

The Role of Principal's Managerial Leadership through Management based on School in Improving Quality of Students at Dwi Warna Senior High School Medan

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Abstract: *This study aims: (a) to investigate the principal's planning process in implementing school-based management at Senior High School of Dwi Warna Medan, b) to investigate the principal's implementation strategy in implementing school-based management in Dwi Warna Medan High School, and (c) to know the form of supervision and evaluation of the principal in the application of school-based management at Senior High School of Dwi Warna Medan. The type of this research is field research by using qualitative methods and descriptive approach. Data collection is conducted through interviews, observations and documentation in the field by involving principals and other school residents. The results of the research indicate that: (a) The process of planning the implementation of school-based management at Senior High School of Dwi Warna runs pretty well and is implemented by involving the committee and all other school components; (b) The principal's implementation strategy in implementing school-based management is quite well implemented, this is proven by involving all components of the school, and (c) The form of supervision and evaluation of school-based management implementation at Senior High School of Dwi Warna runs quite well. This is evidenced by the two supervision techniques that are carried out regularly by the principal. The evaluation not only emphasizes the process of teaching and learning activities, but also considers the other necessary aspects, for example: the competence of educators, students, and infrastructure, finance and community relations.*

Keywords: *Managerial Leadership; Management Based on School*

I. Introduction

There are two concepts of quality in management; they are classic and modern concept. The classical concept is absolute, while the modern concept is relative. In the classic concept, the quality of a product is determined by the producer, whereas in the modern concept the quality is determined by the consumer or depends on consumer assessment. It shows to the nature of a product whether it is satisfying consumers or not. Tanang (2006; 28) explains that the concept of absolute quality, the degree of goodness of products, goods or services, reflects the high prices of the goods or services as well as high standards or ratings from institutions that produce or supply the goods. While in the concept of relative quality, the degree of quality depends on the assessment of customers who use the product.

In accordance with the concept of quality, if the modern concept is used, the quality of the school must be determined by its customers, namely students and stakeholders, not by producers, namely the school itself. Other words, the qualified schools are schools that are able to provide services or education services that are in line with the expectations and satisfaction of its customers. Senior High School as an education unit will have good quality if some quality improvement efforts are carried out. Moreover, the school is able to carry out its mission in order to achieve their institutional goals.

The principal and other stakeholders must strive to change in order to be capable of achieving its quality. In the concept of management, principal has responsibilities relating to

problems that exist in the school. The role of the principal is a motivator who must be involved in every process of change of the school including changes in the organization and individuals. They are performed by analyzing school needs.

Principal is the key to success and progress in improving the quality of the school because the school is an organization of educational institutions that must have a qualified leader. The principal must also be able to regulate the physical environment to motivate the teacher to be able to do the task maximally. Managerial leadership can create a pleasant working atmosphere, provide encouragement for direction and support to the teacher as well as giving awards to the teacher that will arouse the spirit of teacher performance.

Managerial is a combination of art and science, a science in arranging things correctly is called manager. Managerial style is the way of leader to influence the behavior of subordinates to cooperate and work productively to achieve organizational goals. Managerial style that does not involve subordinates in making decisions will cause disharmony of relations between leaders and members (Suhardiman, 2012: 29). Managerial style becomes the norm of behavior that is used when someone is trying to influence the behavior of others and as a consistent pattern of behavior that is shown by the manager (leader) and known to other parties when the leader tries to influence the activities of others

Based on the results of observations made on the implementation of school-based management at Senior High School of Dwi Warna, the implementation has been carried out. Indicators of implementation of school-based management can be known from interviews with school principals and several teachers at Senior High School of Dwi Warna on March 14, 2019. Implementation of school-based management has changed school management patterns significantly. Empirical evidence from preliminary interviews shows; (1) there is openness and transparency in the use of the budget. This is evidenced by the installation of activities and budgeting on the bulletin board in accordance with instructions from student operational assistance, (2) financial accountability is conveyed to students' parents, (3) preparation of programs and budget plans involves school community and committees, (4) making school development plans done by school community.

Teachers who have good competence will be easy to direct. The teacher factor is very important, because there is no change in the school depending on the teacher. Teachers' competence will be able to help change significantly. Based on the results of the preliminary study, various efforts have been made by principals in managing and maintaining school quality with various facilities and infrastructure, as well as increasing teacher resources and competencies. This is also supported with parents' participation and commitment from school community in managing education.

