



School governance in Sma kristen 2 binsus in Tomohon city

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Abstract

Governance can be defined as the use of resources, either human or other resources, to achieve certain goals. Strengthening the capacity of local governments in managing the education system in the regions effectively is very important in the success of improving the quality of education. Therefore, it can be said that school governance is the use of resources needed to achieve success in improving the quality of existing education. Determining the key governance dimensions that underlie effective education service delivery can be a starting point for addressing existing weaknesses and improving education performance. The process of data collection, both in preparation, implementation and the results of data collection, is within the framework of the analysis, so that in this study researchers used descriptive methods of practical analysis. The governance at SMA Kristen 2 (Binsus) Tomohon, internally, has tried to run properly within the existing limitations. The principal is the leader in the implementation of education, from the planning to evaluation stage. Such governance within the school is supported by cultural and moral capital on all parties at SMA Kristen 2 (Binsus) Tomohon. Namely in the form of work that is creative, innovative and productive.

Keywords: governance, quality, performance, school

Introduction

According to Danim and Danim (2010: 53-54), school governance management is part of the process of realizing orderly education management governance. Management services are business activities or efforts to help serve, facilitate, or manage all activities in achieving certain goals or objectives. That is why, Rahman (2014: 1) quotes Robert Maynard Hutchins: "The objective of education is to prepare the young to educate themselves." Therefore, parents are the main source of input as well as recipients of school output. That is why it is necessary to make efforts by the education unit or school to increase community participation in developing the potential of students, so that they can meet the expectations of parents. 2) Provide an explanation that, the solution offered as a method of solving the problem is the implementation of the principles of good governance in schools based on empirical data and reinforced by relevant theories. Rosyid (2012: 1) ^[5] examines the issue of educational governance. For him, the disease of education at this time is a service that is governance heavy (government dominant / supply oriented), so it is prone to corruption, is not service-oriented and is not relevant to the needs of students as learning subjects. That is why school governance often pushes the practice and culture of educational services into a workable curriculum, which may conflict with the goals of the planned curriculum, which looks good on paper. Bad governance will have the opportunity for financial irregularities. Thus, the anti-corruption curriculum becomes a reference in corrupt educational practices. It seems that the emphasis on character education needs to be implemented, so that there are no mistakes in implementing school governance, especially the implementation of a centralized format in Indonesia with a wide variety of cultures, natural resources, and formation coverage.

Kadir (2006: 18-54), citing the views of Sudarwan (2010:

55), argues that operationally, governance functions to assist school administrators and principals in the following activities: 1). Administration, correspondence, school administration related to learning, 2). Staffing, both for educators and education personnel who work in schools, 3). Management of school finances, 4). Manage school supplies and logistics, 5). Managing secretarial and student affairs, 6). Delivering outgoing mail, 7). Maintain and repair school facilities in the form of buildings, electricity and practical equipment and others.

Governance can be defined as the use of resources, either human or other resources, to achieve certain goals. Strengthening the capacity of local governments in managing the education system in the regions effectively is very important in the success of improving the quality of education. Therefore, it can be said that school governance is the use of resources needed to achieve success in improving the quality of existing education. Determining the main governance dimensions that underlie the delivery of effective education services can be a starting point for overcoming existing weaknesses and improving education performance (Emi Nur Fadillah, 2016: 6).

In this era, the challenges of education and school education units are faced with various challenges in governance. The author's provisional conclusions based on general observations are: First, independence. In this era of competition, independence is related to the ability of educational units to be able to creatively develop human and financial resources. Independence in these matters is related to school governance, which in addition to focusing on improving quality, but also efforts to develop facilities and human resources. Second, competition between educational units cannot be separated from the influence of the understanding of free market economic competition due to

