Review Article

School-Based Management in the Graduated Empowerment Perspective *

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Abstract

This study was critical analysis of the example of School-Based Management (SBM) in the perspective of graduated empowerment. as educators and educators in Islamic boarding schools, especially in terms of low income and graduated contributions to Islamic boarding schools. The main focus of this analysis was seen from the side of human resource management in the context of SBM in Indonesian boarding schools. The article reveals the activities of graduated who are empowered to achieve the goals of Islamic boarding schools. Using qualitative methods, data collection through interviews and participation in graduated activities. Interviews were conducted with research informants consisting of boarding school supervisors, school principals, teachers, graduated. The management of human resources in Da'arul Rahman Islamic boarding school in terms of selection and placement of educators and education personnel based on Kyai's agreement with the priority of Da'arul Rahman's Islamic boarding school graduated who meet the standards of educational needs and education staff needed by Islamic boarding schools.

Keywords: School based management, empowerment, graduated, islamic boarding school

1. INTRODUCTION

The implementation of School Based Management (SBM) can have several benefits such as increased teacher job satisfaction and more orderly financial reporting (Kemal, Suryadi, & Rosyidi, 2019; Arar & Abu-Romi, 2016). In addition, the application of SBM can also manage stress and improve emotional competence (Harris, Jennings, Katz, Abenavoli, & Greenberg, 2016). Likewise, the application of SBM in Da'arul Rahman Islamic boarding school also looks very profitable. The main advantage is the high involvement of graduated and the community in Islamic boarding school activities. SBM was provided schools the opportunity to manage their schools autonomously (Rahim, Utsha, Bhuiyan, & Miah, 2019; Sumarto, 2016). SBM can improve the quality of graduates (Lubis, 2015). The application of SBM makes decision making at the school level, so schools will be able to decide according to the circumstances of the school (Bandur, 2012b). Other research states that community participation in education is very important and crucial (Barnett, 2013). Research Haruthaithanasan illustrates that school policy reform can improve teacher organization and motivation in improving student achievement (Haruthaithanasan, 2018). The above research results show that the application of SBM is very important in advancing schools.

The participation of Da'arul Rahman Islamic boarding school graduated in advancing the cottage looks very high. Some of the forms of participation are to finance the graduated of the pondok to undertake higher education (in 2018 giving scholarships to 82 students to continue their studies). In

addition, graduated also help provide training to students (for example, entrepreneurship training, leadership and so on). Participation is building cooperation or partnerships with other organizations or institutions. This kind of participation was not seen done by graduated from Islamic boarding schools in Indonesia.

This research was conducted to see how the Da'arul Rahman Islamic Boarding School could empower graduated so that they had high participation. The methods of Da'arul Rahman's Islamic Boarding School are expected to be a reference for other boarding schools or schools in implementing SBM, especially related to graduated empowerment. It is hoped that Islamic boarding schools in Indonesia will be able to empower graduated so that the progress of Islamic boarding schools will improve.

1.1. Literature Review

SBM is a system in the management of education. This system gives authority to schools / Islamic boarding schools to manage Islamic boarding schools based on social principles. The management of Islamic Boarding Schools with the SBM system is deemed able to be an education system solution in Indonesia in improving the quality of education. SBM is felt to be more able to facilitate students in meeting their educational needs because it is more autonomous. As Allen and Cobbld put it: Growing public support for SBM is based on the argument that if schools' autonomy and flexibility are increased, they will design and implement programs that better and more quickly correspond to the particular needs of children (Arar & Abu-Romi, 2016).

