ANALYSIS OF READINESS FOR THE IMPLEMENTATION OF SCHOOL BASED MANAGEMENT AT SD NEGERI 195 PALEMBANG (SWOT ANALYSIS APPROACH)

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ABSTRACT

This research delves into the Analysis of Readiness for the Implementation of School-Based Management (SBM) at SD Negeri 195 Palembang using a SWOT Analysis Approach. The study focuses on assessing the school's preparedness to implement SBM, considering internal strengths and weaknesses, as well as external opportunities and challenges. By evaluating factors such as technical readiness, professionalism readiness, and psychological readiness, the research identifies the school's position in terms of readiness for SBM implementation.

The findings reveal that SD Negeri 195 Palembang demonstrates strong readiness in implementing SBM, particularly in terms of school autonomy, management information systems, leadership, teamwork, and stakeholder participation. The study emphasizes the importance of comprehensive action plans, stakeholder engagement, continuous capacity building, financial transparency, fostering innovation, and monitoring progress to ensure successful SBM implementation.

Through a qualitative research approach, the study highlights the significance of analyzing readiness before implementing SBM to enhance effectiveness and efficiency in educational processes. By following the recommendations proposed in the research, SD Negeri 195 Palembang can navigate challenges, promote excellence, and elevate the quality of education provided to its students. This research contributes valuable insights to the field of educational management and SBM implementation strategies.

Keywords: *School-Based Management, SWOT Analysis*

I. INTRODUCTION

In Indonesia, School-Based Management is a form of educational reform that offers schools to provide better and adequate education for students. Autonomy in management is the potential for schools to improve staff performance, offer direct

participation to related groups, and increase public understanding of education. In line with the spirit and spirit of decentralization and autonomy in the field of education, school authority also plays a role in accommodating the general consensus which believes that wherever possible decisions should be made by those who have the most natural access to local information, who are responsible for implementing policies, and who are affected by the consequences. -as a result of the policy.

School/Madrasah Based Management is one of the government's efforts to achieve excellence in national society in mastering science and technology, which is aimed at with political statements in the Outlines of State Policy. It is hoped that this can be used as a basis for developing quality and sustainable education in Indonesia. It is within this framework that School Based Management appears as an alternative to the new educational management paradigm being offered. School Based Management is a concept that offers autonomy to schools to determine school policies in order to improve the quality, efficiency and equity of education so that they can accommodate the wishes of the local community and establish close cooperation between the school, community and government. (E Mulyasa 2007, p. 11).

In this case, the Ministry of Education also emphasizes that the aim of School-Based Management is first, to improve the quality of education through school independence and initiative in managing and empowering available resources. Second, increase the awareness of school residents and the community in providing education through joint decision making. Third, increase the school's responsibility to its schools. Fourth, increase healthy competition between schools regarding the quality of education to be achieved. (Depdiknas 2001, p. 4)

In order to implement School Based Management, it is necessary to group schools based on management capabilities, taking into account location conditions and school quality. In this case, you will find at least three categories of schools, namely good, medium and poor, spread across developed, medium and underdeveloped locations. (E. Mulyasa 2007, p. 59)

Through these presentations, it can be seen that before School Based Management was implemented in a school. So it is necessary to conduct a readiness analysis study first, this is important to do so that it can be seen whether the school is ready or not ready to implement School Based Management. This will certainly have a positive impact when the School Based Management implementation process is being carried out. The positive implications that arise are of course effectiveness and efficiency in terms of planning, organizing, implementing, monitoring and evaluating the implementation of School Based Management itself. Based on a description of the importance of analyzing readiness to implement SBM, and the symptoms that are developing in the research area. So the author is interested in raising this problem as the research theme of the author's thesis entitled, "Analysis of Readiness for the Implementation of School Based Management at SD Negeri 195 Palembang (SWOT Analysis Approach)".

II.   LITERATURE REVIEW

The term School Based Management is actually an adaptation of School Based Management. This term first appeared in the United States when people began to question the relevance of education to the demands and development of society.

