

School-Based Management in Efforts to Develop Student Life Skills in Community

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Abstract

This study uses a qualitative approach. The technique of taking data sources in this study is using Snow Bolling Sampling. The data collection procedures used are observation, review, and documentation studies. In conducting this data analysis, the author uses several methods, namely the induction, deduction, and comparison methods. School-based management at SMP Islam Terpadu Insan Madani Boarding School strongly supports the effectiveness of efforts to develop students' life skills. This is done by integrating general life skills in each subject so that every teaching and learning activity aims to develop certain life skills. Second, organizing a "Student Day" program consisting of 10 types of activities, and students are free to choose one or more of them that best suit their interests and talents. Third, increasing community participation is done by involving them in planning, implementing, supervising, and evaluating school programs. And fourth, creating a conducive school culture can be seen from the habits that continue to be carried out in daily associations and the implementation of the school's vision which is the motto for all school residents.

Keywords

Life Skills; Management; School

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1. INTRODUCTION

The management offered as an operational form of education decentralization in the context of the regional economy will provide new insights into the system running so far, especially during the Covid-19 pandemic (Mawati et al., 2020). This is expected to increase the efficiency and effectiveness of school work by providing comprehensive education services responsive to the community's needs. Because students usually come from various ethnic backgrounds and social levels, one of the schools' attention must be directed to the principle of equity in social, economic, and political fields. On the other hand, schools must also increase efficiency, participation, and quality and be accountable to the community and government (Firdianti, 2018).

School-Based Management (SBM) is one of the strategies that can be applied to make schools effective and productive (Saihu, 2020). The term SBM first appeared in the United States in the 1970s as an alternative to reforming education or school management. School-based management is a new paradigm of education management, which provides broad autonomy to schools and involves the community within the framework of national education policy (Firdianti, 2018). The opinion of Myers and Stonchill, "school-based management is a strategy to improve the quality of education through the transfer of decision-making authority from the central government to each school, so that principals, teachers, students, and parents have greater control in the education process" (Hasbullah, 2006). School-Based Management (SBM) aims to become independent or empower schools by granting authority, flexibility, and resources to improve school quality. Thus, a school with high independence will gradually be formed (Mustakim & Saberan, 2019).

The application of SBM, according to Muhammad Faiq Dzaki (2009), is expected to make schools more empowered in the following ways:

- a. Be aware of the school's strengths, weaknesses, opportunities, and threats.
- b. Knowing the resources owned and the "input" of education will be developed.
- c. Optimizing available resources for institutional progress.
- d. Responding to parents, community, related institutions, and government in school administration.
- e. Healthy competition with other schools in innovative, creative efforts to improve service and quality of education (Hadiyanto, 2004).

The change in the government system from centralization to decentralization, or regional autonomy, gives great hope for every formal educational institution or school to develop and improve its quality according to school conditions. By adopting the pattern of management in Western countries, school-based management, which is better known as school-based management and adapted to the conditions of the Indonesian state, is expected to give freedom to schools to improve the quality of all activity programs in schools without waiting for orders from the central government or area (Pratwi, 2016). Educational institutions that implement SBM have characteristics; 1) efforts to increase the participation of school committees, the community, DUDI (business and industry) to support school performance; 2) having a school program that is prepared and implemented by prioritizing the interests of the teaching and learning process (curriculum), not just administrative interests; 3) apply the principles of effectiveness and efficiency in the use of school resources (budget, staffing and facilities); 4) able to make decisions according to needs, the ability and condition of the school environment even if it is different from the pattern or habits in general; 5) have a guarantee of school maintenance that is responsible to the community; 6) have a school professional improvement program; 7) having a school independence improvement program in all fields; 8) involvement of related elements in school program planning (for example, principals, teachers, school committees, community leaders and others; 9) openness in managing the school education budget. The indicators of the success of SBM include the support of school principals, and teachers, sufficient financial resources, clear commitments, responsibilities, skills and qualifications of school officials, proper planning, responsibility, and accountability. The successful implementation of SBM requires socialization, openness, motivation, and

unification of visions (Patras et al., 2019). Factors supporting the implementation of SBM are the professionalism of school principals, educators, and education staff, who are quite good, complete infrastructure, a strategic and conducive school environment, and community participation sufficient to support each school program (Setiawan et al., 2022).

