, it can be said that SBM, automatically held by schools independently, through several management inputs to achieve the school objectives, by involving all groups of stakeholders, correlated directly with the schools in the decision-making process. The SBM training, funds, and requirements were rolled out in three batches and eventually covered almost all (84%) of the 8,613 schools in the 23 project districts. The first batch consisted of 1,666 schools in 2003-2004, largely because they were perceived to be more capable, although no explicit assignment mechanism was designed [6].

SBM is one of the instruments to improve the quality of education and it can also be defined as a school model that applies school management, giving wider authorities to schools to make decisions on any policy by directly involving all parties in the educational institution, including stakeholders. SBM is a new paradigm of education, giving wider autonomy to schools by involving society in relation with national education policy [7].

By giving greater freedom and power to schools, together with a set of responsibilities, it is expected that schools can be more independent and able to determine the development based on the conditions and societal needs, or in another words, schools should be able to develop relevant programs that are suitable for the needs of the society. Including members of society in decision making is a way to build an open and democratic

environment in which members of society directly participate in the decision-making process. Schools could utilize their communities by giving them authorities, responsibilities, inclusion in solving problems, and also trust and awards [8].

Further, according to Nanang Fatah [9], School-Based Management (SBM) is a political approach aimed to re-design schools' management by giving authority to principals and improving societal participation in an effort to improve the performance of those schools by including teachers, students, school committees, parents, and society. School-Based Management (SBM) changes the system of decision making by mandating authorities take decisions and management issues to each local stakeholder. The Indonesian Body of National Development Planning *(Bappenas)* and the World Bank, as quoted by B. Suryosubroto [10], gave the definition of School-Based Management (SBM) as empowering schools by giving more authority and showing responsive government behaviors to society. SNM can also be shown as a way of improving the efficiency, quality, and equality of education. This is reflected in the autonomies given to make schools more flexible to manage, to develop their potential and resources, and to allocate them based on the priority needs of the local community. The participation of society is required in order to help them better understand education; help and control in the management of education are based on the principles of open and high consistency.

Based on the review of the above theories, School-Based Management (SBM) can be defined as the full autonomy given to schools to actively and creatively participate and be independent in developing and having innovation in various programs to improve education quality by adjusting the needs of the schools, which cannot be separated from the frame of national education objectives by involving stakeholders. The schools must take on these responsibilities for society and stakeholders. Thus, School-Based Management (SBM) is a strategy to advance education by transferring significant decisions on giving authorities, from central government to local region government, to the individuals of the school as the implementers. School-Based Management (SBM) is full authority mandated from central government to schools to manage themselves referring to national education objectives because the schools know their weaknesses and strengths more. In many successful schools, there is recognition that the social aspects of change are at least as important as the technical emphasis on prioritization and strategic planning.

## 2.2. The Purposes of School-Based Management

The main purpose of School-Based Management (SBM) is to improve efficiency, quality, and equality of education. The improvement of efficiency is reached by having flexibility in managing available resources, society's participation, and simplifying the bureaucracy. Quality improvement is achieved through the participation of parents, the flexibility of school management, teachers' professionalism improvement, punishments and rewards as controls, and other things which can foster a conducive situation. Further, Iswan [11] explained that school planning is also important to be set in a certain period, designed by the school and school board. That plan might cover the schools' vision, mission, and priorities to achieve, along with the strategies set by each school.

The School-Based Management (SBM) model gives full autonomy to schools through the participation of the school community, having the objectives of:

- Improving responsibilities of schools to parents, society, and government regarding the quality of the schools;
- Improving education quality through independence and schools initiatives in running and utilizing supporting resources;
- Improving attention of school community and society in running schools through cooperated decision-taking;
- Improving health competition between schools about the quality of education which will be achieved;
- Improving sense of responsibility and belonging to the schools;
- Developing sense of responsibility in carrying out the schools because there are stakeholders that will supervise this;
- Getting closer to real necessities needed in developing the quality of the schools.