The application of SBM will be able to create school independence. School culture contributed to the effectiveness of school management and developed positive internal habits resulting in effective and efficient school goals (Rahim et al., 2019; Susilo, Kartowagiran, & Vehachart, 2018). School-based management basically involves shifting authority to individual schools. This can affect the administration of funds and material resources, personnel management, learning organizations, and class organizations, planning and other structural issues are given full authority to schools and communities. As stated by Rürup in (Christ & Dobbins, 2016) outlines the dimensions included in autonomy schools namely in the following table:

Table 1. Dimensions of school autonomy (Rürup, 2007)

Learning organization	Content, procedures for monitoring and documenting organized learning processes.
Organization of instruction	Design of learning environments (learning groups, instruction time and scheduling)
Personnel management	Selection, deployment and management of personnel, human resource development, selection of pupils, school management and committee structures, personnel and pedagogical oversight.
Financial matters	Procurement and distribution of resources, assuming financial obligations (eg contracts), accountability measures.
Resource and facility management	Procurement, administration and maintenance of school buildings and facilities, classrooms, teaching and learning resources.

In principle, SBM refers to the empowerment of principals in making policies, curriculum, and professional development of steak holders (Agasisti, Catalano, & Sibiano, 2013; Gobby, Keddie, & Blackmore, 2018). The form of autonomy school was described by Agasisti as follows:
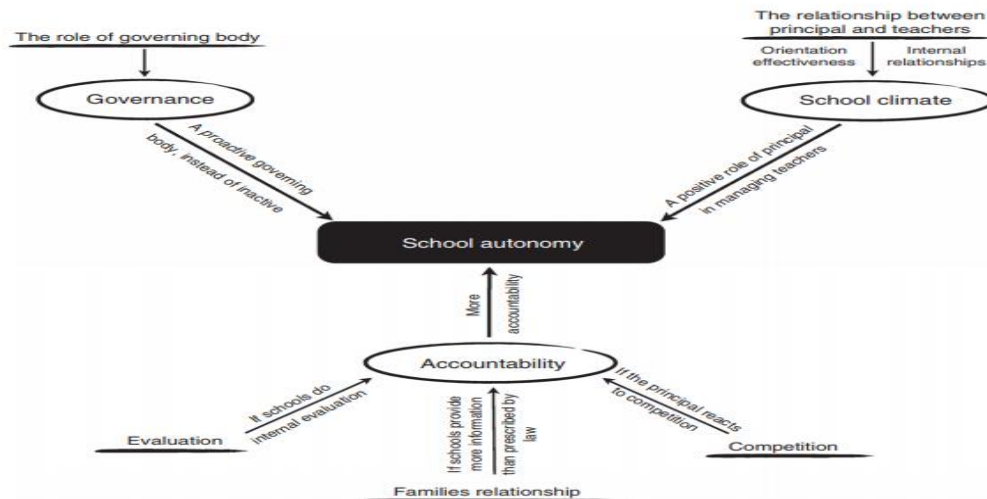
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Figure 1. The conceptual framework for autonomous schools

The application of SBM will give authority to schools. Delegation of power and authority to the school level can create partnerships in participatory school decision making in terms of establishing school missions, shared vision, annual programs, school budgets, school textbooks, school buildings, school-based curriculum and even student discipline policies. The transfer of power and authority to the school level has created several changes in the school, including changes in culture in the school, and increased participation of the school community. These factors have led to an increase in the teaching and learning environment and student achievement in the school. This was revealed by Bandur: Devolution of power and authority to school level can create partnerships in participatory school decision making in terms of setting a school mission, shared-vision, annual programs, school budgets, school textbooks, school buildings, school-based curriculum and even students' discipline policies. In turn, devolving power and authority to school level has created several changes in schools, including in-school culture changes, and increased participation of school communities (Bandur, 2012a). In their research, Lee and Ciu revealed that SBM can be said to work if it has the following three criteria: First, under school-based management, principals remain obliged to recognize the power of state-defined examinations in determining the schools' future destiny. Second, the exercise of school autonomy in response to this obligation varies, depending upon the competitive advantage schools have in the school appeal system. Ideally, effective school-based management is dependent upon the principal's capacity to facilitate good instructional practices. However, principals need to adjust their leadership practices to school contextual demands. Third, adaptations to contexts result in varied developments of teacher capacities in schools, corresponding to the types of principal leadership adopted (Lee & Chiu, 2017).