II. Literature Review

2.1. School Based Management

Directorate of Secondary General Education, the Directorate General Primary Education and the Ministry of National Education define school based management as a management model that gives schools greater autonomy and encourages participatory decision making that directly involves all school community to improve the quality of schools based on national education policies. Through greater autonomy, schools are expected to have greater authority in managing their schools so that schools are more independent (Nurkolis, 2003: 43). The independence of the school will be more empowered in developing programs in accordance with the needs and potential. Likewise, participative decision making involves the school citizens directly in decision making. It will result in a

sense of ownership of the school for the community and school families. The school autonomy and participative decision-making aim to improve the quality of schools based on national education policies.

Muhaimin (2010: 43) believes that school-based management is a strategy to improve the quality of education through the transfer of decision-making authority from the central government to the regions and to each school so that school principals, teachers, students, and parents of students have control, greater influence on the educational process, and also the responsibility to make decisions regarding funding, personal, and school curricula

Based on the above definition, it is concluded that school-based management is school autonomy in managing all educational activities by involving all stakeholders to improve quality in maintaining a national education framework. School-Based Management is expected to make schools more independent, by empowering potential schools through giving greater authority to schools and encourage schools to start participative decisions making that involve all school members.

The purpose of school-based management according to Mulyasa (2009: 13) is one of the government's efforts to achieve the excellence of the nation's community in the mastery of science and technology, with the aim of increasing the efficiency, quality and equity of education. The increase of efficiency covers freedom to manage community participation resources and simplification of bureaucracy. Quality improvement covers parental participation in schools, flexibility in school management, improvement in the professionalism of teachers and school principals. The Increase of equity covers increasing community participation. Pillar of independence according to Bafadal (2012: 94) the concept of independence that exists in school-based management encloses the concept of self-management, self-planning, self-organizing, self-directing and self-controlling or self-evaluating throughout the program that has been done.

In school-based management, the school has partners who represent the surrounding community called the school committee. The duties and functions of school committees in implementing school-based management are: (1) providing input, consideration and recommendations to schools regarding education policies and programs, school performance criteria, criteria for educators and education personnel, criteria for educational facilities, and other matters related to education; (2) encouraging parents of students and the community to participate in education, raise public funds in the framework of financing the implementation of education, encourage the growth of community attention and commitment to the implementation of high quality education, conduct evaluations and oversight of policies / programs / implementation and educational outputs (Darma , 2010: 3).

2.2. Education Quality Improvement

Sujanto (2009: 47-51) defines that quality is a dynamic idea, something that satisfies and exceeds the desires and needs of customers. Suryadi (2009: 28) quality implies the degree (degree of excellence of a product / work / effort in the form of goods or services, both tangible and intangible. Tangible quality means that it can be enjoyed and can be seen in the form of the quality of an object or in the form of activities and behavior. While intangible quality is a quality that cannot be directly seen or observed, but can be felt, for example the atmosphere of discipline, intimacy, cleanliness and so on.

Umaedi et al (2008: 22) quality in terms of education is reviewed in terms of its relevance to the needs of the community and the ability of students in dealing with life problems. Educational quality is viewed in terms of the benefits of education for individuals,

society, nation and State. Education Quality is a relative thing that must be proven by fulfilling education standards, among others; a curriculum that provides a breakdown of objectives to be achieved, formulation of desired competency standards, content standards and an assessment system.

Rohiat (2010: 19) approach to education quality can only be achieved by taking into account its characteristics, namely: 1) efforts to make continuous improvements 2) meeting customer needs, 3) reducing work repetition, 4) thinking long-term, 5) increasing employee involvement performance team work, 6) redesign process, 7) competitive benchmarking, 8) problem solving by team based, 9) constant results and closer relations with suppliers.

2.3. Principal's Leadership

Leadership is the process of influencing the setting of an organization, motivating followers to achieve goals, influence and improve the group and its culture. It also affects the interpretation of the events of followers, organizing activities to achieve goals, maintaining cooperative relations and group work, as well as people outside the group and organization (Mulyadi, 2010: 1).

Yulk (2015: 65) states leadership as a process of influence in a group to achieve people's goals together. It provides an explanation that leadership is a process of influencing, motivating, and establishing cooperation, organizing these activities to achieve the goals and objectives of the organization. Therefore, it can be stated that leadership includes the relationship of leaders with members of the organization to achieve the goals set. Leadership is the process of influencing others to take steps or actions towards a common goal (Ajeng, 2013).