globalization. Parents of students and students themselves in this era as "consumers" have their own freedom to choose the best schools. In the influence of a free market economy, everyone has an inseparable standard of quantity and quality to determine their choice. Educational units, namely schools, are required to improve the quality and quantity of their services. Third, regulation. The government's intention with regulations in the world of education is that schools are encouraged to improve their services. However, due to the lack of independence and inability to compete, government regulations are actually problematic for schools that are unable to be independent and competitive. This study took a sample of SMA Kristen 2 Binsus in Tomohon City which is under the legal entity of the GMIM Foundation "Ds. A.Z.R. Wenas". Binsus School is a Superior School (Model School) in Tomohon City. Christian High School 2 Special Assistance in Tomohon City provides education that focuses on Special Education Programs for students who have the potential for Intelligence and Special Talent referring to article 32 of Law no. 20 of 2003 which emphasizes on Special Education. In line with that, SMA Kristen 2 Binsus in Tomohon City as an Education Unit organized by the Evangelical Christian Church in Minahasa through the GMIM Ds. A.Z.R. Wenas Foundation, is a Special Education Unit as referred to in article 32 of Law No.20 of 2003 above. The history of the establishment of SMA Kristen 2 Binsus in Tomohon begins with the existence of 2 (two) special classes from SMA Kristen 1 in Tomohon (Observation, March 1, 2019). The existence of SMA Kristen 2 Binsus in Tomohon City with various academic achievements still has shortcomings and limitations. The problems that exist include; inadequate condition of the Binsus School dormitories. And it turns out that SMA Kristen 2 Binsus in Tomohon City only has 2 (two) majors, namely: Social Sciences and Science. So, there is no language department, including field facilities, it turns out that it is still integrated with the field of SMK Kristen 2 in Tomohon City. The most important thing in understanding these shortcomings and limitations is the inadequate facilities and infrastructure. It is said that the Special Schools or Special Assisted Schools certainly have a plus value compared to other schools. However, the non-availability of language laboratories is an important issue to address. Therefore, in the social conditions in Tomohon City as a City of Education, it faces big challenges. Therefore, it is for intellectual development and community identity that competes in the Science and Technology era and Global Communication in this Post-modern Era. The condition of SMA Kristen 2 Binsus in Tomohon City as described above shows a problem in terms of quantity related to quality. This is because this condition indicates a problem of independence and competitiveness. There are indications that there is a gap between the demands for an increase in the quality and quantity of education services and the factual condition of the school. Whereas, on the one hand, both the community and government regulations demand adequate resources, adequate facilities, but the opposite situation occurred at SMA Kristen 2 Binsus in Tomohon City. Based on the description and the background of this thought, the authors formulate the title of this thesis, namely: "School Management at SMA Kristen 2 Binsus in Tomohon City." The discussion will also relate to the management of education management in schools that the author studied.

Research Methods

Approach in Research Methods

The process of data collection, both in preparation, implementation, and the results of data collection are within the framework of the analysis, so that in this study researchers used descriptive methods of practical analysis (Miles and Huberman's Model in Sugiyono, 2012: 91-99). This is done in the perception of the analysis of innovation and school governance or managerial administration which is carried out by the Educational Institution Unit parties or the GMIM private school. The practical understanding here is not an abandonment of the theoretical framework, but rather to emphasize attitudes toward knowledge. The use of the Inductive Method in the Humanities sciences which is traced critically, which requires disclosing resource development efforts in a descriptive, analytic, unraveling manner and at the same time having a clear description, and to meet these needs, it is necessary to carry out an inventory, identification, classification, analysis and interpretation of socio-cultural realities as well as any public policies of various government regulations or laws regarding school governance in question. This is done to provide a factual and actual description of the problem solving (Winarno Surachman Achmad, 1975: 1-17). Research, even empirical experiences in society or the world of education, in an effort to develop the resource itself, is not easy to be released in the process of this research. Given such an assumption about the possibility of subjectivity it certainly cannot be blamed for granted and it is inevitable. Therefore, only research that departs from such objective conditions can answer the problems raised in this study. In accordance with the research product as described earlier, the researcher also determines the literatures that will be explained the theoretical basis such as the literature on education, administration and education financing and school governance journals in the community and explore and simultaneously analyze them. This is done to assist in the generation of questions, but also as an effort to get lines in structuring the questions for data collection purposes, even though the researcher is aware that the lines made are not specific to the changes that occur due to developments in the process. data collection, because these things cannot be avoided in the data development process carried out through interviews.