According to the Directorate General of Primary and Secondary Education, School-Based Management (SBM) is aimed to make schools independent and empower schools through mandatory authorities, flexibility, and resource availability to improve school quality. Thus, by having its independence, it is hoped that:

a. Schools as education institution know their strengths and weaknesses, opportunities, and their impendence to further optimize their resources in order to escalate;

b. Schools can develop their programs based on their needs;

c. Schools can be responsible for the quality of education; to parents, society, and government [12].

School-Based Management (SBM) has the main objectives of improving quality and equality of education, improving efficiency gained through unimpeded of managing available sources, society

participation, and bureaucracy simplifying. The improvement of quality can be achieved by improving teachers' professionalism, having punishments and rewards as controls, and other aspects which can foster a conducive situation [1]. Based on the review of the implementation in other countries both implicitly and explicitly, stated on the government policy and also on the Constitution of National Education System No. 20/2003 [13] about society-based education, clause 55 article (1) said that society has the right to carry out a society-based education on formal and informal education, suitable with the characteristics of religions, social and cultural environment for the sake of the society.

Seen from those goals stipulated on the Constitution No. 20/2003 [13], there are at least four aspects of its purposes, namely: quality and relevance, justice, effectiveness and efficiency, and also accountability. School-Based Management (SBM) aims to achieve the highest quality and relevance of education by benchmarking the scores of output and outcome, not of its methodology or process. School-Based Management (SBM) guarantees justice for all children to be served quality education from their schools. School-Based Management (SBM) has the purpose of improving effectiveness and efficiency. Effectiveness has a relation with the process. Hence, it will contribute to students' outcomes as they are expected. Effective or not, a school can only be measured from the results of the scores. School-Based Management (SBM) aims to improve the schools' accountability and is committed to all stakeholders. Accountability means the responsibilities of what is being conducted based on the authorities and responsibilities given.

From the discussion above, it can be understood that School-Based Management (SBM) has the objectives of improving education quality, i.e., by letting the schools being independent in managing their institutions cooperated with interrelated parties (teachers, students, society, students' parents, and other institutions). Therefore, schools and society do not need to wait for the instructions for taking any steps to escalate their education. They may develop their vision of education appropriately with the local condition and carry out that vision independently.

## 2.3. The Benefits of School-Based Management

School-Based Management (SBM) gives freedom and broad authority to schools along with a set of responsibilities. By having the autonomy responsible for managing available resources and developing School-Based Management (SBM) strategies, adjusted with the local condition, schools can increase the welfare of their teachers so that these teachers can concentrate on doing

their main task, namely teaching. In line with the idea above, autonomy is given to let the schools have more space in managing their resources by putting allocation based on the necessities priority and also to make schools more responsive to the needs of their local area [10]. Therefore, through that autonomy, schools will become more flexible in improvising themselves according to their abilities. School-Based Management (SBM) gives many benefits in the new paradigm of education, including optimizing available resource utilization to develop and escalate better since schools know the maps of their strengths, weaknesses, opportunities, and threats.

Schools know the needs of their institutions more, especially in educational input being developed and empowered in the education process in accordance with students' level of development and needs. The decision is taken after schools have fulfilled their needs because they know what is best for them. The utilization of resources can be more efficient if society participates in controlling. Society's involvement in the decision made by schools will create transparency and healthy democracy. Schools are responsible for the quality of education to the government, parents, society, and students. School-Based Management (SBM) focuses on maximum participation of all parties such as schools, parents, students, and society in formulating decisions about education. This supports the effectiveness of hitting schools' objectives because there is control from society and monitoring from the government in managing the schools to be more accountable, egalitarian, and democratic and remove the monopoly of managing education. That is why the readiness in managing over numerous levels to play their roles in accordance with authorities and responsibilities of all parties.

Based on the point of views of those scholars above, School-Based Management (SBM) is benefitted for schools to know their strengths and weaknesses in order to create healthy competition among schools in order to improve the quality of education, besides, the schools do not need to wait for any instruction from the central government in deciding since they know better what they should do in the efforts of improving their quality in line with the objectives of national education.