Based on the description above, it can be concluded that leadership is an effort to influence, encourage, direct and move people who are led by their superiors who want to work with enthusiasm and trust in achieving organizational goals. Leadership in an educational institution emphasizes the importance of a leader to improve the quality and effectiveness of the institution. Principal is the prime motor, the direction of school policy that will determine how the goals of the institution and education are realized. In line with school-based management, principal is demanded to constantly improve the effectiveness of their roles, school-based management as a new paradigm of education can produce satisfying results.

Danim (2012: 23) states the principal's leadership is the process of guiding and arousing the talents and energy of teachers, students and parents to achieve the desired educational goals. According to Lianti (2013: 90) leadership of school principals is all efforts made with the results that can be achieved by principals in implementing school-based management in schools intended to realize educational goals effectively and efficiently.

As an education leader, the principal must have a number of abilities. Suhardiman states that the principal recruitment requires a number of competencies, they are (1) personality, (2) managerial, innovative, hard working (3) entrepreneurship, (4) supervision in order to improve the quality of the teaching profession, and (5) social (regulation of Education Minister No. 13 of 2007 concerning principals' standards (Suhardiman, 2012: 29)) The role of the principal in relation to school-based management is all efforts undertaken and the results that can be achieved by the principal in the application of management based school in his institution to realize educational goals effectively and efficiently.

To have the ability, especially conceptual ability, the principal is expected to carry out the following activities: 1) Always learn from daily work, especially from the work of

teachers and other school staff, 2) Observe planned management activities, 3) Read various things relating to the activities being carried out, 4) Utilizing the results of other people's research, 5) Thinking for the future, and 6) Formulating ideas that can be tested. In addition, the principal must be able to apply an effective managerial leadership style according to the situation and the needs and motivations of the teachers and other workers. (Mulyasa, 2009: 126).

Based on the explanation above, it can be concluded that being a school principal must have advantages in terms of reading a concept or situation within the institution and being able to produce innovative things to develop and improve the quality of the institution.

2.4. The Role of the Principal in School Based Management

Principals are the leaders who have full responsibility for educational institutions. They must be able to play their role as a leader in the context of the implementation of education. Specifically, leadership in a school has an emphasis on leadership patterns to improve the activities and quality of its institutions. Principal leadership emphasizes the existence of a social cultural dimension and it takes place the interaction of individuals or groups (students, teachers, staff, parents and the community (Mulyadi, 2010: 4).

Decree of the Minister of Education and Culture is a foundation that the principal as an educator must have the ability to guide teachers, school staff, students, develop educational personnel, follow science and technology development and give examples of teaching (Mulyasa. 2009: 101) the principal must make various efforts in increasing his role as an educator. The efforts that need to be made are: providing guidance to educators, mental mentors, moral coaches, physical builders and artistic builders.

Principals in carrying out their roles as managers must have the right strategy to empower education staff through cooperation, provide opportunities for education staff to improve their profession, and encourage the involvement of all education staff in sharing activities that support school programs by coordinating activities, i.e. by aligning and connecting people and organizations with one another so that everything runs optimally and harmoniously. Hence, the division of labor will be clearer. The subordinates will understand what needs to be done and it will not cause doubts in carrying out their work (Mulyadi, 2010: 53). Thus, the principal in carrying out the duties functions and role as a manager, truly able to plan, organize, carry out, lead and control all school resources in order to achieve goals.

Ihsan (Mulyadi, 2010:81) states a leader or principal must work optimally and be committed and fair in making a decision on the process and results of quality work as good as possible. In this case, the principal as an administrator is responsible for the speedy implementation of education and teaching at school. Therefore, to be able to carry out their duties properly, the principal should understand, master, and be able to carry out activities related to his function as an education administrator.

Principals as leaders in the educational institutions cannot carry out their duties alone, but they depend on teacher and school staff. Therefore, it is necessary to motivate them to be able and willing to carry out their duties in accordance with applicable regulations. As a motivator, principals must have the right strategy to provide motivation to the education staff in carrying out various tasks and functions. Mulyasa (2009: 120) says that this motivation can be grown through the regulation of the physical environment, the setting of work atmosphere, discipline, encouragement, effective appreciation and the provision of various learning resources.

