



SCHOOL-BASED POLICY MANAGEMENT: IMPLEMENTATION OF AN APPROACH TO POLICY MANAGEMENT

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Abstract:

School-Based Policy Management (MKBS) provides autonomy to schools to formulate and implement policies according to local needs. Therefore, the aim of School-Based Policy Management (MKBS) is to improve the quality of education and school effectiveness by providing autonomy to educational institutions. The research method used is a qualitative case study type method. To get an overview of the policies that are managed, researchers conducted direct observations and documented how policy management occurred at the MTS Nurul Jadid school. The results of the research show that the implementation of policy management that occurs at MTS Nurul Jadid is through the policy implementation model according to Van Meter and Van Horn in offering a basic model with six variables that form a linkage between policy and performance, namely: basic measures and policy objectives, policy sources, communication between organizations and implementation activities, characteristics of implementing agencies, economic, social and political conditions, tendencies of implementers. This research has the implication that policy management that is carried out well can support student development, teacher discipline and can manage schools to be of higher quality.

Keywords: *Internal Quality Assurance System, Pesantren, Education Unit Accreditation Instrument*

INTRODUCTION

School-Based Policy Management (MKBS) provides autonomy to schools to formulate and implement policies according to local needs (Fathony et al., 2023). The phenomenon in the implementation of MKBS involves broad school autonomy in formulating policies to create variations in education in various schools, active participation of stakeholders, school-based policy management encourages active participation of teachers, parents, students and local communities and creates a positive climate of cooperation, curriculum innovation, human resource development, school accountability, student empowerment, school performance measurement, and school-community partnerships. Although MKBS faces challenges, these phenomena reflect the positive potential of this approach in improving the quality of education and empowering schools according to local needs (Mewengkang et al., 2021a).

Previous research which also discusses policies in schools is mentioned in (Haryaningsih et al., 2022) which shows the results of the research that the communication that occurs within the ranks of the Pontianak City Government and the Pontianak City Education and Culture Service is quite good, as seen in the publication of circulars issued by the City Pontianak, in its efforts to prevent Covid-19, was then responded by the Pontianak City Education Office by issuing a circular regarding preventing Covid-19 by temporarily suspending teaching and learning activities in schools and instructing them to study at home. Also conveyed by previous researchers

(Mewengkang et al., 2021) there are several conclusions from this research, namely as follows: 1). The quantity criteria required by Manado State University, especially in the Unima Postgraduate Program, have not been fulfilled. 2). Leaders must be consistent with the policies submitted, so that there is no change in the information in the academic information system that is submitted. 3). There is no Chancellor's Decree regarding the Online-Based Academic Management Information System at Manado State University. 4). Readiness of users or operators who input data into the online academic information system at Manado State University. 5). Evaluate and select the right Management Information System that has a high level of security. (Sulaiman, 2021) The research results show that the target of KIP MTsN 1 Watampone is students who have KIP cards as many as 165 students. The results of implementing KIP can support efforts to equalize education, this is indicated by students who receive KIP funds meeting the criteria for student family conditions determined by KPS ownership so that students who do not go to school or whose education is hindered by costs can attend school and achieve equitable education. It can be concluded that effective communication, consistency in policies, and the implementation of good academic information systems are key factors in improving the quality of education and supporting equal access to education through the KIP program.

Novelty or newness in research or school-based policy implementation (MKBS) can cover various aspects depending on the focus of the research or implementation (Damas Nungkiastuti & Kusumawardhani, 2021). First, in implementation methodology, there is the development or application of new approaches, such as intensive participatory methods or the use of technology. Second, in policy management models, this novelty can be realized through the development of new models or variations of existing models, including innovative organizational structures, new performance evaluation tools, or collaborative approaches (Dharma et al., 2023). Third, stakeholder participation can be increased in a more active and effective way, involving teachers, parents, students and local communities. Fourth, novelty may occur in curriculum and teaching innovation, through the application of a more relevant curriculum or interactive learning methods. Fifth, performance evaluation and accountability can be updated with a new, more holistic system. Sixth, the empowerment of students and other stakeholders can be increased through the development of innovative strategies to increase their participation in school decision making. Finally, technological and informatics aspects, such as the use of online platforms or innovative reporting systems, can also be considered a form of novelty. All of these novelties are expected to support the main objective of MKBS, namely providing autonomy and improving the quality of education at the school level (Fatimadia, 2022).