## 2.4. Factors of School-Based Management

School-Based Management (SBM) that offers the flexibility of managing schools has big potential in creating professional principals, teachers, and education system managers. Therefore, schools are required to carry out the government's obligation and fulfill the expectations of society in improving the capacity of services to students. As the party responsible for national education, the government has the right to formulate the

policies, which become a national priority, especially those related to improving the quality of education. In that sense, schools cannot walk alone and neglect any policy or standard determined by the government and selected democratically. The schools should implement these priorities. The government needs to formulate a set of general guidance about School-Based Management (SBM) implementation.

That guidance is primarily aimed to guarantee that the results of education are well-evaluated, the schools effectively carry out the government's policies.

### 2.4.1. The Roles of Parents and Society

School-Based Management (SBM) requires support from skillful and qualified workers to raise motivation to be more productive, empower the autonomy of the local region, and streamline the system and dismiss over-lapping bureaucracy. For this urgency, the participation of society is needed, and this becomes one of the important facets in School-Based Management (SBM) through the participation of the school board, parents, and society in decision making. Therefore, society will understand more, observe, and help schools in their management, including the teaching and learning process.

### 2.4.2. Roles of Professionalism and Management

School-Based Management (SBM) refers to changes in the principals' behaviors, teachers, and administration staff in operating the schools.

The implementation of School-Based Management (SBM) is the potential in improving roles that are professional and managerial.

### 2.4.3. The Requirements to Fulfill School-Based Management (SBM)

Principals, teachers, and administrations, must be professional in running the management. They must have deep knowledge about students and hold the principle of education to guarantee that any crucial decision is based on education considerations. Principals should learn carefully, not only the policy of the government but also the priorities of schools themselves. For the sake of that, principals must:

- Have abilities to collaborate with teachers and school communities;

- Have an understanding and broad insights about educational and theories learning;

- Have the abilities and skills to analyze the current situation based on what is supposed to be and be able to predict future events based on the current situation;

- Have the willingness and abilities to identify problems and needs related to the effectiveness of education at schools;

- Be able to seize various opportunities, take challenges as opportunities, and conceptualize new trends to change [14].

### 2.4.4. Professional Development

In School-Based Management (SBM), the government must guarantee that all educational staff elements get the professional development needed to manage schools effectively. Thus, schools will get benefits offered by School-Based Management (SBM). A center of professional development functioning as a training service for these staff is important to develop for the sake of this School-Based Management (SBM).

### 2.4.5. Quality Education

One of the barometers of successful education in realizing Human Resources is by measuring the quality of those sources marked by improving knowledge quality, dynamic behaviors, and skills, and being independent in society, nation, and religion with a national and international order. In the Indonesian context, national education objectives stipulated on the Constitution of National Education System No. 20/2003 [13], clause 3, cited as: "The function of national education is to develop the abilities and shape the characters and civilization of a nation with dignity in order to educate the life of the nation, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, healthy knowledge, competent, creative, independent and be a democratic and responsible citizen."

Discussing quality will be different for each person since quality has many criteria dependent on its context. Total Quality Management (TQM) has five experts who have different opinions in defining quality but having the same points. According to Edwar Sallis [17], quality is viewed as an absolute and relative concept. In the absolute definition, something qualified is part of a very high standard and cannot be beaten. Relative quality is viewed as something attached to a product suitable for the needs of the customers. While Joseph Juran, quoted by M. N. Nasution [15], gave the meaning of quality as the suitability of product using to meet the needs and satisfy customers, or quality as conformity to specifications.

Then, at that level, the definition of education quality has a different meaning. Hence, an operational definition is needed for guiding the management of education to reach the education quality term. Therefore, the basic definition framework of education quality should firstly be reviewed. In Big Indonesian Dictionary (*Kamus Besar Bahasa Indonesia*), quality measures the good and bad of something, the condition, intelligence, etc [3].

Meanwhile, suppose it is seen in terms of the correlation of quality with education, as it was described by Dzaujak Ahmad [16]. In that case, education quality is the ability of schools to manage any related schools' components operationally and efficiently, intended to achieve added values to those components according to the prevailing norms or standards.

Based on numerous opinions of the scholars aforementioned above, it can be concluded that education quality is the degree of excellence in the effective and efficient management of education in order to produce both academic and extra-curricular excellence of students who are declared to have passed a level of education or accomplished certain learning program, and referring to this definition, then education quality is not a simple effort. Instead, it is a dynamic and challenging activity. From various observations and analysis, three main aspects cause a less significant improvement in education quality.