In setting work atmosphere, the principal as a motivator must be able to create a harmonious working relationship with the teaching staff, and create a safe environment. On the other hand, he must try to instill discipline in all his subordinates. Through this discipline, it is hoped that goals can be effectively and efficiently achieved and can increase school productivity.

In addition, the principal as a motivator must provide a variety of learning resources. In this case, he must need to develop the learning resource center to enrich learning activities. It will provide audio-visual media such as television sets, video compact disks, internet and others so that with the completeness of the media, the teaching and learning process will increasingly be encouraged and more effective and efficient.

2.5. Principal Managerial Leadership

Management is the process of planning, organizing, leading and controlling the efforts of the members of the organization, as well as utilizing all organizational resources in order to achieve the goals. In line with this statement Mulyasa says that the principal as a manager is a person who is responsible for achieving certain results through the actions of others who are under his responsibility. As a manager, principal must have the right strategy to empower education staff through cooperation, provide opportunities for education members to improve their profession, and encourage the involvement of all education personnel in various activities that support school programs (Yukl, 2015: 25).

In this case, there are three important things that must be considered by a principal in carrying out the function as a manager, namely:

1. Process, it is a systematic way of doing things. Management is a process because all related to dexterity and special skills possessed by a principal in trying various interrelated activities to achieve the planned goals.
 - a. Planning, it means that the principal must consider and formulate a program
 - b. Organizing, it means that the principal must be able to collect and organize the human resources and material resources of the school. The success of school depends on the skills in managing and empowering the source in achieving goals
 - c. To lead, it means that the principal must be able to direct and influence all human resources to carry out their essential tasks. By creating the right atmosphere at school, it can increase human resources
 - d. Controlling, other words, principal gets a guarantee that the school performs to achieve its goals. If there are errors among elements of institution, the principal must instruct and correct them.
2. The resources of a school include: funds, equipment, information, and human resources, each of which functions as a thinker, planner, actor and supporter to achieve goals.
3. To achieve organizational goals which have been set previously. The principal tries to achieve a specific end goal (specific ends). This specific end goal differs from one organization to another. These goals are specific and unique, but whatever the specific goals of a particular organization, management is a process of goals that can be achieved

III. Research Methods

This research is conducted at Senior High School of Dwi Warna. The choice of place is based on the consideration of the ease of obtaining data. It uses a qualitative approach. It is an approach in conducting research oriented to natural phenomena or symptoms. This research intends to reveal and comprehend a phenomenon and gain insight Darmadi (2003: 236)

states that a qualitative approach is a process of research and understanding based on a methodology that investigates a social phenomenon and human problems. The researchers make a detailed report from the viewpoint of respondents, and conducts studies in natural situations.

3.1. Data Analysis Technique

The analysis technique used in this research is descriptive qualitative. The data from the research results are processed and analyzed qualitatively. The analysis technique refers to the Miles and Huberman analysis model (Moleong 2005: 91-93) which is carried out in 3 components, namely data reduction, data presentation, and drawing conclusions or verification. Data reduction is part of the analysis process which emphasizes, shortens, focuses, discards things that are not important, and organizes the data in such a way that the conclusions of the research can be done. The reduction process continued throughout the study until the final research report is prepared.

3.2. Research Hypothesis Test

In qualitative research there are several methods in their implementation including: (1) Phenomenology, (2) Ethnography, (3) Case Studies. In this study researchers used a qualitative case study because researchers examine a case of a phenomenon that occurs. This research uses a qualitative case study approach in order to be able to explore, describe and understand. The researchers try to interact actively in the data collection process in this study to achieve the expected results.

IV. Discussion

Planning for implementing school-based management at Senior High School of Dwi Warna has a strong school leadership, which means that the principal has a strong role in coordinating, mobilizing and harmonizing all available educational resources, able to realize the vision, mission, goals and objectives of the school through programs that are carried out in a planned. The managerial leadership covers 1) the principal as a leader with a focus on customers, continuous quality improvement, a strong quality culture, a culture of school discipline, an evaluation and self-correction of the policies that have been taken 2) the principal prioritizes prevention rather than repeating failures, handling internal conflicts in a family way, 3) principals have a strategy to improve the quality of graduates, through additional hours and enrichment programs, and 4) have the ability to formulate school strategic plans both long term and medium term.