The aim of School-Based Policy Management (MKBS) is to improve the quality of education and school effectiveness by providing autonomy to educational institutions (Triyanto et al., 2022). MKBS has several main objectives: First, School Autonomy, which aims to provide freedom for schools to formulate and implement policies in accordance with the characteristics and needs of local communities, with the aim of increasing the flexibility and relevance of educational programs. Second, Stakeholder Participation, with the aim of encouraging the active participation of all stakeholders, including teachers, parents, students and local communities, to create a positive and supportive climate for cooperation in policy making (Hendra, 2024.). Third, Curriculum and Teaching Innovation, which aims to promote innovation in curriculum development and teaching methods to ensure the relevance of learning materials to student needs and local conditions. Fourth, Human Resources Development, with the aim of emphasizing developing the capacity of teachers and school staff to improve the quality of teaching, school management and educational leadership. Fifth, School Accountability, which aims to encourage a high level of accountability by giving schools responsibility for resource management and accountability for achieving learning outcomes. Sixth, Student Empowerment, with the aim of increasing student participation in managing school policies, creating a learning environment that is inclusive and responsive to student needs. Seventh, School Performance Measurement, which aims to implement a

holistic school performance measurement system to increase awareness of the successes and challenges faced by schools (Rafsanjani et al., 2024). Eighth, School-Community Partnership, with the aim of encouraging strong partnerships between schools and communities to support the provision of education and increase community support for the learning process. Ninth, Improving the Quality of Education, is the main objective of MKBS, namely improving the overall quality of education by providing room for movement for schools in making decisions and designing educational programs according to local needs. Lastly, Development of an Inclusive Learning Environment, aims to create a learning environment that is inclusive and supports various student needs, so that every individual has equal opportunities to develop. Through achieving these goals, MKBS is expected to bring positive changes in education, increase the involvement of all stakeholders, and increase the relevance and quality of learning at the school level (Yodiansyah et al., 2023).

RESEARCH METHODS

In this research, data will be collected using a qualitative approach with a case study type. Data collection techniques include observation and interviews (Dari & Sukma, 2024). This is used to find out more details about the use of policies in a school. The place of research was carried out at an institution under the auspices of the religious department, namely Madrasah Tsanawiyah (MTS) Nurul Jadid, located in Karanganyar Village, Paiton District, Probolinggo Regency. Researchers collected data through several stages such as; observation, observing directly at the research site. Interview, interviewing a number of informants at the research location (Kusuma et al., 2024). Observation, visiting the research site. Documentation study, analyzing documents related to research. The data analysis process is carried out in the initial stages of data collection, then reducing the sorted data in the form of notes, then displaying the data to understand the data and then drawing conclusions from the data studied (Sakinah & Alikha Alyasari, 2024).

RESULTS AND DISCUSSION

Implementation of this policy is the function and task of public administrators in further applying the policies that have been determined by the policy makers (policy makers) who, whether they like it or not, administrators have to carry it out (Muis & Pawero, 2021). The role of school administrators will determine whether or not a policy that has been formulated and ratified by policy makers is running and is a bridge between what is mandated by the state and the interests of the community to accept and experience every policy implementation carried out by public administrators, of course through a conducive and intensive approach. . Another opinion from Mazmanian and Sabatier in (Agustino, 2022) Policy implementation is "the implementation of basic policy decisions, usually in the form of laws, but can also take the form of important executive orders or decisions or decisions of judicial bodies. This decision identifies the problem to be addressed, clearly states the goals or objectives to be achieved and various ways to structure or organize the implementation process (Filadelvia et al., 2023).

The policy implementation model according to Van Meter and Van Horn offers a basic model with six variables that form a linkage between policy and performance. This model not only determines the relationships between the independent variables and the dependent variable regarding interest, but also explains the relationships between the independent variables (Be Plan et al., 2024).

1. Basic Measures and Policy Objectives
2. Policy Resources
3. Communication between Organizations and Implementation Activities
4. Characteristics of Implementing Agencies
5. Economic, Social and Political Conditions
6. Tendency of Implementers.