*First*, the policy and implementation of national education apply approaches that consider all education components such as teachers' training, books, and learning tools procurement, educational facilities improvement, and other educational infrastructures are fulfilled. The quality of education will automatically be realized. The focus was only on the education itself, not on its process. *Second,* the implementation of national education was carried out in a bureaucratic-centralized manner. Placing schools as education providers was highly independent of bureaucratic decisions, which had a very long path, and sometimes policies issued were not in accordance with local conditions. Even worse, schools were passively stood alone without having any creativity. *Third*, society's participation, especially students' parents' participation in the implementation of education, was very limited. The participation of the society was generally more on the financial matter and not on education. Schools are not responsible for the results of education implementation to the society, especially to students' parents interested in education.

The implementation of education at an institution will not result in good education quality if one factor does not exist since one factor and another are complementary and relate to each other. The quality should contain output that is clearly formulated before by schools according to the annual expected target. The period to achieve the target should be clearly set. Besides, various input and processes should always be directed to the intended outputs. The Indictor of Education Quality, having known the definition of quality, should also be understood in the dimension of quality. There are eight standards of national education quality, namely [13]:

a. *Standard of content,* covering the scope of materials and degree of competence to reach the competent graduates certain level and type. This standard includes the basic frame and structure of the curriculum, learning load, education unit level curriculum, and academic calendar;

b. *Standard of process:* Learning process of an education unit level carried out interactively, pleasantly, in a defiant manner, motivates the learners to participate actively, and also gives enough space for the initiative, creativity, and independence according to talent, interest, physical, and psychological development of students.

The education process is exemplary. Each unit of education does a learning plan process, learning process implementation, and learning process supervision to have both effective and efficient learning process;

c. *Standard of graduates' competence:* This standard is used as guidance to determine the learners' graduation in each unit of education, the competence itself covers attitude, knowledge, and skill;

d. *Standard of educators and education personnel:* Educators have to hold academic qualifications and be competent as the agents of learning, physically and mentally healthy, and realize the objectives of national education. The intended qualification refers to the minimum requirements that should be fulfilled by an educator and is proven by diploma and certificate of expertise relevant to applicable laws and regulations. Competence as an agent includes pedagogic competence, personal competence, professional competence, and social competence.

e. *Standard of facilities and infrastructures:* Every unit of education must have facilities like furniture, education tools, education media, books, and other learning sources, consumables, and other equipment needed to support an orderly and sustainable learning process. Besides, a unit of education must also have infrastructures covering areas, classrooms, rooms for the leaders of the schools, teachers' rooms, and other rooms that can support an orderly and simultaneous process of learning.

f. *Standard of management:* The management of an education unit applies School-Based Management, intended for independence, participation, openness, and accountability.

g. *Standard of Financing:* Cost of education consists of investment, operational costs, and personal costs. Investment costs of an education unit cover costs for providing facilities and infrastructures, developing human resources, and fixed-work capital. Operational costs include salaries for educators and education staff and its allowances, consumable materials, indirect operational costs of education such as electricity, water, telecommunication services, etc. Personal costs cover education costs that the students must spend to follow an orderly and sustainable process of learning. These

operational costs standard of education unit are set by the ministry regulations based on the proposals from the national education standard office (*BNSP*).

h. *Indonesian Standard of Assessment* covers the evaluation of learning outcomes by educators, education units, and the government.

The indicators used to measure the quality of education are the final results of education. Direct educational outcomes are used as the starting point for measuring the quality of education of an educational institution, for example, written tests, check-lists, rating scale, attitude scale, education process, input instrument, interacting tools with raw input, i.e., students, and environment. In the education context, the definition of quality is based on the context of learning outcomes referring to the achievements reached by the schools in every certain period (for instance: general tests, national examination, and others) or other achievements in other fields, such as in sports or arts. Even school achievement can be in the form of conditions that cannot be held, such as an atmosphere of discipline, intimacy and mutual respect, etc. In a qualified education process, various inputs are included, such as teaching materials (cognitive, affective, psychomotor), methodology, which varies due to the abilities of teachers, the administration of both facilities and infrastructures, other resources, and the creation of conducive atmosphere. School management synchronizes those numerous inputs or synergizes all components in the interaction of teaching and learning process, both between teachers, students, and supporting facilities in the classroom and outside the classroom, both in curricular and extra-curricular contexts, both within the scope of academic and non-academic substances in an atmosphere that supports the learning process. School-Based Management is one of several forms of reform to improve education, especially improving the environment of teaching and learning for students. Schools are expected to acknowledge their power and potential weaknesses, opportunities, and the threat they faced as the basis to determine the policies to be taken.