Data and Data Sources

Based on how to obtain, the data in this study were divided into two parts, namely primary data and secondary data (Supranto, 1991: 1-7).

- a. Primary data is data that the researcher collects directly on the object. Primary data in this study is in the form of data from the results and obtained through interviews or data from observations of research at the location.
- b. Secondary data is data that already exists and has been in the form of documentations or publications from other people or organizations. Secondary data in this study is school documentation data such as the number of teachers and students, classrooms, supporting facilities and infrastructure, and other data that has become school documents.

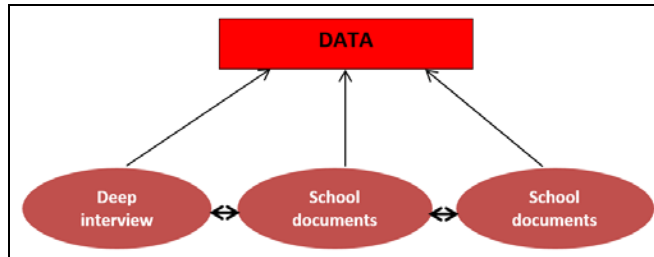
In this study also, the data collected was grouped into two, namely main data and supporting data. The main data was obtained from informants, namely the principal, the vice principal, teachers, administrative staff, students, parents of

students, educational leaders, school committees and other competent parties. Meanwhile, the supporting data comes from other documents that can support this research.

Data Collection Techniques

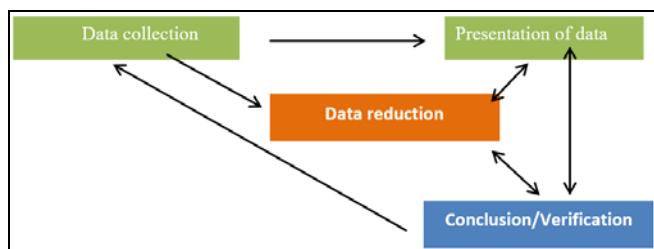
Data collection in this study follows the opinion of Sugiyono: 2012 which is summarized.

1. Observation
2. Interview
3. Documents
4. Triangulation



A. Data Analysis Techniques

The data analysis technique used in this research is qualitative data analysis, according to Miles and Huberman, it can be visualized in the following figure:



B. Data Validity Testing Techniques

There are four criteria used by researchers, namely:

1. Credibility or degree of trustworthiness of the data.
2. Transferability
3. Dependability
4. Confirmability

The stages of data collection in a study, namely the orientation stage, the exploration stage, and the member-check stage. The orientation stage, in this stage the researcher carried out a pre-survey to the location to be studied, in this study, the pre-survey was carried out at Binsus Christian High School 2 in Tomohon City, conducting a dialogue with the principal, vice principal, teachers, administrative staff, students, parents of students, educational leaders, school committees and other competent parties. Then the researcher also conducted documentation and literature studies to see and record the data needed in this study. Exploration stage, this stage is the stage of collecting data at the research location, by conducting interviews with related elements, with interview guidelines that have been provided by researchers, and making indirect observations about school conditions and making direct observations about decision making in the school. The member-check stage, after the data is obtained in the field, either through observation, interviews or documentation study, and the respondent has filled in the questionnaire data, and the respondent is given the opportunity to assess the information data that has been given to the researcher, to

complete or revise new data, then The existing data is lifted and an audit trail is carried out, namely checking the validity of the data according to the original source.

