

STRATEGIES TO BUILD QUALITY PRIMARY SCHOOLS THROUGH SCHOOL-BASED MANAGEMENT

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ABSTRACT

School quality is a representation of the performance of all resources in the school in carrying out tasks as an effort to realize the goals of the school. This study is a qualitative research. Technique of data source retrieval in this study is to use snowball technique (snowballingsampling). The data analysis process is done through: 1). Collection of data, 2. Selection process, 3). Data validity check. Based on the results of research that: 1). Education Quality Strategy conducted by elementary schools in Medan Helvetia District refers to the vision, mission of the school; 2). Implementation of School-Based Management (SBM) in elementary school Medan Helvetia District has been running well, characterized by the formulation of a clear vision, mission, and goals of the school as well as the implementation of democratic and participatory planning; 3). School-Based Management (SBM) is an approach that gives schools broad authority to manage and develop themselves independently, democratically, and responsibly.

Keywords: Halal Industry, Maqasid Shariah, North Sumatra, Qualitative Studies, Halal Business Actors

STRATEGI UNTUK MEMBANGUN SEKOLAH DASAR BERKUALITAS MELALUI MANAJEMEN BERBASIS SEKOLAH

ABSTRAK

Kualitas sekolah merupakan gambaran dari kinerja semua sumber daya di sekolah dalam melaksanakan tugas sebagai upaya untuk mewujudkan tujuan sekolah. Penelitian ini merupakan penelitian kualitatif. Teknik pengambilan sumber data dalam penelitian ini menggunakan teknik snowball (snowball sampling). Proses analisis data dilakukan melalui: 1). Pengumpulan data, 2. Proses seleksi, 3). Pemeriksaan validitas data. Berdasarkan hasil penelitian bahwa: 1). Strategi Kualitas Pendidikan yang dilaksanakan oleh sekolah dasar di Kecamatan Medan Helvetia merujuk pada visi dan misi sekolah; 2). Pelaksanaan Manajemen Berbasis Sekolah (MBS) di sekolah dasar Kecamatan Medan Helvetia telah berjalan dengan baik, ditandai dengan formulasi visi, misi, dan tujuan sekolah yang jelas serta pelaksanaan perencanaan demokratis dan partisipatif; 3). Manajemen Berbasis Sekolah (MBS) adalah pendekatan yang memberikan

sekolah wewenang luas untuk mengelola dan mengembangkan diri secara mandiri, demokratis, dan bertanggung jawab.

Kata Kunci: Strategi, Sekolah Dasar, Kualitas, Manajemen Berbasis Sekolah

INTRODUCTION

Quality is a very important thing in human life both individually, in groups, in society, nation and state. (Nasution, et al, 2025: 71) while improving the quality of education is one of the main pillars in building education in Indonesia, because if education has quality, it will produce intelligent and competitive human resources. (Syukri, et al, 2024: 11721) in this case, school quality is a representation of the performance of all existing resources in the school in carrying out tasks as an effort to realize School goals. School quality is obtained from the overall performance of interrelated school resources, namely: principals, educators, education personnel, students, and school committees. The quality of the school is influenced by the managerial ability of school leaders who function to run all school resources to be able to carry out tasks professionally. (Rahmawati, 2019: 14)

The government set Government Regulation No. 19 of 2005 on National Education Standards as an effort to improve the quality of Education. The national standard of Education serves as the basis for the planning, implementation and supervision of education in order to realize and ensure quality national education. (Tantra, 2017:3) Berdasarkan *Survey United Nations Educational, Scientific and Cultural Organization* (UNESCO), terhadap kualitas pendidikan di negara-negara berkembang di Asia Pacific, Indonesia menempati peringkat 10 dari 14 negara. As for the quality of teachers, it is at the level of 14 out of 14 developing countries. In this case, many factors cause the low quality of education in North Sumatra, among others: (1) low quality of physical facilities; (2) low quality of Teachers; (3) low welfare of Teachers; (4) low student achievement; (5) lack of equitable distribution of educational opportunities; (6) low relevance education needs; and (7) the high cost of Education. (Dinas Pendidikan Sumatera Utara, 2014:3)

In relation to efforts to improve the quality of education, many factors that determine the quality can be increased one of which is the implementation of school management. Implementation of school management can be implemented through school-based management. School-Based Management or abbreviated as SBM, is characterized by the

authority or full autonomy of the school related to school services both internally and externally to achieve the goals of school education, while still referring to legislation. (Junindra, et al, 2022:89)