MBS is considered an approach to Integrated Quality Management (Total Quality Management), therefore Integrated Quality Management is considered the basic theory of MBS (Suderajat 2004, p. 132). Apart from that (Edward, 1979) in Umaedi (1999), stated that the SBM concept was introduced by the "Effective School" theory which focuses on improving the educational process. Several indicators that show the character of this management concept include the following: (1) a safe and orderly school environment; (2) the school has a mission and quality targets to be achieved; (3) the school has strong leadership; (4) there are high expectations from school personnel (principals, teachers and other staff including students) to achieve; (5) there is continuous development of school staff in accordance with the demands of science and technology; (6) continuous evaluation of various academic and administrative aspects; (7) there is intensive communication and support from parents/community (http:// www.Depdiknas.go.id)

From the two opinions above, it can actually be concluded that MBS is a development of Integrated Quality Management which was then adapted to the realm of education (schools) in the form of the "effective school" concept, which was then transformed into a School Based Management model.

There are many definitions of School Based Management, such as Nurkholis who states that SBM is a school management model that provides greater authority at the school level to manage the school directly (Nurkholis 2003, p. 11). The school's authority is due to a shift in power from the central government or regional government to the school directly in school management. With this large authority, schools have autonomy, responsibility and participation in determining school programs.

In its development, this management model was legalized in Law no. 20 of 2003 concerning the National Education System. The spirit brought by SBM is the granting of wider autonomy to schools to decide various matters related to educational management that are adapted to the aspirations and potential resources that exist in the environment where the school is located (Fuad 2006, p. 69).

The rollout of the SBM concept provides an opportunity for schools to autonomously manage various activities which are primarily directed at improving the quality of education. In this way, schools have the opportunity to be able to organize and manage themselves, especially those related to the interests of the school community in accordance with the aspirations that develop in the school.

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The conditions above indicate that the level of school management's ability to implement school-based management differs from one madrasah group to another. Implementation planning must address these variations, and consider the capabilities of each madrasah. Planning that refers to school capabilities is very necessary, especially to avoid uniform treatment of schools.

Nurkholis considers SWOT analysis to be an appropriate analytical instrument for monitoring school readiness in implementing SBM. Based on the SWOT analysis, the strengths and weaknesses of the madrasah will be visible in implementing SBM. What needs to be considered is how to minimize weaknesses and withstand threats from outside the madrasah so that SBM can be implemented smoothly (Nurkholis 2003, p. 271). It is clear here that SWOT analysis can be a tool for mapping a school's readiness to implement SBM. At the same time, it can predict the strengths, weaknesses, opportunities and threats faced by the school during implementation.

III.   METHODS

This research was conducted at SD Negeri 195 Palembang, and carried out in the 2023/2024 academic year. The type of research that the author uses in this research approach is qualitative research with a descriptive analysis approach, with efforts to explore descriptions in order to find a new paradigm regarding Analysis of Readiness for the Implementation of School-Based Management at SD Negeri 195 Palembang (SWOT Analysis Approach).

It is said that because this type of research has characteristics including an actual setting, the researcher is the key instrument, the data is descriptive, emphasizes the process, the data analysis is inductive, and the meaning of each event is an essential concern in qualitative research (Bogdan and Biklen 1998, pp. 4-7).

In this research the author will describe the results of the Readiness Analysis for Implementing School-Based Management at SD Negeri 195 Palembang (SWOT Analysis Approach) qualitatively. The type of data required in this research is qualitative data. In the form of data on internal factors that are the strengths and weaknesses of SD Negeri 195 Palembang, Palembang, and data on external factors that are opportunities and challenges for SD Negeri 195 Palembang in readiness to implement SBM.

The primary data source in this research is key informants, the initial informants were selected purposively (purposive sampling). Meanwhile, informants

are then determined using "snowball sampling", which is selected on a rolling basis until they show the level of information saturation. Acting as the initial informant (source of information) was the principal of SD Negeri 195 Palembang. Meanwhile, the next informants included the Deputy Head of the Madrasah, teachers and members of the School Committee at SD Negeri 195 Palembang.

Meanwhile, secondary data in this research is data obtained from educational staff and administrative staff as well as school documents. Which includes data on teaching and learning processes, decision-making processes, official meetings of madrasa heads and teachers, meetings with School Committees and the community, socialization and program management, as well as institutional management processes. As well as data obtained from other people's work, for example literature related to school/madrasah-based management, educational administration, educational management, integrated quality management, and educational psychology as support for this research.