Results and Discussion

Governance

SMA Kristen 2 (Binsus) Tomohon is owned by GMIM. The Synod Council Workers Body (BPMS) is the supervisor of the GMIM Ds Foundation. A.Z.R. Wenas. So, everything must have the approval of the foundation coach. The relationship between the foundation and the school is carried out, among others, through meetings or meetings. Every school principal is obliged to report school management activities to the foundation every quarter, every six months and every one year. The principal is the one who is responsible for leading the management of the school. Therefore, the legal entity for SMA Kristen 2 (Binsus) Tomohon is the GMIM A.Z.R Foundation. Wenas (deed of establishment No. C-1252.HT.01.02 / III 2006), the Principal who leads the organization at SMA Kristen 2 (Binsus) Tomohon is under the supervision of the foundation. So, structurally, through the Principal, SMA Kristen 2 (Binsus) Tomohon is in a hierarchical relationship with the foundation (Interview, DP - 03). The relationship with the foundation occurs in a structural-hierarchical manner. So, the foundation is the boss of the school. Apart from being a legal entity, the relationship with the foundation is also because in schools teachers who are not ASN are based on a decree from the foundation. Therefore, good relations with the foundation must be maintained and developed so that cooperative relationships can continue (Interview, SLW - 04). This relationship is in the sense of coordination to maintain good communication. Routine coordination meetings or meetings between school principals and the foundation. This also applies between the school and the Education and Culture Office of North Sulawesi Province and the office branch in Tomohon City (Interview, AP - 06). Apart from foundations, the school is also responsible to the Education and Culture Office of North Sulawesi Province. Monthly reports are submitted once a month. The contents are reports of activities at school, teacher reports, Student reports. The report was submitted through the Tomohon City Education and Culture Office Branch (Interview, AA - 02). The relationship with the provincial education and cultural office and the service branch in Tomohon City, especially related to the administrative affairs of civil servant teachers who are assigned to SMA Kristen 2 (Binsus) Tomohon. The administrative management of PNS teachers is carried out through the service branch because the provincial education and culture office has given authority to the service branch (Interview, SLW - 04). The relationship with the foundation is also related to the obligation of the school to make regular reports to the BP GMIM A.Z.R Foundation. Wenas. Every month, the school makes a report on the implementation of the foundation management to be forwarded to the GMIM Synod Council Worker Body (BPMS). Likewise for the City Education Office and the Provincial Education and Culture Office, schools are required to make monthly reports. (Interview, ES - 01 / (Interview, SLW - 04).

Governance is of course related to financing which is very important in the administration of an education unit. SMA Kristen 2 (Binsus) Tomohon is a private school, so most of the costs of running it depend on the parents of the students.

The teachers carry out their vocation responsibilities based on the main tasks that have been arranged by the school. Teaching and learning activities by each teacher refer to these main tasks. The vice principal of academia is responsible for coordinating with teachers. The school always tries to provide appropriate teaching staff or teachers to carry out their teaching responsibilities, which among other things must meet their respective teaching hours.

As is the case in all high schools throughout Indonesia SMA Kristen 2 (Binsus) Tomohon also has the management of the Intra School Student Organization (OSIS). The tenure of the student council board is one year. A kind of legislative body is the Class Representative Council (MPK). Student council administrators concentrate more on students in many aspects, namely:

1. Development section of faith and devotion to God Almighty;
2. Development section of noble character or noble character;
3. Development section for superior personality, national insight, and state defense;
4. Section of Development of academic, artistic, and / or sports achievement according to talents and interests;
5. Development section for democracy, human rights, political education, the environment, social sensitivity and tolerance in the context of a plural society;
6. Development section on creativity, skills and entrepreneurship;
7. Development section for physical quality, health and nutrition based on diversified nutritional sources;
8. Development section of literature and culture;
9. Information and communication technology (ICT) Development Section;
10. Section of Development of communication in English.