The SBM practices have basically been carried out at every Islamic boarding school from its inception. The application of SBM is like building a boarding school from community funds, and discussing the needs of schools with parents of students for the needs of students studying. Study rooms are built from graduated contribution fees, and so on. Accordingly, Abu Duhou revealed: SBM demands greater participation by staff and parents in the policy- and decision making processes of the school. By definition, decisions are made collectively by relevant stakeholders, not individually by the principal and deputy principal of the school Within the context of SBM, opportunities exist for increased professionalism for staff and for parent-staff partnerships in the education of students (Abu-duhou, 1999).

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Management of resources in the context of School-Based Management (SBM) gives broad authority to schools to develop their own human resources in schools. SBM provides autonomy for schools in making the decisions needed by schools. De Grauwe also stated that: School-based management, school-based governance, school self-management and school site management: different terms with somewhat different meanings, but all referring to a similar and increasingly popular trend, which consists of allowing schools more autonomy in decisions about their management; that is, in the use of their human, material and financial resources (Grauwe, 2005).

1.1.1. Development of Graduated Empowerment in the context of SBM

Graduated are former students or students in certain schools, institutions, or universities (Oxford, 1995). In line with this Webb states: describes graduated as the only permanent stakeholders of higher education institutions (HEIs), connected to their alma mater for life (Gallo, 2013). The graduated are part of the community who have special expertise in an organization. This connection was caused by them having been directly involved in the organization/school. Physically, the engagement and reciprocal relationships between graduated and schools for example: legalizing diplomas, institutional accreditation needs, etc. While emotionally, the attachment is felt, for example: if there is a statement that offends about the school, there will be a feeling of dislike with these words. It is because of this attachment that schools can actually build in improving quality by empowering graduated. In order to improve relations between schools and graduated, a forum should be formed to be able to oversee graduated activities, especially in supporting the development of the school itself. One way to develop graduated is through an integrated system. According to Ghazali, the realization of an integrated system that can be carried out in development activities, namely: (1) Learning, related to learning knowledge, both general knowledge and knowledge about religion; (2) Coaching, carried out through the Kyai or teacher fostering so that someone is able to change his behavior; (3) Practice, is the implementation of learning activities and coaching that has been done. So someone no longer awkward in dealing with the world of work (Sirait, 2016).

The key to achieving graduated empowerment is improving performance to have a clear understanding of what they want to achieve. Empowerment and what they must do to achieve their goals will be described by Kinlaw about strengthening empowerment which identifies six key steps with continuous improvement namely. These steps make a closed-loop process whose output is continuous improvement: (1) Define and communicate the meaning of empowerment to every member of the organization; (2) Set goals and strategies that become the organizing framework for staff at every organizational level as they undertake their own efforts to extend and strengthen empowerment. (3) Train staff to fulfill their new roles and perform their functions in ways that are consistent with the organization's goals for extending and strengthening empowerment. (4) Adjust the organization's structure so that it demands a flatter format, creates greater autonomy and freedom to act. (5) Adjust the organization's systems (such as planning, rewarding, promoting, training, and hiring) to support the empowerment of staff. (6) Evaluate and improve the process of empowerment by measuring (Kinlaw, 1995; Yip, 2000). Kinlaw describes the empowerment process, management model:
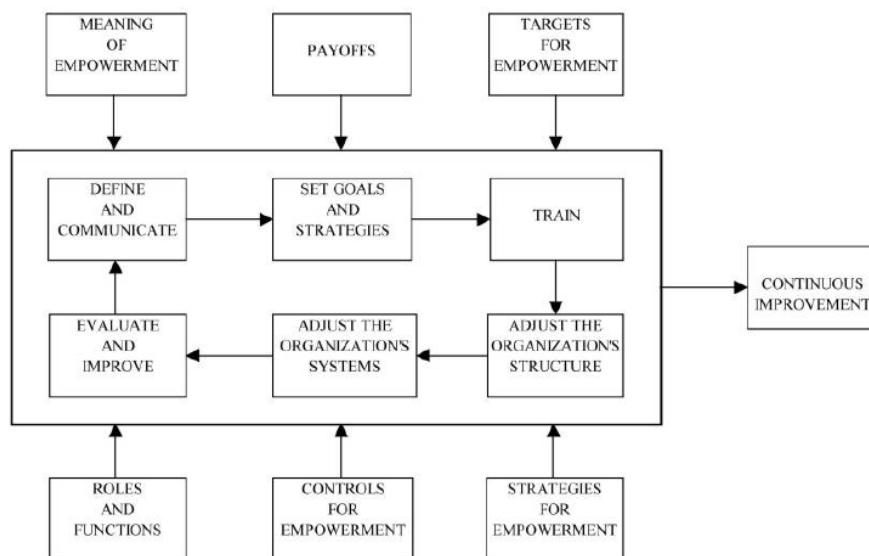
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Figure 2. Empowerment process management model (Kinlaw, 1995; Yip, 2000)