- a. Meanwhile, according to Djam'an Satori (2016), the indicators of SBM are as follows:
- b. Transparency of school management (program and budget).
- c. Realistic school program.
- d. Stakeholder understanding of the school's vision and mission.
- e. The physical environment of the school is comfortable and well-maintained.
- f. The school climate is conducive.
- g. Quality-oriented, creation of quality culture.
- h. Improving the professional performance of school principals and teachers.
- i. Democratic development of school leadership (policy and decision-making, planning and programming).
- j. Efforts to fulfill teaching and learning support facilities have increased.
- k. Teacher welfare increases.
- l. Student-oriented service.

Based on the opinion above, it can be seen that SBM must know all conditions in schools, including the life skills of its students. Based on the characteristics of the cognitive development of students at a young age, the development of life skills at this level emphasizes life skills which include:

(1) personal skills, and (2) social skills. These life skills serve as basic provisions for the child's personality to adapt to community life (Anwar, 2015). Strategies for achieving Life Skills include:

- a. Reorientation Learning,
- b. Development of school culture,
- c. Application of school-based management,
- d. Synergistic relationship between school and community,
- e. Pre-vocational skills education program (Anwar, 2006)

Through this process of life skills, individuals can rediscover their identity, do something new, feel a closer relationship with nature and other people, and expand personal capacities within a broader framework of life. In the midst of global competition, skills education is a necessity. Various benefits will be obtained from this skill education, both in the form of academic, vocational, and other skills (Marwiyah, 2012). Life skills education is to provide meaningful learning experiences for students that are by what is needed in everyday life, such as social processes, social functions, and life problems. (Yulianto, 2023). Practically independence included in life skills is the ability of children to think and do things by themselves to meet their needs so that they are no longer dependent on others but can become individuals who can stand alone (Sa'diyah, 2017). Life skills development is carried out in three education centers: family, school, and community. In addition, the development of life and career skills is carried out by referring to each aspect of the skills and characteristics of each educational center (Wayan et al., 2020).

Integrated Islamic Middle School Insan Mulia Boarding School Pringsewu, one of the educational institutions recognized as a National Standard School, has many achievements, both in the academic and non-academic fields and competent and highly dedicated staff to the institution. Everything is inseparable from school management through the implementation of School-Based Management. This is the background for researchers to make schools as research objects.

As stated by the school principal, the self-development program at the Integrated Islamic Middle School Insan Mulia Boarding School Pringsewu is a program specifically designed by the school as an effort to develop student potential, so it is hoped that through this program, each student will have a

place to express themselves and be equipped with the skills needed in present and future life.

The next effort to develop students' Life Skills is to integrate general life skills in each subject. Every teacher must make life skills competency students achieve after participating in a teaching and learning activity. In contrast, the implementation of learning is carried out using a textual approach so that learning can be truly by students' lives. Besides, students are expected to be able to apply what they have learned at school in everyday life.

Based on these matters previously, the author aims to learn more and describe efforts to develop student life skills through the Application of School-Based Management by conducting a research entitled "Application of School-Based Management in Efforts to Develop Student Life Skills."

2. METHODS

This study uses a qualitative approach. Primary data sources are the Principal of the Integrated Islamic Middle School Insan Mulia Islamic Boarding School, Deputy Head, Teachers, TU Coordinators, Committees, and Academic and Extracurricular Activities at the Integrated Islamic Middle School Insan Mulia Islamic Boarding School. While secondary data, namely data sources outside of words and actions, namely written data sources. Written sources can be divided into sources from scientific books and magazines, archival data sources, personal documents, and official documents. In this study, the authors used several documents, consisting of documents which include, the organizational structure of the Integrated Islamic Middle School Insan Mulia Islamic Boarding School, a List of Infrastructure Facilities, the Number of Students, Educators, and Education Staff of the Integrated Islamic Middle School Insan Mulia Islamic Boarding School, Results of academic and non-academic achievements of the Integrated Islamic Middle School Insan Mulia Islamic Boarding School. Data collection techniques in this study using Snow Bolling Sampling. Data collection procedures used were observation, interviews, and documentation studies. In conducting this data analysis, the authors used the Deductive Method, namely an analysis based on general data, and then specific conclusions were drawn.