Policy implementation is a complicated and complex process. However, despite its complexity and complexity, implementation plays a vital role in the policy process.

Without a policy implementation stage, the programs that have been prepared will only become official notes on the desks of policy makers (Setyawan & Santosa, 2021).

Several informants who provided an overview of conditions in the field can be seen in table 1.1.

NO	ELEMENT	NUMBER	INFORMANTS
1	Principal	1	MA
2	Homerroom Teachers	1	SY
3	BK Teachers	2	HA, SG
4	Deputy Head of Student Affairs	1	FL
5	Students	3	ZM, IS, YS

This research regarding the implementation of existing policies at the MTS Nurul Jadid school uses Van Meter and Van Horn theories which are analyzed based on:

1. Basic measures and Policy objectives,
2. Policy sources,
3. Communication between organizations and implementation activities,
4. Characteristics of implementing agencies,
5. Economic, social and school conditions,
6. Tendency of implementers (Wulan Sari et al., 2023).

The results can be discussed as follows:

Basic measures and policy objectives

The achievement of program objectives that have been determined in accordance with existing policy objectives at the MTS Nurul Jadid school refers to the ideal measure of achievement of existing policy standards and targets at the school, the level of achievement of objectives and the perceived benefits of existing policies at the school (Hasanah et al. al., 2023.).

The ideal influence in the leadership style of MTS principal Nurul Jadid provides policies for teachers in providing creative freedom in carrying out the tasks given, for example, teachers are free to be as creative as possible to create an interesting teaching and learning system using various approaches and making maximum use of facilities and infrastructure. However, in the sense of freedom here, teachers still have to follow the applicable educational regulations from the Ministry of Education and Culture and the foundation itself.

Findings related to policy management based on real experience were felt by MA as the school principal who said that the ideal measure of achieving policy standards and targets can be measured through the results of improving the quality of teachers so that they can carry out their functions well which are oriented towards improving quality human resources.

The results of the interview above show that existing policies in schools can improve quality human resources by implementing the objectives of these policies.

The level of achievement of policy objectives at MTS Nurul Jadid has shown encouraging results, although not all policies have met expectations, the entire program has not been achieved well due to several obstacles influenced by the lack of participation of teachers and students which has not been optimal.

Regarding the benefits felt by schools from implementing policies, they are quite pronounced. This is shown by increasing teacher discipline in looking after students and improving a positive environment, increasing enthusiasm for carrying out economic activities, increasing teacher insight and intelligence in achieving success in the future (Azam Jaysurrohman et al., 2021).

In essence, a policy is not just an established regulation, but also creates a synergy that can have a positive impact on students and the school environment as a whole. With determination, every teacher must be ready to carry out his role as the front guard in supporting the growth and development of students towards better individuals (Elwijaya

et al., 2021).

Policy Resources

The availability of competent human resources and financial resources, as well as adequate facilities determine the success of implementing existing policies in schools, without ignoring other resources which have a very important role in supporting the successful implementation of policies.

The availability of human resources in policy implementation in terms of quality and quantity is quite different and varied because it is influenced by the status of the implementer in terms of government personnel and the element of honorary teachers (Rozak et al., 2022.). In terms of numbers (quantitative) it is still relatively lacking, especially from the element of honorary teachers. However, the overall average quality is quite good even though the level of awareness, work motivation and level of understanding of regulations vary.

In the implementation of a policy, inadequate human resources (number and capability) result in the program not being able to be implemented perfectly because they cannot carry out supervision properly (Madiana et al., 2022). If the number of policy implementing staff is limited then what must be done is to increase the skills/ability of the implementers to carry out the program. For this reason, there is a need for good HR management in order to improve program performance. The inability to implement a terminal management program can be caused by inadequate existing resources, resulting in not understanding the aspects being implemented (Kaffa et al., 2022.).

Policy selection is carried out by taking into account the diversity of competencies and experiences that occur in the field, so that it can embrace various aspects of the policies produced. As stated by HA, the policies that have been running so far have been carried out in two ways, namely top down and bottom up. Top down is in the form of policies that are implemented every year through activity programs prepared from the top. And bottom up is a policy carried out from below starting from the preparation of activities, etc.