Meanwhile, the data collection technique uses observation and interviews. Direct observation was used to obtain initial data in the form of school management autonomy, leadership, duties and responsibilities of madrasah residents, guide lines from the Ministry of Religion of Palembang City or the Palembang City Education Office, community participation, transparency and accountability in fund management, student learning achievement, and socialization. SBM. Meanwhile, interviews were used to obtain data regarding internal factors that are the strengths and weaknesses of SD Negeri 195 Palembang, and data on external factors that are opportunities and challenges for SD Negeri 195 Palembang in readiness to implement MBM. This interview will be addressed to the principal and deputy, teachers, and the School Committee.

In carrying out data analysis, researchers refer to the stages described by Miles and Huberman (1987, p. 22) which consist of three stages, namely: data reduction, data presentation (data display) and drawing conclusions or verification (conclusion drawing/ verification), commonly known as an interactive model of analysis. The Miles and Huberman model data analysis was used to determine the internal factors that constitute the strengths and weaknesses of SD Negeri 195

Palembang in readiness to implement School Based Management. As well as external factors that are opportunities and challenges for SD Negeri 195 Palembang in readiness to implement School Based Management.

Meanwhile, to determine the readiness of SD Negeri 195 Palembang to implement School Based Management. So the SWOT analysis developed by Albert Humphrey will be used. The presentation of the SWOT analysis results can be seen as follows.

SWOT ANALYSIS FRAMEWORK
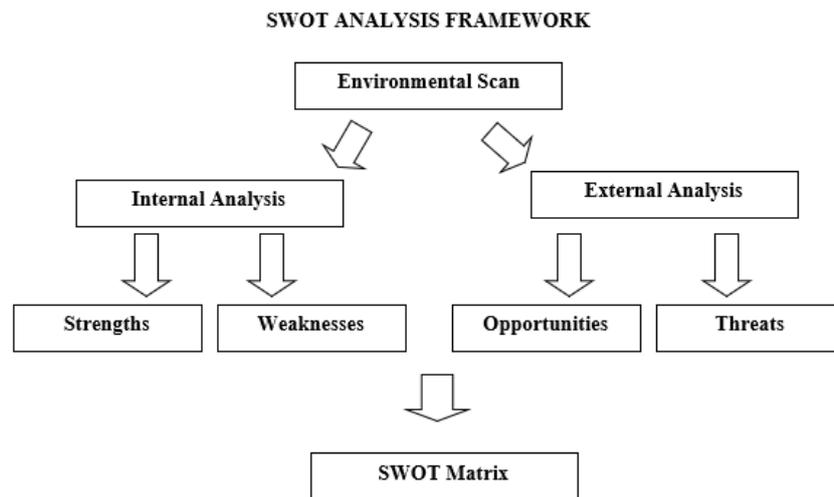
H.2.2. Internal Factor Evaluation (IFE) Matrix

INTERNAL FACTOR	WEIGHT	RATING	WEIGHTED SCORE	COMMENT
STRENGTHS				
1. School Autonomy	.15	4	.60	
2. Leadership	.15	4	.60	
3. Management Information System	.10	3	.30	
4. Teamwork	.10	4	.40	
5. School Culture	.10	4	.40	
WEAKNESSES				
1. Knowledge And Skills	.05	4	.20	

2. Implementor Limitations	.10	3	.30
3. School Development Responsibilities	.10	3	.30
4. Transparency Of Process and Funds	.10	3	.30
5. Unavailable Funds For Implementation Of SBM	.05	4	.20
	1.00		3.60

Notes :

Rating : 5 = Very Important

1 = Not Important

Score Weight = Weight X Rating

H.1.A. External Factor Evaluation (EFE) Matrix

EKSTERNAL FACTOR	WEIGHT	RATING	WEIGHTED SCORE	COMMENT
OPPORTUNITIES				
1. Socio-Cultural Society	.15	4	.60	
2. Parents And Community Participation	.15	4	.60	
3. Business World Support	.05	3	.15	
4. Community Animo	.15	4	.60	
5. Support From Department of Education and Ministry Of Religion	.10	4	.40	
THREATS				
1. Involving Universities	.10	3	.30	
2. Search For Alternative Source of Funding	.05	4	.20	

3. Implementing MSBM Socialization	.10	4	.40	
4. Revitalization Of MGMP And KKM Functions	.05	3	.15	
5. Cometitor Educational Instutions	.10	3	.30	
	1.00		3.70	

Notes :