Senior High School of Dwi Warna is a school that has strong principles of independence, partnership, participation, transparency, and accountability. The principle of management at Senior High School of Dwi Warna includes: 1) the principle of independence through the independence of the school in preparing the vision, mission and goals of the school, the independence of the school in financial management, the independence of the school in implementing the program, 2) the principle of partnership through partnerships which can produce a teamwork that is compact, intelligent, and dynamic, the fabric of cooperation and partnership is also established between the school and parents of students, the school committee is involved in decision-making meetings, and is active in participating in inter-school competitions, 3) the principle of participation namely the fabric of cooperation and partnerships between school with parents, cooperation between the school and the surrounding community, school activity in community activities, 4) the principle of transparency, namely the openness of the school to build public trust and confidence in the

school that the school is a clean and authoritative educational organization, 5) the principle of accountability that is through monitoring the implementation of School-Based Management socialization to all school community through meetings with the guardians / parents of students. School has accountability for the implementation of the program carried out at the end of the semester. It provides easy access to information to school community.

The target of school based management is to improve the quality of work, productivity and efficiency through performance and quality improvement in order to produce quality that satisfies or meets the needs of consumers. A strategy designed by the principal in implementing managerial leadership through school-based management improves the quality of education at Senior High School of Dwi Warna. It optimizes the resources of the school. There are several things that are performed by the principal such as: 1) increasing the academic achievement through national examinations or regional examinations concerning competency and knowledge, improving talent tests, competency certification and portfolio profiles, 2) forming peer tutoring groups to increase the enthusiasm of learning through cooperative learning, 3) creating new learning opportunities at schools by providing extra class, 4) enhancing and rewarding academic achievements for teachers or students.

The role of the principal is revealed in the form of managerial leadership aimed at learning activities, student, workforce, financial and ability to make inventory data. The principal in implementing school-based management has two main tasks namely, first, as a controller of the organizational structure, namely controlling how to report, with whom the task must be done and with whom must interact in working on the task. Second, carry out substantive administration that includes curriculum administration, student affairs, personnel, finance, facilities, relations with the community, and general administration.

Managerial leadership has a pattern of cooperative relationships undertaken by principals for example through direction, coaching of subordinates so that they can improve their performance and can achieve organizational goals in accordance with the vision and mission. The process of mobilizing all teachers and staff is carried out by the principal in a pattern that emphasizes cooperative relations as a trigger for teachers and staff to work well and correctly. However, principal still needs to improve communication and approaches to teachers and employees, give awards to teachers and employees who excel, so that all school members can work more enthusiastically and the quality of the school can be achieved.

The principal as a managerial leader is able to display his personal vision / mission and able to communicate and make decisions. The characteristics of the Principal as the results of an interview with a teacher named YN, it shows a democratic leader, for example decisions always based on the results of deliberation with all components at the school. The principal has conducted the process of directing and influencing various activities related to the duties of the teacher, classroom teacher, and all school activities. The principal's implementation strategy in implementing school-based management is quite well implemented. This is evidenced by involving all components of the school.

In line with the description above, it can be explained that the headmaster has maturity in terms of both work and psychological aspects. In this case, the principal with the maturity of his work has the knowledge and experience to carry out his duties and with psychological maturity can motivate others to do work as well as in the supervision and evaluation of the application of school-based management. Based on the analysis conducted, it is known that the implementation of the School Based Management model is applied based on school needs based on the provisions that have been applied. Principal with a managerial leadership style applies a management model that gives school greater autonomy, flexibility to schools, and

encourages direct participation of school members and the community to improve the quality of schools based on national education policies and applicable laws and regulations. It does not only emphasize the process of teaching and learning activities but also observes at necessary thing which ultimately can improve the quality of Senior High School of Dwi Warna Medan.

V. Research Results

Planning for the implementation of school-based management at Senior High School of Dwi Warna runs quite well. It is carried out by involving the committee and all school components. The implementation of the management approach no longer requires quality control after the product is produced, but all resources and factors related to the production process are managed in order to guarantee the production of quality products, ie products that match or exceed the wishes, expectations, and needs of customers (Fattah. 2012; 31). The principal as a leader must have the ability to persuade and motivate all subordinates (teachers and school employees) to carry out their duties with enthusiasm to achieve the goals set. Principal tends to use managerial style in the process of mobilizing subordinates who have a pattern of cooperative relations. It can be viewed that the principal pays attention to the teachers and all employees to be able to carry out their respective tasks properly.