Based on that analysis, the schools then can formulate the key to success and formulate vision, mission, and targets, strategize and set their development programs for a certain period, which might be different from other schools since school-based management has a different condition, situation, and needs. With bigger autonomy, schools have bigger authorities in managing themselves to be more independent. The independence of schools can expand certain programs appropriate more with their needs and potentials.

*2.4.6. Flexibility*

Schools will be better at managing and utilizing their sources optimally. By involving school communities and society directly in running schools, their sense of belonging towards schools can increase. This ownership sense will increase responsibilities. This will then escalate the dedication of schools' communities and society in carrying out those schools so that the quality of the schools can also be improved based on national education policies and applicable regulations. The improvement of education quality is not limited to scores only but also on how these schools can improve the relationship between schools and local society so that good cooperation can be well interwoven. Therefore, the improvement of schools' quality can be well implemented, as it is expected by the schools in achieving the objectives of national education.

## 3. The Hypothesis of the Research

Based on the formulation of the problems mentioned above, it is assumed that School-Based Management Implementation has positive influences on the Education Quality of State Primary School Pondok Betung 05, South Tangerang City, Indonesia. Based on what has been described above, the writers proposed the following hypothesis:

*Ha:* There is a positive influence of School-Based Management on improving education quality of State Primary School Pondok Betung 05, South Tangerang City, Indonesia.

*Ho:* There is no significant influence of the implementation of School-Based Management on the improvement of education quality of State Primary School Pondok Betung 05, South Tangerang City, Indonesia.

## 4. The Findings of the Research

### 4.1. Data Description

State Primary School Pondok Betung 05, South Tangerang City, Indonesia, was established in 1982 in the area of sub-district Pondok Betung, Pondok Aren District, South Tangerang, Indonesia. During its operation, this school has experienced four times changing of the principals. The school is located in a strategic area, easy to access by the society, namely on Jalan Raya Pondok Betung No 2. Besides, its location is also near the Sub-District Office of Pondok Betung and Public Health Centre Pondok Betung. The total number of teachers taught at this school was 20 people as follows:

Table 1 The characteristics of teachers (respondents) and educational qualification

| No | Education | Frequency | Percentage (%) |
| --- | --- | --- | --- |

| | | absolute | |
|---|---|---|---|
| 1 | S1 | 18 | 90% |
| 2 | SMA | 2 | 10% |
| Total | | 20 | 100% |

It can be seen from the table above that the teachers taught at this school were mostly on the under-graduate level. Therefore, they were generally assigned based on their educational background. Hence, it showed that this school was good at managing teachers' administrational procedures. While considering gender, more women comprised the teaching staff than men. The detailed data relating to this can be seen in Table 2.

Table 2 The characteristics of teachers based on gender

| No | Sex | Frequency absolute | Percentage (%) |
|---|---|---|---|
| 1 | Male | 6 | 30% |
| 2 | Female | 14 | 70% |
| Total | | 20 | 100% |