Supporting Factors

The supporting factor for governance from the aspect of coordination is cooperation between all parties. This collaboration involves active coordination between all parties, which includes cooperation with foundations and cultural education offices, and the surrounding community. From the foundation, the most important support is motivation (Interview, AA - 02). Other things that support the management of SMA Kristen 2 (Binsus) Tomohon, namely support from parents, then financial support from the government. This cooperation is very important in terms of financing (Interview, SLW - 04). Then, the following factors are human resources, namely the availability of teachers who are consistent and skilled in carrying out their main tasks and functions. Each teacher carries out their functions and responsibilities according to their main duties and responsibilities. Thus, governance runs well because the teaching staff or teachers carry out their duties and responsibilities in accordance with their main duties and responsibilities (Interview, SLW - 04). Another supporting factor is the moral bond between school leaders, teachers and with students. This moral bond is said to be one of the hallmarks of this school. Students have moral bonds with students, among teachers and with school leaders. The teachers always try to treat the students like their own children whose guidance is carried out in the dormitory (Interview, DP - 03).

Related to that, the enthusiasm of the teachers is also an important supporting factor for the implementation of

school administration. The moral bonds that exist make each person feel like one big family. Teachers can also distinguish between responsibilities at school and at home (Interview, SLW - 04).

Another thing that is considered to support the implementation of school management is the identity of SMA Kristen 2 (Binsus) Tomohon as a private school belonging to the Evangelical Christian Church in Minahasa (GMIM). Most of the students are children of parents of GMIM residents. Its ecclesiastical identity allows this school to be known as a school with Christian characteristics.

This was recognized by GMIM residents, special servants and experienced educators. Whereas, as a school that has a Christian identity, an important asset to develop is the full support of the church. "The church must not close its eyes to Christian education". Then, this school can develop because of its critical-constructive efforts following the development of science and technology (Interview, FD - 14).

Another supporting factor is the good coordination starting from the principal, representatives of school principals to teachers and staff. Then it then has a positive effect in relationships with students. Likewise, coordination with parents through the available communication media went well, even during a pandemic (Interview, SLW -04).

Supporting Factors

1. An important supporting factor that makes the implementation of education in SMA Kristen 2 (Binsus) Tomohon is the role of the principal, representatives of school principals, teachers and staff who always strive to carry out school management properly. Through meetings and meetings to design programs and activities, coordination that continues to be carried out in the process and then evaluation of the principal together with the representatives of school principals can continue to collaborate well with teachers and staff.
2. The limited financial and existing infrastructure have actually triggered the emergence of cultural and moral capital on all parties at SMA Kristen 2 (Binsus) Tomohon. Namely in the form of work that is creative, innovative and productive. Then, moral capital is related to kinship ties between all parties which have created a distinct strength in carrying out education at SMA Kristen 2 (Binsus) Tomohon.
3. Another supporting factor is the school's image as a Christian school, as a means of church diaconia in the world of education. The enthusiasts in this school are mainly church members who hope for an intellectual quality, but also a moral and spiritual quality for their children.

Discussion

As a private church owned school (GMIM), SMA Kristen 2 (Binsus) Tomohon in terms of its governance model is unique when compared to governance model theories as described in chapter II. Theoretically, experts say there are four models of governance, namely: 1. Formal and structured cooperation models; 2. The three-party working relationship model; 3. The triangular working together model; 4). The Design of a New Model of Good Governance.

If the four models mention three elements in governance,

namely the District / City Education Council - School Committee - School Principal, while in Tomohon 2 Christian High School (Binsus) as described in the data description section above, there are mutually exclusive elements. related, namely: the Church through the Foundation - Provincial Education and Culture Office / City Service Branch - School Committee - School Principal. Visually it can be explained as follows:

The school principal, as the school management leader, is responsible to the BP Foundation, and the provincial education and culture office / branch office, among others in the form of regular reports on all matters of school administration. Related to this is the school's position in relation to the BP Foundation (as a legal entity) and the office, which in this case concerns the status of the SK Foundation's teaching staff (teachers) and ASN teachers.