Some of the reasons for the use of this school-based management approach are as follows: (1) the importance of school autonomy, with this autonomy the school will be able to develop the school or madrasah optimally by looking at its potential while still paying attention to local wisdom; (2) flexible, with school-based management the school or madrasah is more free and agile school resources; (3) with school-based management, the school will know the strengths, weaknesses, opportunities and threats that exist; (4) the school knows what needs to be improved, thus the school or madrasah is able to create programs based on needs and focus on solving existing problems; (5) the decision is determined by the school or madrasah, because the most aware of the condition of the school is the school or madrasah itself; (6) more efficient use of resources; (7) involvement of school and community members; (8) schools are responsible for the quality of their respective education to the government; (9) schools can conduct healthy competition with other schools, and (10) schools can immediately respond to the aspirations of the community and the environment quickly. (Syahwalan, et al, 2024:15158)

The Technical Implementation Unit (UPT) of the Medan Helvetia District Education Office in Medan City which currently manages kindergarten schools with 38 schools, with 1 state status and 37 with private status. Similarly, primary school has 57 schools, with 21 state schools and 36 private schools, junior high school has 28 schools, with 2 state schools and 26 private schools. Senior high school has a total of 17 schools, with 1 public school and 16 private schools. (<https://dapo.dikdasmn.go.id/>).

Based on the results of research conducted by Simarmata (2017:4) in the elementary school of Medan Helvetia district, the quality of teacher quality is the reason for the delay in improving the quality of elementary schools. In addition, what is often an obstacle to quality improvement is the relevance of the curriculum. In addition, facilities and infrastructure or educational facilities are also one of the factors of low quality.

RESEARCH METHODS

This research is qualitative research. In qualitative research the data collected are not numbers, akanbut in the form of words or images. The Data in question comes from interviews, field notes, photographs, video tapes, personal documents and other documents. (Moleong, 2007: 6) the object of research was conducted in elementary schools in Medan Helvetia district totaling 57 schools, with 21 public schools and 36 private schools. Sources of data used in this study include:

1) Primary data source (primary), the source of data taken by researchers through interviews.

These data sources include:

- a) Principal strategy in improving quality
- b) School-Based Management in improving the quality of education in schools
- c) Impact of the implementation of School-Based Management in improving the quality of Education

2) Additional data sources (secondary), that is, data sources beyond words and actions, that is, written data sources. Written sources can be divided into sources from books and scientific magazines, archival data sources, documentation used by the author in this study, consisting of documents that include:

- a) School vision and mission
- b) Organizational structure.
- c) Facilities and infrastructure
- d) Student Data in the last 3 years
- e) List of teachers and school employees

Data source retrieval technique in this study is to use snowball technique (*snowballingsampling*). (Arikunto, 2006: 17) the data collection in this study is observation, interviews, and documentation.

The process of data analysis conducted by researchers is through the following stages:

1). Data collection, starting from various sources, namely from informants, and direct observations that have been written in field notes, interview transcripts, and documentation. After being read and studied and analyzed, the next step is to conduct data reduction which is done by making abstractions, abstractions that will make the core summary. 2). The selection process, which then arrange in units that are then integrated in the next step, by making coding.

Coding are symbols and abbreviations assigned to a group of words that can be sentences or paragraphs of notes in the field. (Miles and Huberman, 1992: 87) and the last stage is 3). Data validity check.

In applying the validity of the data required examination techniques, which are based on certain criteria. Menurut Moleong (2007:324), There are four criteria used, namely degree of trust (credibility), expertise (transferability), dependability, and certainty (confirmability).

RESULTS AND DISCUSSION

1. Principal strategy in improving quality

Education Quality Strategy conducted by elementary schools in Medan Helvetia District refers to the vision, mission of the school. The vision and mission of the school are two important things that become the main foundation in the management and goals of Education. To formulate a vision of course can not happen just like that, in formulating the vision and mission and goals of the school, of course, the principal must first analyze the weaknesses and advantages of the school and find out the problem points to find solutions to these problems. In formulating the vision and mission of the school is formulated by several stakeholders such as principals, teachers, school employees and school committees. Furthermore, the vision and mission are socialized to staff members by means of work meetings in the new school year, as well as socialization to parents, namely School program meetings, and socialization to students, which are explained in the new school year, also during the school environment introduction period (MPLS). Based on the results of an interview with Mr. Tsani as one of the principals in the state Elementary School District Medan Helvetia,

The views of educators, employees and students on the vision and mission of the school are very positive, every school resident is very understanding and understands what and how the importance of quality in schools through school programs that have been planned through the vision and mission built. The commitment of the school community, especially teachers and principals, is reflected in school activities that reflect good quality, in terms of learning, the school tries to carry out quality learning so akanthat a quality school culture will be created.

In determining the school strategy, of course, it is necessary to set specific and measurable goals, after setting specific and measurable goals, you can determine the strategy to be made. Based on the results of interviews conducted, it can be concluded that we must understand the vision and mission of the school before we set measurable goals. The principal said that every activity or program must be related to the financing budget plan, when the program is running it must also be balanced with the financing conditions. Vice rector for curriculum said that a good vision is not a high Vision, fear that it will not be measured, so indeed the vision and mission are formulated in accordance with the characteristics of the school so that the goals to be achieved can also be measured. This is also reinforced by the contribution of teachers, namely how they collaborate with colleagues to help achieve the vision and mission, the first teacher said that as a BK teacher, he organized a student talent interest test which after knowing the results and then submitted to the homeroom teacher so that further action is taken, for the second teacher, he held a sharing programs or learning processes that are appropriate of course with the goals to be achieved.