The student population at this school in the academic year of 2014/2015 was 435 pupils – in which 235 of them were boys and the other 204 were girls. The following figure represents this data:
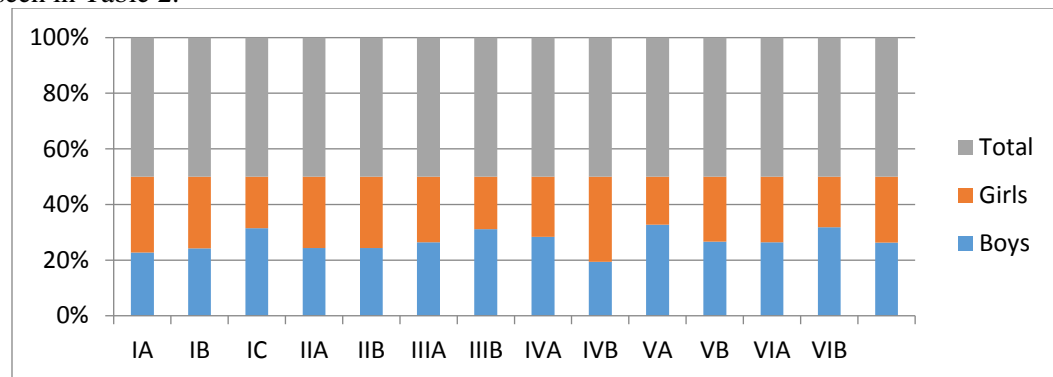


Fig. 1 The characteristics of students (respondents) based on gender

## 4.2. The Results of Data Analysis

In order to find out the score of the School-Based Management, the writer distributed a questionnaire consisting of 20 statements with options for each question. The total number of respondents were 87, comprising of 67 students and 20 teachers. The results of the questionnaire's responses can be seen in the following figure:
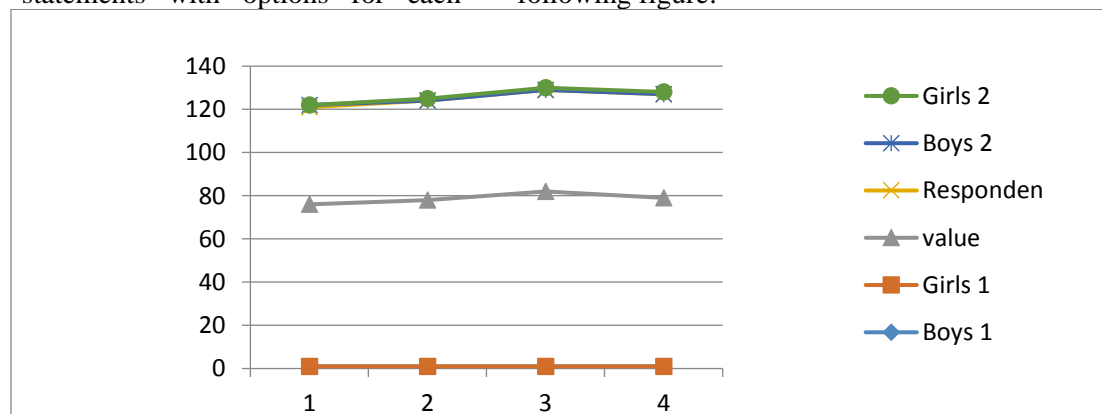


Fig. 2 Scores of School-Based Management (SBM) questionnaire

Based on the above figure, the highest score was 98 and the lowest one was 68. Thus, the analysis can be described as follows:

The qualification and score interval can be calculated by determining the following range:

$R = H - L + I$

Remarks:

R: Range

H: Highest Score

L: Lowest Score

$R = 98 - 68 + 1 = 31$

Hence, the interval of the score can be calculated as follows:

$i = \dfrac{Range}{Total\ interval}$

$= \dfrac{31}{5}$

$= 6.2$

The above figure is a frequency table of School-Based Management influences on the improvement of education quality in State Primary School Pondok Betung 05, South Tangerang City, Indonesia. Referring to that figure, it can