3. FINDINGS AND DISCUSSIONS

Management or management is an integral component and cannot be separated from the overall educational process. The reason is that educational goals cannot be realized optimally, effectively, and efficiently without management.

School-Based Management the Implementation of School-Based Management, is expected to answer various challenges and problems in the world of education today, including issues of quality and relevance of education.

As explained in the previous discussion, the application of school-based management at the Integrated Islamic Middle School of Insan Mulia Islamic Boarding School positively impacts school management. The institution, first, can increase the participation of school members and community members in all programs organized by the school so that an independent and solid school is formed. Second, it can increase the sense of belonging to each school and community so that all parties can carry out their duties voluntarily and responsibly. Besides that, Life efficiency is a continuum of knowledge and skills needed by a person to be independent in the life he will live in the future. On the other hand, abilities, abilities, and skills are mandatory things that a person has in carrying out his life so that later what he does will get good results. Education related to the problem of life skills values must also be applied from an early age to students so that students can acquire these life skills so that students are ready to live in the midst of a society where all of this is nothing but to improve the quality of education provided by schools. Abilities and skills are mandatory things that a person has in carrying out his life so that later what is done will get good results. Education related to the problem of life skills values must also be applied from an early age to students so that students can acquire these life skills so that students are ready to live in the midst of a society where all of this is nothing but to improve the quality

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Life Skills

Life skills are defined as the ability possessed by a person to be able to solve life's problems naturally and live life with dignity without feeling pressured, then proactively seek and find solutions so that they are finally able to overcome them (Dikti, 2014)

Whereas *Barnie* and *Scally* argued that life skills are self-development to survive, grow and develop, and have the ability to communicate and relate both individually, in groups, and through systems in dealing with certain situations.

Concerning the development of student life skills, the concept of life skills is focused on Generic Skills, which include personal and social skills from observations made at the Integrated Islamic Middle School of Insan Mulia Islamic Boarding School, the life skills that exist at the Integrated Islamic Middle School of Insan Mulia Islamic Boarding School are by the indicators personal skills and social skills, where students can explore and find information, manage information and make decisions, solve problems, communicate with empathy and have been able to work well together. Basically, this can run optimally through the implementation of effective School-Based Management to develop life skills,

Application of SBM in Efforts to Develop Life Skills

Efforts to develop life skills through implementing school-based management at the Insan Mulia Boarding School Integrated Islamic Middle School were first carried out by integrating life skills, namely general personal and social skills (General Life Skills), in every learning activity. The curriculum made by the central government is a standard curriculum that applies nationally, and its implementation can be developed by the schools concerned, considering that the conditions of schools, in general, are very diverse. Concerning the teaching and learning process, through the implementation of school-based management, schools are given the freedom to choose the most effective learning strategies, methods, and techniques according to the characteristics of subjects, students, teachers, and the availability of resources in schools.

In Islamic learning, as conveyed by *Nurin Khairina*, the life skills developed in Islamic learning activities. They are included, first is spiritual awareness, meaning that through learning activities, students strive to increase their self-awareness as creatures of Allah SWT who have rights and obligations. Second is the ability to process information. In discussing certain material, students are emphasized to be able to process information from various existing learning sources. Third is social skills, so students are used to communicating well and showing behavior reflected in everyday interactions. Among the efforts made in learning activities is the implementation of contextual learning, where students are exposed to examples and realities that they encounter every day.