The six elements in this model are interrelated in a single rectangle to emphasize linkages. A large rectangle is a rectangle that identifies important sources of empowerment. The empowerment process can only be carried out successfully if the following types of information and knowledge are well understood: the meaning of empowerment, the expected results, the target of empowerment that provides a set of alternatives that can be used by everyone targeting special opportunities to empower themselves and others, empowerment strategies and several alternatives to reach targets that are individuals and organizations, identify how controls for empowerment differ from traditional controls and how controls can be developed, and new roles and functions in which property managers and other members of the organization become their performance competencies to be consistent with the goal of empowerment itself.

Empowerment management has a different approach to community development goals, namely by developing social change. This directs attention to health, adaptation, competence, and helps the current organizational system. However, this raises the view of social problems. The main cause of the unequal distribution of access and the resources used are themselves in achieving the goals or economic development results of the graduated and the community around the boarding school. Correspondingly, Gallant, Cohen and Wolff revealed: Some individuals are best served by mutual help, helping others, or working for their rights, rather than having their needs fulfilled by a benevolent professional (Gallant, Cohen, & Wolff, 1985; Zimmerman, 2000). The distribution can be completed by helping one another, by working professionally for their needs in fulfilling their own rights. This kind of community empowerment is expected by the community around the school to meet their needs. The empowerment process is basically a process of gaining leadership control and the resources needed that is very understanding of the social environment of the community. An empowering process helps graduated and the community develop skills so that they can get out of education problems and poverty problems independently. The process of empowerment will vary from the results of each graduated and the community itself to the organizations that are around the boarding school environment.

In practice, empowerment of graduated is centered on strategies or interventions that strengthen self-efficacy the graduated confidence in achieving the goals of the school itself. Empowerment of graduated identifies contextual factors and strategies that are promoted in supporting the school's goals which empower its graduated. Just as Burke expressed about empowerment: empowering employees is to express confidence in them together with establishing realistic high-performance expectations for

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them (Burke, 1986; Ugboro & Obeng, 2000). The trust given to the graduated in managing the organization will build mutual hope to advance the organization in one goal, especially in terms of decision making. Block added about empowerment: Employment is to participate in decisions - making and giving employees autonomy from bureaucratic constraints as empowerment strategies (Block, 1987; Ugboro & Obeng, 2000). The strategy of creating opportunities for graduated to actively participate in decision making and provide autonomy for the boarding staff and provide confidence in making decisions as an effective empowerment strategy. The success of TQM programs with lateral and vertical flows of information systems and associates employees' commitment and participation with employee satisfaction with an organization's adjustment process to a TQM culture, emphasizes the need for employee involvement in the cultural change or adjustment process. And the strong relationship between top management leadership and commitment and employee empowerment and customer satisfaction suggests a visible role for top management especially in creating and sustaining an organizational culture that focuses on customer satisfaction (Ugboro & Obeng, 2000).