The managerial leadership style that has a pattern of cooperative relations carried out by the principal can also be seen from activities that can motivate teachers and all employees to be able to do a good job, for example through directing, fostering subordinates so that they can improve their performance and can achieve organizational goals in accordance with the vision and mission. The process of moving all employees carried out by the principal in a managerial style is concerned with cooperative relationships. It is as a trigger for employees to work properly and correctly. However, principal must still improve communication and approaches to teachers and staff,. To reward teachers and employees who excel makes school communities can work more enthusiastically and the goals or quality of the school can be achieved.

Implementation of school-based management, the headmaster of Senior High School of Dwi Warna tends to use a managerial leadership style that is concerned with cooperative relations. The principal conducts coordination in two ways, namely formal coordination and non-formal coordination. The principal always pays attention and coordination to all subordinates. It creates a conducive work climate. Openness in the coordination process carried out by the principal is a good way to achieve school goals. A managerial leadership style emphasizes the cooperative relationships undertaken by principal to avoid the possibility of unfair competition or confusion in carrying out the duties and responsibilities of each personnel.

Principal of Senior High School of Dwi Warna has the following skills, namely: (1) concept skills which means the principal is able to plan and analyze short-term, medium-term and long-term programs, the principal is able to arrange school administration neatly and structurally and make continuous classroom supervision (2) human skills which refers to the principal is able to mobilize teachers, school committees and students in achieving the vision and mission of the school, the principal conducts two-way social relations namely internal relations with school members and external relations by expanding network n , (3) technical skills which means the principal is able to manage school finances in a transparent and open

manner, scheduling programs in a structured and sustainable manner, providing advice and infrastructure according to school needs, reporting to relevant agencies in a timely manner, maintaining scheduled facilities and infrastructure, (4) designed skills which means that the principal resolves the problem by a joint meeting with the teacher and committee

The form of implementation of school-based management by using managerial leadership covers the authority and responsibility of teachers to improve their competence both in presenting material and class management. Therefore, teachers are able to carry out evaluations at the end of lessons, to deepen the ability of teachers in understanding students. Meanwhile, Senior High School of Dwi Warna focuses on the objectives of implementing school-based management by advancing several indicators namely, 1) improving the quality of education through independence and school initiatives in managing and empowering available resources, 2) increasing the concern of school citizens community in the delivery of education through participatory decision making, 3) increasing school responsibilities to parents, the community and the government regarding the quality of their schools, 4) improving healthy competence among schools units about the quality of education.

The role of managerial leadership is shown in the form of administrative management of learning activities, student affairs, staffing, finance and the ability to make inventory data. The principal in implementing school-based management has two main tasks namely, first, as a controller of the organizational structure, that is controlling how to report, with who the task must be done and with whom must interact. Second, carry out substantive administration which includes curriculum administration, student affairs, personnel, finance, facilities, relations with the community, and general administration.

Based on the analysis that has been done, it can be seen that the implementation of the School Based Management model is applied based on the needs of the school based on the provisions that have been applied by the government. The principal applies a management model that gives school more autonomy, flexibility to schools, and encourages the direct participation of school community to improve the quality of schools based on national education policies and applicable laws and regulations. It is concluded that the leadership style adopted by the headmaster of Senior High School of Dwi Warna is a managerial leadership style. It is democratically patterned. The principal involves all parties both teachers and employees at the school so that they can work together in carrying out tasks. The form of evaluation is carried out not only emphasizes the process of teaching and learning activities, but also consider other necessary thing, for example: the competence of educators, students, and infrastructure, finance and public relations.

VI. Conclusions

The implementation of School-based management at Senior High School of Dwi Warna runs quite well. It manages all educational activities by involving all stakeholders to improve quality in the expected educational framework. With the existence of school autonomy, it is expected that schools have the authority to: 1) develop the ability of principals with teachers and school committee elements in the aspects of school-based management to improve school quality, 2) develop the ability of school principals with teachers and school committee elements in implementing active and enjoyable learning both at school and in the local community, 3) develop a more active community participation in general schooling problems from school committee elements to improve school quality.

By the implementation of school-based management and using the principles of management namely the principles of independence, accountability, transparency, and

partnerships, the school has efforts to improve the quality of education through increasing independence in managing and empowering the available resources. The principal applies a management model that gives schools greater autonomy, flexibility to schools, and encourages the direct participation of school community to improve the quality of schools based on national education policies and applicable regulations.

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