In learning Biology, as stated by *Renita Sugesti*, one is always trying to develop thinking skills, know the environment, process information, work together, and so on. Efforts are made through various teaching and learning activities, such as practical methods, assignments, group work, etc.

In Guidance Counseling, as conveyed by *Anisa Zahra*, the skills she develops are social skills to form mature and independent personalities for students with the characteristics of self-understanding and self-acceptance. In this case, self-understanding means students can understand their potential and problems. In this case, self-acceptance means students must be able to accept themselves as they are with potential and grace from God, whether by student expectations or not.

The second effort, School-Based Management, is to develop students' life skills at the Insan Mulia Boarding School Integrated Islamic Middle School. It is carried out by implementing a self-development program called "Student Day." This self-development program is an educational activity outside of the subject matter as an integrated part of the school curriculum, and its implementation and development are adapted to the conditions of the school and the situation in the community environment. Therefore, the "student day" program at the Integrated Islamic Middle School Insan Mulia Boarding School is held every Saturday and Friday after a break covering ten types of activities, namely: paskibra, scouts, karate, religion/qori'ah, music, dance, qosidah/Islamic music, athletics, PMR, sports games. These activities are expected to equip students with basic skills necessary in all dimensions of life. These skills are also a strong foundation for students to develop more specific life skills at a later stage.

Regarding the "Student Day" program, this discussion will be devoted to scouting activities. Through scouting activities, students are expected to be able to build group solidarity, form self-sufficiency with skills and self-sufficiency in maintaining life in the midst of nature and situations that are full of challenges and risks, forming individuals who are sensitive and kind in responding to social and environmental problems and train discipline in implementing work consciously.

As stated by Mr. Basirul Hakim, there are life skills developed in scouting activities held at the Insan Mulia Integrated Islamic Middle School, social life skills, cooperation, being a good leader, realizing one's potential to develop it then, self-awareness as a citizen of Indonesia, the ability to make the right decisions, and discipline.

To achieve these skills, the programs organized in scouting activities include: delivering scouting materials through routine training, organizing group activities, and filling out SKUs for each scout member, thereby increasing personal mastery of the material. Through these activities, students will be equipped with personal skills that are very useful for their lives in society.

Efforts to develop student life skills cannot be separated from community participation in school programs. This is implemented in the Integrated Islamic Middle School of Insan Mulia Islamic Boarding School by involving them as mentors in several self-development activities and as facility providers. And it cannot be denied that some school funds also come from the community. In addition, moral support from the community also contributes to implementing school programs. Community members of the school committee are always involved in every decision-making and evaluation of school programs, so they also feel they own the school program, which is ultimately voluntarily responsible for optimizing its implementation.

So community participation in school administration includes planning, assistance in implementing and monitoring, and evaluating school programs. Judging from the student's responses to the activities held at school, both teaching and learning activities and other activities, it can be seen that some students are satisfied and judge that the education efforts are relevant to their lives.

Based on the results of further observations by researchers, it is known that residents of the Integrated Islamic Middle School of Insan Mulia Islamic Boarding School have a habit of polite behavior, namely the habit of students shaking hands with teachers when entering school, as well as between teachers and other staff. Through this habit, family relationships will grow, which are very supportive of the implementation of education in schools.

In addition, the formation of culture is also clearly seen in the formulation of the school's vision, namely TAQWA, SMART, AND CHARACTER displayed in public places will more or less influence student behavior and motivation so it can be seen that the culture that wants to be realized in the Insan Mulia Pondok Pesantren Integrated Islamic Middle School environment is reflected through a clear vision and mission that is understood by all school members and a culture that is intentionally

accustomed to, namely establishing harmonious family relationships among all school members to improve school performance.

One of the work ethics that characterizes school-based management is the effort to revitalize the synergistic relationship between school and community. This synergistic relationship strongly supports the implementation of efforts to develop student life skills. This is continuously being pursued by the Integrated Islamic Middle School of Insan Mulia Islamic Boarding School because the school is part of the community, from and for the community.