Empowerment in general, can be seen from the psychological and material aspects. In terms of psychological empowerment about the freedom to choose and control one's life, the material aspect focuses on the accessibility of essential services to change the life of someone whose material and psychological aspects complement each other. This is as revealed by Shor and Freire which states: While psychological empowerment focuses on freedom to choose and control of one's life, the material aspects focus on the accessibility of essential services to change one's life (Shor & Freire, 1987). Empowerment of graduated can be achieved by providing facilities and creating support structures in the community. Where service support is designed in collaboration with graduated in particular and people around the school environment in general. That the basic concept of empowerment focuses on the surrounding community in building their better lives through organized coaching. As disclosed by Byham, et al about empowerment that must be carried out continuously states: Common objectives of empowerment include process flexibility, continuous improvement and better motivation of workers through involvement and commitment (Herbert, 2009). Accordance with the needs of the Islamic boarding school itself, this is revealed: The development of graduated is in the development of graduated is conducted according to the specificity of their regions and the needs of them. The development phase consists of needs assessment, graduated coaching, and follow-up (Fathorrazi & Rifqi, 2017).

2. METHOD

The research objective is the management of human resources in Islamic boarding schools that empower graduated to achieve educational goals. The data of this research began to be collected during the implementation of the grand tour observation, mini tour observation and participant observation. Research data is the raw material that researchers collect from the research location carried out, so that the data becomes the basic material for researchers to conduct data analysis. Data in this study, including things that were actively recorded by researchers during the research process, including field notes from observations and field notes from interviews. In qualitative research, informants act as research instruments. While the data sources used in this study are human data sources and documents. Humans as primary data sources consist of two kinds of informants namely internal and external. Internal informants consist of the Boarding School Board of Trustees, Boarding School Principals, Board of Teachers, students and external informants namely the Ministry of Religion Staff of the Boarding School Section, Boarding School Graduated and the community. The subjects of this study are people who know and become the perpetrators of the activities of graduated empowerment management at Da'arul Rahman Islamic Boarding School. The education practitioners are expected to provide complete information about the implementation of the management of Da'arul Rahman Islamic Boarding School graduated empowerment. After a preliminary study, the parties who

are the subject of the study are determined to consist of key informants and ordinary informants. For the purposes of this study, the selection of informants was conducted purposively, based on the aims and objectives, including: Guidance, School Principal, Teacher Council, Graduated, Students, Community.

Determination of the informants in this study was done by purposive sampling and snow ball sampling, which is asking the informant to appoint other people who can provide information. In this study, the selection of internal school informants was taken through the school organizational structure of the current school year. The goal is that the informants who enter the organizational structure of the school management are the people who are directly involved in empowering graduated. While choosing the names of informants, researchers obtained it from one of the trusted informants at the research site. While the document data is often referred to as secondary data in the form of documents related to graduated empowerment management, guidebooks, Da'arul Rahman's vision and mission until the end of the research.

The research method used is qualitative, that is a study whose benchmark is not a number but a descriptive one. In qualitative research the researcher becomes an instrument. Therefore in qualitative research the instrument is human. To be an instrument, the researcher must have a broad theory and insight, so that he is able to ask questions, analyze, photograph, and construct the object under study to be clearer and more meaningful.

This study intends to provide an empirical picture with a description of the data available in the development of Da'arul Rahman Islamic boarding school through the context of SBM. The Da'arul Rahman Islamic Boarding School was chosen as a place of research in addition to being the oldest Islamic boarding school in Jakarta, the Da'arul Rahman Islamic Boarding School is the only Islamic boarding school in Jakarta, the organizer of Mu'adalah's education.

