

CHAPTER V

THE CONCLUSSION AND SUGGESTION

A. The Conclusion

According to the research result and data analysis about the implementation of school based management in SD Negeri Wedarijaksa 01 which is focused on the curriculum and learning management, the student management, teacher and staff management, the education quality after implementing the school based management and the proponent and obstacle factors which are faced. The management component is implemented through four management functions, they are planning, organizing, actuating and controlling and also appropriate with the school based management essence; autonomy, flexibility, participation, transparency, and accountability.

1. The Implementation of School Based Management in SD Negeri Wedarijaksa 01

a. The Curriculum and Learning Management

The implementation of Curriculum management and learning is as followed; *first*, the school develops the curriculum and learning and the dividing the job description for the teachers and school staffs (autonomy). *Second*, the school develops the curriculum by considering the condition students, teachers, staffs, facilities, school environment, society and local potency, and the using of PAKEM strategy in learning process (flexibility). *Third*, the community is involved in the meeting of developing the extracurricular program (participation). *The last*, the school reports the student learning result through the formative, middle and last examination (transparency and accountability).

b. The student Management

The student management is implemented through these activities, they are as followed; *first* the teacher arranges the student setting in the classroom (autonomy). *Second*, at the student recruitment

the school gives the opportunity for the students who have reached the age of elementary school (6 years old), the service to the student, and arranging the school rule. The school also gives the chance to all the children at the elementary age from many kinds of economical, social, religion, ethnic background (flexibility). *Third*, the school makes the transparent cost allocating which is discussed with the parents, community and school committee. The program and cost allocation is written on board and put it on the wall in the school main gate (transparency). *Last*, the school also needs to do reporting as the form of responsibility of school in developing the students (accountability).

c. The Teacher and School Staff Management

The implementation of teacher and school staff management is done through the activities as followed; *first*, the teacher and staff recruitment is done by applying to the school and the head master discusses with the teacher, school committee and also parents (autonomy). *Second*, the head master gives the chance to the teachers to consult about the school based management and then conducts directly the implementation of SBM involving all the teachers, school committee, parents and society (flexibility). *Third*, the teachers and staffs participate in the various kinds of education and training to improve the quality of education. *Last*, the school has the program for the routine meeting activity to evaluate and arrange the school performance (transparency and accountability).

2. The Education Quality of SD Negeri Wedarijaksa 01

The education quality in SD Negeri Wedarijaksa 01 is improved after implementing the school based management with the indicators as followed: *first*, the school or teachers built the good, open and fast access with the customer (parents and student). The teacher is ready, easy and available to receive the parent's call. The parents can communicate the problem through the cell phone and the teacher can give the solution directly. *Second*, the school provides the service that can be used to

distribute the parents and society contribution by facilitating for the parents group (*paguyuban wali murid*) in each grade. Through the parents group they are involved in the management of class and can cause the school program running smoothly. *Third*, the school provides and empowers the facilities to support the learning process such as; the representative library, the mini mosque to practice the religious learning, the green house for saint observation and the broad school yard. *Fourth*, The teachers use the learning strategy which is called *PAKEM* abbreviated from *Pembelajaran aktif, kreatif, efektif dan Menyenangkan* (active, creative, affective and fun learning). The learning process is qualified and the students' achievement is improved. *Last*, the school places the students as the main customer. The indicator is the existence of the clear directions (notice and caution), the clean and health toilet. The students have the importance which can support their learning activity to be smooth, comfort and save.

The conclusion is that by SBM implementation causes the fun learning activity for the pupils. The learning is fun for the student so it will affect the good character for students. When the student has the good character the achievement can be reached. If the students have the achievement the quality of education can be improved. The last is that by MBS implementation the quality education can be improved.

3. The Proponent and Obstacles Factors in the Implementation of School Based Management

The proponent factors in the implementation of school based management as followed:

- a. The stakeholder supports the learning process by paying more attention to their children by sending them to the course in after school and out school.
- b. The stake holder also supports their children when they become the participation of competition both material and spiritual.

- c. The number of teacher is sufficient so the learning can run effective and efficient.
- d. The complete facilities that can be used maximally as the learning media to support the contextual learning such as, library, mosque, greenhouse, broad school yard and greenhouse.

Whereas the obstacle factors in the implementation of school based management as followed:

- a. The parents' background is various. It causes that not all the parents agree with the school policy and sometimes there are few parents who do not care and support the students' learning.
- b. SD Negeri Wedarijaksa 01 is a core school with the broad location factor in where sometimes it is placed for the school competition in the sub regional level. Automatically, the learning process at that day does not run smoothly because the building is used for the competition.
- c. The using of PAKEM strategy causes the more time, power, energy and cost.

B. The Suggestion

Based on the concussion above, the researcher may give the suggestions to:

1. The Teacher

The teacher should more active in attending the education and training to improve the competence which is held by KKG, government office or individually.

2. The Principal

For the principal of SD Negeri Wedarijaksa 01, he or she should be consistence in SBM implementation so the quality of education in the school will be improved and improved. The principal also try to socialize the knowledge of SBM to the other surrounding school. For the other principals, they should study comparison in SD Negeri Wedarijaksa 01 and the result becomes the consideration to be implemented.

3. The Parents

The parents should give more support and attention to participate in controlling the SBM in SD Negeri Wedarijaksa 01.

4. The Other School

The other schools have the chance to cooperate by studying comparison. They also can make the effort to improve the school quality autonomically.