Rating : 5 = Very Important

1 = Not Important

Score Weight = Weight X Rating

GRAND STRATEGY MATRIX
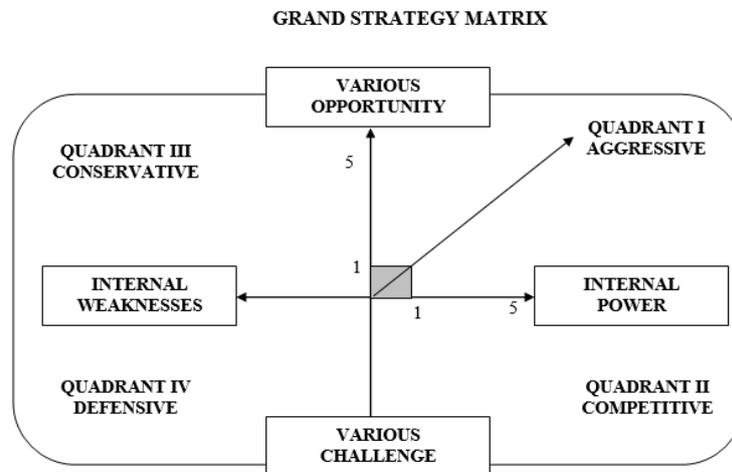
THE INTERNAL-EXTERNAL (IE) MATRIX

IV.   RESULTS

Based on the SWOT analysis, it is known that the readiness position for implementing MBS towards opportunities and challenges is 2.35 – 1.35 = 1.00 towards opportunities. The school's position regarding advantages and disadvantages is 2.30 – 1.30 = 1.00 against advantages. The calculation results above show that implementation readiness is in quadrant I (Aggressive). With a Total Weighted Score on the Internal External Matrix of 3.60 and 3.70 which provides an interpretation of the school as having strong or high readiness in implementing SBM.

This readiness can be seen from technical readiness, including: broad school autonomy and a good management information system. Professionalism readiness includes: strong leadership and solid teamwork. Meanwhile, psychological readiness includes: a school culture that is open to something new, the social culture of the community in the school environment, and stakeholder participation.

V.   CONCLUSION AND SUGGESTION

In facing the implementation of School Based Management (SBM) at SD Negeri 195 Palembang, the steps that have been prepared in the action plan are the main key to achieving success. By paying attention to internal and external factors, involving all stakeholders, improving the financial system, and improving the quality of leadership, school can prepare themselves comprehensively to face changes towards improving the quality of education.

The importance of socialization, training and analysis of readiness to implement SBM is a strong foundation in ensuring that every step taken is in accordance with the vision and mission of school education. By paying attention to the socio-cultural values of the surrounding community, school can build harmonious and supportive relationships in the learning process.

Transparent and accountable funding, as well as strong and quality-oriented leadership, will be the main pillars in maintaining the continuity of the SBM program. In this way, it is hoped that SD Negeri 195 Palembang can achieve better educational goals and have a positive impact on the entire educational community.

By implementing a mature and comprehensive action plan, SD Negeri 195 Palembang can become a successful example in implementing School Based Management and make a significant contribution to improving the quality of education in Indonesia.

Based on the analysis and proposed plan of action for implementing School Based Management (SBM) at SD Negeri 195 Palembang, the following recommendations are suggested:

1. Strengthen stakeholder engagement: Ensure active involvement and communication with all stakeholders, including teachers, staff, parents, and the community, to foster a collaborative approach towards implementing SBM.
2. Continuous capacity building: Provide ongoing training and development opportunities for teachers and staff to enhance their knowledge and skills in SBM practices, ensuring they are well-equipped to support the implementation process.
3. Enhance financial transparency: Establish clear financial management procedures and accountability mechanisms to ensure transparent use of funds allocated for SBM implementation, fostering trust and confidence among stakeholders.
4. Foster a culture of innovation: Encourage a culture of openness, creativity, and continuous improvement within the School to adapt to changing educational needs and drive sustainable growth in educational quality.
5. Monitor and evaluate progress: Implement a robust monitoring and evaluation system to regularly assess the effectiveness of SBM implementation, identify areas for improvement, and celebrate successes to maintain momentum and motivation.

By following these recommendations, SD Negeri 195 Palembang can navigate the challenges of implementing SBM effectively, promote a culture of excellence, and ultimately enhance the quality of education provided to its students.

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