3. RESULT and CONCLUSION

Human resource management at the Da'arul Rahman boarding school in this article, discussed the selection, placement, development program and retirement / retirement of teachers and education personnel. Based on the results of the study, it is known that the selection of teachers / clerics and clerks conducted by Da'arul Rahman Islamic Boarding School, namely: Sources of prospective educators and education staff mainly from graduated and also other college graduates. Prospective educators and education staff who will be accepted based on the agreement of Pak Kiyai, caretaker of Islamic Boarding School and Principal. Educators and education personnel who will be accepted are prioritized from graduates of Islamic Boarding Schools, especially to teach Islamic subjects. This shows that the teaching and educational staff generally come from Islamic boarding school graduated Da'arul Rahman himself. The graduated recruited are students who have graduated from Islamic Boarding Schools for 6 years. Educational staff who are accepted are graduated who have completed their S1 lectures either abroad or domestically. Meanwhile, the education staff all came from Da'arul Rahman Islamic Boarding School graduated. Of the 164 teaching and educational staff 148 or 90% come from Da'arul Rahman graduated.

Management of human resources in the Da'arul Rahman Islamic Boarding School in terms of selection and placement of educators and education personnel based on Pak Kyai's agreement with the priority of Da'arul Rahman's Islamic Boarding School graduated who meet the standards of education and education personnel required by the Islamic Boarding School. Prospective educators and education personnel with a minimum standard of S1 by mastering Arabic and a basic understanding of the Yellow Book. Educators and educational staff development programs are carried out by means of a islamic boarding school scholarship for educators and education personnel who still want to continue to higher education. Other developments include training on skills improvement organized by the

Islamic Boarding School Graduated association for educators and education personnel. Retirement of educators and education personnel in Da'arul Rahman Islamic Boarding School is not available, as long as Pak Kyai is still needed and there is willingness in educators and educational staff who are devoted to boarding schools.

Empowering graduated as educators and educators is a way for Islamic Boarding School to optimize the achievement of goals. This is due to graduated who have a very good understanding of the conditions and habits and characteristics of education at the Islamic Boarding School. By giving full confidence to the graduated, will increase love for the alma mater. This love comes from the values of togetherness, family, and sincerity that is implanted in Islamic Boarding School. These values will increase the autonomy of graduated work in managing boarding schools. Furthermore, educators and education staff are always accompanied by school principals and caregivers in carrying out their duties. This assistance will increase the confidence of the teaching and educational staff at work. This is consistent with the opinion (Menon, 1995) which states that the assistance provided by the leadership in working can increase self-confidence.

Educators and educational staff selection conducted by Islamic Boarding Schools are in accordance with applicable regulations. This is seen from Law Number 20 Year 2013 Concerning National Education System Chapter XI regarding Educators and Education Personnel Article 42 Paragraphs (1) and (2) which states: "Educators must have minimum qualifications and certifications in accordance with the levels of teaching authority, healthy physical and spiritually, having formal education produced by accredited tertiary institutions, and having the ability to realize national education goals". Minimum standards according to the National Education System Law in terms of teaching and educational staff have been implemented by Da'arul Rahman Islamic Boarding School. This can be seen from all teaching staff who have qualified S1 and in accordance with the subject being guided. The teaching staffs all come from accreditation colleges. In the selection process of prospective educators and education personnel at the Da'arul Rahman Islamic boarding school in particular Islamic subjects must have Arabic language skills, and a basic understanding of the Yellow Book. This is based on findings in the field: "Prospective educators and Islamic education personnel must be able to speak Arabic fluently and be able to write it, as well as a basic understanding of the yellow book test. For general subjects, the most important thing is to master the subject matter. Prospective educators and education staff accepted must be based on the agreement of the Kyai and the principal ".

This selection process is different from the selection process to become an educational and educational staff with the status of ASN or another private sector. Mastery of spoken and written Arabic language and basic understanding of the yellow book are absolute requirements to be accepted as teachers of Islamic subjects. Prospective educators and educational staff who pass the selection by the school principal cannot be accepted without the scholars' approval. Here the cleric plays a very important role in determining the prospective educators and education staff to be accepted. This was also revealed (Arifin, 2012; Dhofier, 2011) that Kyai is the most essential element in a boarding school. In the case of the placement of educational staff carried out directly by the boarding school caretakers. Graduated or from outside parties who pass the selection are given a task decree signed by Kyai. Placement of positions for educators and education personnel is carried out directly by Islamic boarding school caregivers by looking at the ability of candidates to carry out the mandate given by Caregivers or Pak Kyai.