From the results of the interview above, it is clear that the policies that have been implemented have been carried out in two ways, top down and bottom up, where the policies have been running as they should, even though there are several obstacles faced.

In terms of the availability and adequacy of supporting facilities/infrastructure for implementing policies at MTS Nurul Jadid, it is inadequate and tends to have many deficiencies. For example, in schools there are still no chairs available in various classes, the teacher's office is still too small, the space for carrying out activities outside the classroom is too narrow, and the counseling room is still inadequate.

Communication between organizations and activities

Established communication with good, clear and consistent transmission/distribution is a measure of the success of communication between members and activities in implementing policies in schools (Filadelvia et al., 2023).

From interviews conducted by researchers, SY stated that the policy must be communicated first and then implemented. And if there are problems in implementing the policy then there must be communication, not just implementing it yourself and with your own will.

So this form of communication is very important in an organization or school. so that a policy will be implemented in accordance with what is expected. In implementing policies, coordinating with each other must be done to ensure that school quality improves, which is used as material for evaluating policy implementation (Primasari et al., 2021).

Furthermore, FL expressed the same opinion that communication between members is very necessary in implementing a policy. So every teacher, employee and student gets a policy that is in accordance with what they expect, in order to improve the quality of a school.

The role of the school principal is to provide two aspects of policy, namely in terms of education and training; freedom of opinion. These two policies are given to

teachers. Meanwhile, school principals also have their own intellectual abilities in solving problems that hinder the quality management system in schools (Sakinah & Alikha Alyasari, 2024).

As stated by the SG, the principle is that it is given at every meeting to convey opinions, whatever the opinion, even though in implementation, the opinion is not fully implemented, but is accommodated first to be implemented in the next program. As well as providing training and education to support existing human resources in an educational institution.

So the two aspects of the policy given to teachers are in line with what the MTS principal Nurul Jadid said about improving each individual's ability to carry out quality management.

At the communication point, it is carried out in several ways, the first being weekly and monthly performance evaluation meetings as material for reviewing supporting and inhibiting aspects in providing maximum service to the community, as well as socialization as a form of maximizing every policy issued (Setyawan & Santosa, 2021).

Characteristics of implementing agencies

The availability of an organizational structure, Standard Operating Procedures (SOP) and good fragmentation are requirements that are no less important than other dimensions in policy implementation. For this reason, measuring instruments are used regarding the performance of the management organizational structure in implementing policies and cooperation (Iman et al., 2023.).

The performance of the management organizational structure in implementing policies at MTS Nurul Jadid is generally relatively good, because they show high enthusiasm and always try to carry out various activity agendas according to technical guidelines (Sholeh, 2021).

Based on the results of observations made by researchers in the field regarding policies at MTS Nurul Jadid, IS stated that successful implementation of policies requires the disposition of the implementers. So what is meant by disposition is the character and characteristics possessed by the implementer, such as commitment, honesty and democratic nature. If the implementer has a good disposition, he will be able to carry out the policy well as desired by the policy maker. However, when the implementer has a different attitude or perspective from the policy maker, the policy implementation process will be ineffective. So the implementor's disposition determines the success and failure of policy implementation (Yansah et al., 2023).

In order for policy implementation to be successful effectively and efficiently, implementers not only know what must be done and have the ability to carry out the policy, but they must also have the will to implement the policy. So the emphasis on disposition is more on attitude, namely: responsibility, motivation and commitment to work (Munajah et al., 2021).

In terms of Standard Operating Procedures (SOP) as a technical guide in implementing policies at MTS Nurul Jadid, the SOP in question is available quite complete, detailed and clear (both soft files and hard files/printouts), making it easier for policy implementing agents to implement his task. This SOP will show optimal results if it is implemented seriously by all levels of policy implementers.

ZM also emphasized that every policy has an SOP so that teachers and agents on duty can implement it seriously and carry it out optimally.

Economic, social and school conditions

Creating a good influence from the implementation of school policies at MTS Nurul Jadid on economic and social conditions on public opinion. Contribution to the economy of teachers at the MTS Nurul Jadid school (Wulandari et al., 2023.).