be seen that the following scores are gained: for interval 92–98 was 4.6 %; for interval 86–91 was 25.3 %; 39.1% for interval 80–85; 26.4% for interval 74–79, and 4.6% for interval 68–73. In finding out the score of Quality Education, the writers also distributed a set of questionnaire to 67 students and 20 teachers with 87 total number of respondents, consisting of 20 questions with each of its option. This can be seen in the following figure:
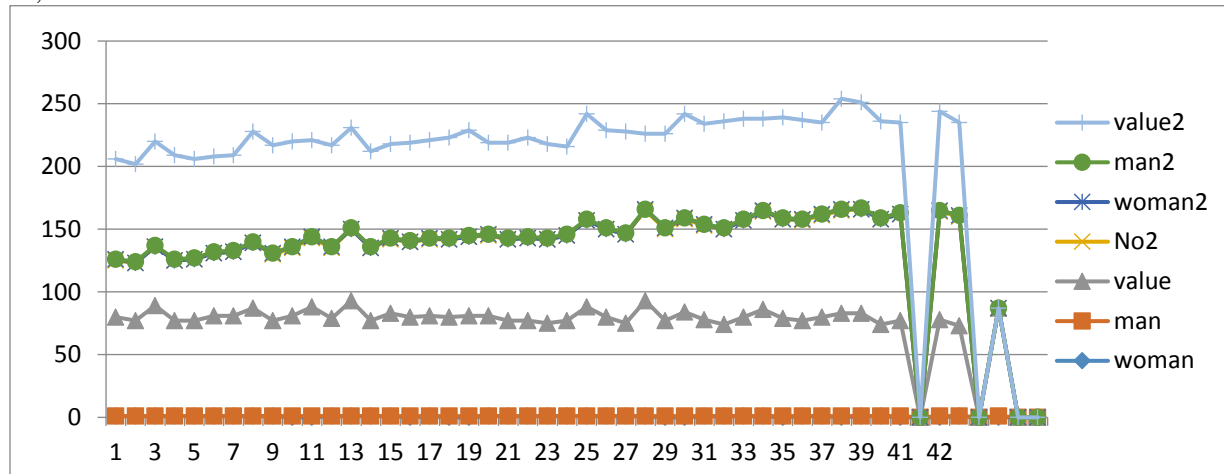


Fig. 3 Scores of quality of education questionnaire

The figure above shows that the highest score gained was 92, while the lowest was 60. Thus, the analysis can be done determining the qualification and interval by computing the range:

$R = H - L + I$

$= 92 – 60 + 1 = 33$

Then the score interval can be obtained as follows:

$i = \dfrac{\text{Range}}{\text{Total Interval}}$

$= \dfrac{33}{5}$

$= 6.6$

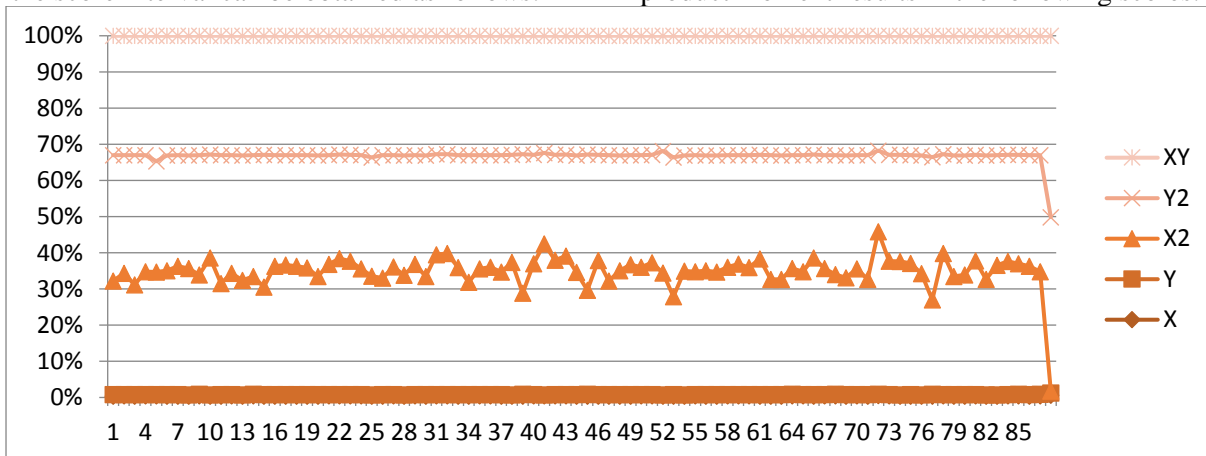Thus, the qualification from the statistical test using product moment results in the following scores:



Fig. 4 Product moment correlation

Based on the calculation presented in the above figure, the total of the scores are as follows:

N = 87

ΣX = 7181

ΣY = 6876

ΣX² = 594978

ΣY² = 545556

ΣXY = 568495

$r_{xy} = \dfrac{N\Sigma xy-(\Sigma X)(\Sigma X)}{\sqrt{\{N\Sigma x^2-(\Sigma x)^2\}\{N\Sigma y^2-(\Sigma y)^2\}}}$

$= \dfrac{(87) \times (568495)-(7181) \times (6876)}{\sqrt{(87 \times 594978-7181)^2\, 87 \times 545556-(6876)^2}}$

$= \dfrac{49459065-49376556}{\sqrt{51763086-(51566761)(47463372-(47279376))}}$

$= \dfrac{82509}{(196325) \times (183996)}$

$= \dfrac{82509}{\sqrt{3612301410}}$

$= \dfrac{82509}{190060}$

$= 0.434.$

From the scores calculated above, the value of 0.434, in terms of coefficient interpretation, is within the range between 0.40 to 0.70. This score corresponds to "correlated enough." Therefore, it can be concluded that school-based management was beneficial to the improvement of education quality of State Primary School Pondok Betung 05, South Tangerang City, Indonesia. Further, the degree of freedom (df) was measured using the following formula:

Df = N-nr

N = Number of cate

Nr = Number of variables being correlated

The calculation above reached a correlation coefficient of rXY = 0.434, while there were two variables being correlated with 87 respondents; hence, df is $87 - 2 = 85$. Then, with a df of 85, the $r_{table}$ was 0.250 at a significance level of 5% and 0.278 at a significance level of 1%.

### 4.3. Determination Test

In order to measure how great an influence school-based management had on the quality of education improvement, a determination test was taken as follows:

$D = r^2$ x 100%

$\quad = 0.434^2$ x 100%

$\quad = 0.188$ x 100%

$\quad = 0.188$ %

The results of that test have shown that the implementation of school-based management had the effect of improving education quality by 0.188%.

## 5. The Interpretation of the Research Findings

After the analysis of the data, both the values of $r_{xy}$ and $r_{table}$ were gained. Subsequently, the value of $r_{xy}$ was compared to the value of $r_{table}$, in order to discover whether school-based management influenced the improvement in education quality of the State Primary School Pondok Betung 05, South Tangerang City, Indonesia. The comparison aimed at testing the proposed hypothesis with the following criterion:

Rejecting Ha, if $t_{cal} > t_{table}$, namely: 0.434 > 0.250

Rejecting Ho, if $t_{table} < t_{cal}$, namely: 0.278 < 0.434

Those comparisons revealed that Ha was accepted because rcal > rtable had a significant level of 0.05 or 5%, and on the level of 1%, Ho was rejected since ttable was lower than tcal. This shows that the implementation of school-based management did influence the improvement in education quality of the State Primary School Pondok Betung 05, South Tangerang City, Indonesia.

## 6. Conclusion

Based on the results of the discussion in this research, the following can be concluded:

1.  The role of school-based management in the improvement of education quality was related to the development of the curriculum that was adjusted to the condition and needs of the community, which also contributed to improving education quality.

2.  The method to improve the quality of education was through providing facilities that supported the learning process well, with the government supplying funds for school activities and involving the community in determining school policies to assist in improving the quality of education.

3.  The implementation of school-based management had a satisfactory influence on the improvement of education quality in the State Primary School Pondok Betung 05, South Tangerang City, Indonesia. In the hypothesis of this study, Ha was accepted since tcal > $t_{table}$, namely 0.434 > 0.213—with the significant level of 0.05 or 5%—had a significant level of 1%, $t_{table} < t_{cal}$: 0.278 < 0.434. This showed that there was a positive effect in implementing school-based management in the improvement of education quality of the State Primary School Pondok Betung 05, South Tangerang City, Indonesia.

## 7. Suggestions

1.  The educators and education staff should accept their roles in improving the learning process to simultaneously improve the quality of education, not only from the aspect of academic achievement but also through the extra-curricular activities of the school.

2.  The students should better their achievements to produce a positive impact on, both the students themselves and the school.

3.  The school, especially the school committee, should improve its cooperation with the parents of students so that the education quality through school-based management can be improved on and conducted well.

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