Placement by the Islamic Boarding School is in accordance with Law Number 20 Year 2013 Regarding National Education System Chapter XI Educators and Education Personnel Article 41 Paragraph (2) which states: The appointment, placement, and distribution of educators and education personnel are regulated by the institution that appoints them based on formal education unit needs. Placement of teaching and educational staff in Islamic boarding schools based on the needs of subject

teachers and other administrative positions. Placement was made by a decree signed by Kyai. Placement in this way is basically in accordance with the National Education System Law.

In terms of developing educators and education personnel, the Islamic boarding school Da'arul Rahman provides the broadest opportunity to develop knowledge. Educators and education personnel are given the opportunity to continue advancing education. Besides the graduated program is something different compared to other boarding schools. The graduate program provides training to teachers, one of which is effective communication for teachers and teaching techniques provide reward & punishment to students. Graduated are also active in providing training soft skills to teachers and education staff. Islamic boarding school also provides scholarships for educators to continue their education. The development carried out by Islamic Boarding School for educators and education personnel is also given the opportunity for certification, scholarships for religious teachers from Islamic Boarding School to continue their education. Empowerment is an educational process that starts in tertiary institutions and needs to be followed up with constant education and training in the workplace (Yip, 2000). In term of dismissal, Da'arul Rahman Islamic Boarding School does not subscribe to the word retirement with age. Boarding School gives flexibility to educators and education personnel to take part in the organization of Islamic education. However, those who make fatal mistakes will be subject to sanctions with dishonorable discharge. Serious mistakes such as drugs, immoral acts, theft and others. The dismissal and retirement of educators and education personnel are carried out directly by the caretakers or administrators of the Islamic Boarding School. The education staff at Islamic boarding school can be dishonorably discharged if they make a fatal mistake that cannot be tolerated. However, the Islamic Boarding School does not have a pension program for educators and educational staff in the Islamic Boarding School.

Based on the results of the study note that the management of human resources (educators and education staff) at the Da'arul Rahman boarding school starts from the selection, placement, development and retirement. Kyai plays a very big role in each stage. Prospective educators and education staff to be accepted must be based on Kiya's approval. Islamic boarding school does not recognize retirement, but if they are still able to serve, they will always be given the opportunity to carry out their service. The method applied at Da'arul Rahman Islamic Boarding School is different from the management of human resources for public schools, especially companies. However, the stages are almost the same. The results of the study (Brown & Campion, 1994) revealed the stages of human resource management starting from the selection system to retirement. This is the same as in Islamic boarding school Da'arul Rahman. It's just different from the selection process. Based on the results of Brown and Campion's research emphasizing basic abilities (language, mathematics and physical) and intrapersonal as well as extra-personal abilities. While in Islamic boarding school emphasized Arabic language skills, understanding books and experiences at Islamic boarding school. Which revealed that to be accepted in an organization is emphasized on the ability to work in groups (Stevens & Campion, 1994). To be able to work in groups requires three main conditions, namely knowledge, skills and ability to work together. This is basically the same as the Da'arul Rahman Islamic Boarding School. The selection of graduated as educators and educational staff aims because graduated are the most understanding of the condition of the cottage. Other research results state that a good relationship between students and schools will cause customer satisfaction, retention, loyalty, and high-quality services (Badwan et al., 2017). In addition, Aldighir suggests leadership support so that staff are more independent making them more responsible in their work (Aldighrir, 2019). Educators and educators at Ponar Da'arul Rahman have had a good relationship. This is because in general they are graduated of Da'arul Rahman Islamic Boarding School. The clerics who also provide independence to educators make them more responsible in working. Since 2010 until now there are only 3 educators coming out of the lodge. This proves that there is a good relationship between educators with education and other community members.

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4. RECOMMENDATION

This study is recommended to Islamic boarding schools in managing human resources better in order to maximize educational goals can be realized.

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