The MA said that teachers at MTA High School are given an annual budget, although not much each year, according to their needs. In the policy, MTS principal Nurul Jadid provides teachers with a budget every year to purchase books according to their needs for personal development.

The school principal provides policies for teachers to continue their education, as well as providing support to teachers in carrying out tasks that they can work hard and professionally (Setiawati & Rahaju, 2023.). As well as facilitating teachers in learning activities with the support of technology that is currently widely used such as Google Classroom and Zoom. As well as giving teachers freedom in choosing additional technology. The school principal gives teachers encouragement about life motivation in the world of education which can be used as a reference in achieving success (Gentala & Elementary, 2021).

As an interviewee from FL said, the influence of policy on the social conditions and school situation at MTS Nurul Jadid shows a positive impact in improving social conditions and an increasingly conducive school situation. Social conditions are considered to be improving because they have succeeded in reducing the rate of student and teacher indiscipline, bullying and damage to student morality, and increasingly harmonious relationships are being established between all teachers, employees and students. Meanwhile, in the school situation, there is an increase in student participation in the implementation of teaching and learning activities, activities, etc., there are fewer disputes due to differences of opinion, and teachers' trust in the school and school superiors increases.

Likewise, the level of support from school superiors for the policies at MTS Nurul Jadid is quite good, without showing the color and direction of the school or the position of the ruling party or the opposition, all school superiors support this program. Forms of support start from the level of policy formulation, formation of program implementation teams, implementation with socialization support and budget support as well as distribution of funds.

Tendency of implementers (implementors)

The level of response, understanding and serious attitude of the implementing agent in implementing policies at MTS Nurul Jadid uses indicators of the implementor's response to every problem that occurs in implementing the policy, the implementor's understanding of the policy in implementing it, and the attitude of the implementor and administrators in handling the policy (Lallo et al., 2021).

According to the results of research conducted by researchers, the MA stated that the implementor's response to every problem that occurred in implementing policies at MTS Nurul Jadid was quite good. These implementers often move quickly to deal with problems among students and teachers through persuasive methods, namely a gradual approach and guidance that students can accept and understand. In terms of understanding policy regulations, implementers, both from leadership elements and those involved from superior elements, already have a good understanding. This understanding includes not only regulations, but also understanding technical guidelines, program strategies, and other matters related to policy implementation (Primasari et al., 2021). Implementers in handling students who do not want to follow all policies are quite good and wise, always prioritizing elements of dialogue, heart-to-heart exchange of ideas (Haryaningsih et al., 2022b).

CONCLUSION

Policy implementation at MTS Nurul Jadid is a crucial function of the duties of public administrators, especially school principals, in implementing policies that have been determined by policy makers (policy makers). The role of school administrators is to be a bridge between state-mandated policies and society, and determine the success or failure of a policy.

Based on Van Meter and Van Horn's theory of policy implementation, the six variables that influence policy implementation (basic measures, policy sources, communication, characteristics of implementing agencies, economic-social-school conditions, and implementing tendencies) are identified and analyzed. It was found that policy implementation at MTS Nurul Jadid involved various parties such as school principals, teachers and students.

The research results show that:

Basic measures and policy objectives are measured through the achievement of policy standards and targets. Policy implementation has a positive impact on teacher quality, teacher and student discipline, and the school environment.

Policy sources include the availability of human, financial and facility resources. Even though there are obstacles in the availability of facilities, school principals provide financial support to teachers.

Communication between organizations and implementation activities is established through evaluation, outreach and coordination meetings. Communication is considered important to ensure optimal understanding and implementation of policies.

The characteristics of implementing agencies, including organizational structure, SOPs, and implementor disposition, are important factors in the success of policy implementation. There is high enthusiasm from implementers to implement policies.

Economic, social and school conditions show the positive impact of policy implementation on teachers' economic, social conditions and increasingly conducive school situations.

The tendency of implementers to show a good response to problems, a deep understanding of policies, and a wise attitude in dealing with students who do not want to follow policies.

Overall, policy implementation at MTS Nurul Jadid involves collaboration between stakeholders and pays attention to key aspects that influence the success of policy implementation. Despite several obstacles, efforts to improve the quality of education and create a conducive school environment have had a positive impact on various aspects of school life. Islamic

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