Based on this, schools can produce good graduates so that they can follow and even become pioneers in educational reform and change in an effort to develop students' life skills by educational expectations or goals through an effective educational process. SBM Supporting Factors in Efforts to Develop Student Life Skills at the Integrated Islamic Middle School of Insan Mulia Islamic Boarding School

Based on the results of research conducted through observation and interviews with school principals, and teachers in the fields of Islamic Religion, Biology, counseling, and Scout guidance, it is known that the factors that support the successful implementation of school-based management in efforts to develop students' life skills in Integrated Islamic Middle Schools The Insan Mulia Islamic Boarding School are as follows:

a. There is support from all members of the school community.

The support of the school community for the success of school programs, in this case, to develop students' life skills, is carried out through carrying out the duties of each school component properly and responsibly, as well as through a shared commitment to setting an example for students, through the cohesiveness of all school components, the school's goals will be easy to achieve.

b. There is moral and material support from the community for the programs organized by the school.

The community has supported the school's program, including its willingness to become a mentor and provide supporting facilities.

c. Adequate facilities and infrastructure as well as teaching staff

The available facilities and infrastructure can be said to be quite adequate. Of course, it would be better if the quantity and effectiveness of their use continued to be increased. Regarding the availability of teaching staff, it can be said that it is also quite adequate, seen by their competence.

d. High student motivation

Especially in scouting activities, students are highly motivated to participate in the activities. It will increase the smoothness and success of the activities carried out.

Based on a pre-survey conducted by the author on January 6, 2022, regarding the Implementation of SBM in Efforts to Develop Student Talents at the Integrated Islamic Middle School of Insan Mulia Pringsewu Islamic Boarding School, it is known that there are still some deficiencies, especially in the field of facilities and infrastructure. This can be seen in the following table.

Table 1. Results of a pre-survey on the application of school-based management in an effort to develop students' life skills at the Integrated Islamic Middle School Insan Mulia Boarding School Pringsewu for the 2022/2023 academic year

No.	Indicator	Answer Results		
		Good	Enough	Not enough
1	Madrasa Program Planning	v		
2	Curriculum Management		v	

3	Teaching and Learning Process Management	v	
4	Power Management		v
5	Financial management		
6	Facilities and Infrastructure Management	v	
7	Student Management		v
8	School and Community Relations	v	
9	Spatial Management	v	
10	Scout Activities		v
11	Organizational Management (OSIS)		v
12	Teacher-Student Relations	v	
13	Discipline		v
14	Extracurricular Activities		v
15	Religious Management		v

Source: Pre-Survey Results on 06 January 2022

Based on the table above, it can be seen that overall the management of School-Based Management at the Integrated Islamic Middle School Insan Mulia Boarding School Pringsewu has not gone well. This can be seen from the lack of Facilities and Infrastructure Management, Manpower Management, and Financial Management. So the writer is interested in doing more in-depth research entitled: "SBM in Efforts to Develop Student Life Skills."

From the discussion previously described, the authors can conclude that the application of school-based management strongly supports the effectiveness of efforts to develop students' life skills. This is done through, first is integrating life skills in general in each subject. Second, is holding a "Student Day" program which consists of 10 types of activities. Third is increasing community participation. This is done by involving them in planning, implementing, monitoring, and evaluating school programs. And fourth, creating a school culture can be seen from the habits that continue to be carried out in daily interactions and the implementation of the school's vision and mission, which is the motto for all school members. There are various supporting factors,

4. CONCLUSION

The study results show that school-based management at the Integrated Islamic Middle School of Insan Madani Islamic Boarding School strongly supports the effectiveness of efforts to develop student life skills. This is done through several activities, including integrating life skills in general in each subject so that each teaching and learning activity aims to develop certain life skills and organize a "Student Day" program consisting of 10 types of activities. Students can choose one or more activities that best suit their interests and talents to increase community participation. This involves planning, implementing, monitoring, and evaluating school programs and creating a conducive school culture. This can be seen from the habits that continue to be carried out in everyday interactions and the implementation of the school's vision which is the motto for all school members.

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