Thus, it seems that the model of governance at SMA Kristen 2 (Binsus) Tomohon adopts all existing models, and it is somewhat unique because this school is a legal foundation founded by the church (GMIM), which is why the Foundation Trustees Board is the church leader at the church level. synod. Because of this complex structure, the principal at SMA Kristen 2 (Binsus) Tomohon has to be responsible to two parties at the same time, namely the foundation management body and the provincial / city education office. Based on the findings from the research results, it was found that internally the principal of SMA Kristen 2 (Binsus) Tomohon with a mutually agreed work procedure has carried out management functions, as explained by Moh Rifai (1982, 51) and Sondang P. Siagian (1983, 3) regarding the meaning of school administration as operational of school governance. That, school governance is related to the entire management process of school administration. At SMA Kristen 2 (Binsus) Tomohon, the principal and its apparatus have tried to fulfill the implementation of governance, namely as the party that runs school operations in a transparent, and comprehensive manner, although in terms of independence (as mentioned by Rahman, 2014: 37) it cannot be carried out in a transparent manner. the whole because of structural problems with the foundation. In addition, independence is also related to teaching staff, in the sense that it does not depend on the government for the placement of PNS teachers. Related to Law no. 5 of 2014 concerning the State Civil Apparatus which is the legal basis for the withdrawal of civil servant teachers from private schools, this is a big problem for GMIM schools, and especially SMA Kristen 2 (Binsus) Tomohon. However, it seems that the foundation has not yet prepared concrete anticipatory steps. More than that, this problem is a reflection of the problem of independence in schools belonging to GMIM in general, and SMA Kristen 2 (Binsus) Tomohon in particular.

Furthermore, if viewed from the perspective of good governance, the actors involved in the governance of SMA Kristen 2 (Binsus) Tomohon include three parties, namely: the private sector (foundations / churches) -government (education office) -community (committee school). Following Koiman's (2009: 273) opinion, the three parties must form a process of socio-political interaction that collaborates and complements each other. However, based on the results of the study, it was found that there were complications for schooling through the principal when dealing with two parties who had authority over it, namely the foundation and the education office.

SMA Kristen 2 (Binsus) Tomohon has made efforts to implement good governance, it can be seen from the exposure of the data above which shows that the process of coordination and cooperation between school principals and deputy principals, then with teachers and staff has gone well through meetings to design activities and programs, implementation and evaluation meetings that are routinely held. Good governance is also closely related to supervision by the school committee which acts as a bridge between students' parents, the community and the school. As a private school, SMA Kristen 2 (Binsus) Tomohon relies heavily on the role of parents and the community in supporting them, both in terms of financing and socially and culturally. With the label as a 'superior' school (specially assisted), public trust is very high towards SMA Kristen 2 (Binsus) Tomohon, although the opposite is the matter of financing, facilities and infrastructure which continue to be a problem in the delivery of education in this school. However, with the label "flagship school" SMA Kristen 2 (Binsus) Tomohon apparently has to work hard because of the burden of quality expectations from the public who become consumers. SMA Kristen 2 (Binsus) Tomohon must face the challenge of competition with similar schools run by other foundations. Therefore it can be said, that the combination of the diaconia principles, with professionalism, which includes an economy-based management model by preparing a supportive infrastructure, quality and sustainable human resources, and the role of stakeholders are efforts that have been continuously considered, even though until now this is still at the discourse level.

Conclusion

Based on the results of research and discussion, the following conclusions are:

1. Governance in SMA Kristen 2 (Binsus) Tomohon, internally, has tried to run properly within the existing limitations. The principal is the leader in the implementation of education, from the planning to evaluation stage.
2. Such governance within the school is supported by cultural and moral capital on all parties at SMA Kristen 2 (Binsus) Tomohon. Namely in the form of work that is creative, innovative and productive.

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