2. School-Based Management in improving the quality of education in schools

School-based management planning process in Medan Helvetia District in improving the quality of Education has been done well, but there are still shortcomings in its implementation. In this case the elementary school in Medan Helvetia District in the implementation of school-based management has been effective, it is characterized by the discipline of both teachers and student discipline. The results of interviews conducted with several principals in Medan Helvetia District as follows:

The principal explained that the discipline of teachers include: (a) attend school 15 minutes before entering, (b) each teacher has made a semester program and annual program, (c) develop a learning program, (d) develop minimum completeness criteria (KKM) at the beginning of the year, (e) develop a syllabus, Lesson plans and teaching materials, (f) in and out of class according to the lesson Schedule, (g) evaluate each completed learning process, (h) implement improvement and enrichment programs. As for students, among others: (a) the majority of students attend every day at 7.45 am, (b)

students follow all subjects, (c) students who are late without a valid reason are subject to sanctions, (d) students who have problems must have a letter from a parent/guardian. In this case, the principal in carrying out school-based management has been well, this school has proven to have a vision, mission, school goals and school objectives. The principal also explained that the process of preparing a school-based management program is carried out through meetings attended by all school residents (including teachers and school committees) in the framework of school progress, be it Student Affairs, curriculum, teaching, facilities and infrastructure and others. The principal of Medan Helvetia district elementary school in carrying out his leadership has been Democratic. It is proven that every activity that will be carried out is always discussed with the school community, so that all programs that have been planned can run well and smoothly. As for some of the statements of the school residents (teachers, employees, students and parents/guardians) as follows:

The principal in carrying out the activities will coordinate with us as employees, teachers, students and parents/guardians to provide input and for the smooth running of the activity, so that it will bring transparency and accountability. In addition, the principal always makes activities that do not make a waste of budget in order to create effectiveness and efficiency of activities. Elementary schools in Medan Helvetia Sub-District in this case have implemented management, learning and community participation well. so that all school-based management programs can run well and smoothly in order to improve the quality of Education. In addition, the participation of the school committee participated in providing assistance both morally and materially to complete the school program planning.

3. The impact of the implementation of School-Based Management in improving the quality of Education

School-based management gives schools greater freedom of power and creates new, more democratic and open sources of leadership, which is accompanied by the responsibility of managing school resources by involving the community to participate, encouraging professionalism of principals, and developing curricula that support teachers to innovate.

Nanang Fatah (2013:79) said that effective implementation of SBM will produce competent teachers in schools, improve student achievement, provide opportunities for all school members to be involved in making important decisions, encourage the emergence of creativity in designing superior learning programs such as local potential, directing resources available in each schools, budget plans that are more realistic and transparent to parents and teachers in schools. According to interviews conducted with school principals in Medan Helvetia District, the implementation of SBM also encourages increased motivation and performance of teachers in schools. This happens because SBM is able to create a school culture that is more efficient and effective in managing available resources, so that the goals of the institution in accordance with the vision and mission of the school can be better achieved.

School-based management, if implemented properly and on target, will be able to improve school performance through the granting of greater authority and responsibility to schools that are implemented based on the principles of good school governance, namely participation, transparency, and accountability.

CONCLUSION

1. The education quality strategy implemented by elementary schools in Medan Helvetia district focuses on strengthening the vision and mission as the main foundation in the planning and implementation of educational programs. The process of formulating the vision and mission involves various stakeholders, including principals, teachers, staff, and school committees, who first analyze the strengths, weaknesses, and problems in the school. The vision and mission are then thoroughly socialized to school residents, both staff, parents, and students.
2. The implementation of school-based management di Sekolah Dasar in Medan Helvetia District Elementary School has been well implemented, including the preparation of a clear vision, mission, and goals of the school. The planning process is carried out democratically through deliberation with all school residents, including teachers and school committees, thus creating transparency and accountability in each activity. Overall, school-based

management in Medan Helvetia District has succeeded in improving the quality of education, although there is still room for improvement in its implementation.

3. School-Based Management (SBM) is an approach that gives schools broad authority to manage and develop themselves independently, democratically, and responsibly. Through the active involvement of all school and community members, SBM is able to create open sources of leadership, encourage the professionalism of principals, and support teachers in innovating through contextual and creative curricula. With the principles of participation, transparency, and accountability, SBM is a strong foundation in realizing good school governance. If implemented on target, SBM has great potential in improving the quality and performance of schools as a whole, in accordance with the vision and mission of education carried out.

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