Analysis of the Implementation of Adaptive School-Based Management in the Independent Curriculum in West Lombok High Schools

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Abstract: This study aims to analyze the implementation of adaptive School Based Management with an independent curriculum in the Schools Mobilizer Program (SMP) education unit. The research employed a descriptive method with a qualitative approach. The research location, namely, 3 high schools implementing the Schools Mobilizer Program (SMP) in West Lombok. The respondents were school principals by were given instruments focused on implementing the Independent Curriculum, SBM, and supporting stakeholders and the obstacles they face. The data sources for this research were secondary data and observation, with the data analysis technique used as qualitative descriptive analysis. The results of this research showed that SBM was still very relevant to the demands of the times and the needs of society, because SBM provides broad autonomy to schools to involve the community to take part in determining school policies. Schools were given independence in managing human resources and financial resources by allocating them according to needs and priorities according to the school's strategic plan and operational plan, as well as developing organizational cultural values based on local wisdom to encourage community participation in order to grow and develop organizational culture and quality culture and form students who have character through the application of the noble values of the community where the school was located in accordance with the independent learning platform.

Introduction

Community involvement in school management is very important to strengthen schools and improve student achievement. Research shows that authentically engaged communities not only participate in school events but also help shape reforms, leading to improved school performance (McAlister, 2013). Equitable community engagement, involving students, families, and community members, especially those who have experienced disenfranchisement, can produce transformative benefits for schools and surrounding areas (DeMatthews, 2018). Effective engagement rests on a relationship of mutual trust between families and school staff, and building that trust is critical to successful community involvement in school management. The implementation of School-Based Management (SBM) cannot be separated from community involvement because SBM gives schools the freedom to carry out all activities related to the implementation of education and influence policies and orientation to achieve educational goals effectively and efficiently (Rosyida & Purwanto, 2022). Therefore, community involvement in school management is critical to building relationships, broadening perspectives, and ultimately improving the quality of education and student outcomes.

The implementation of School Based Management (SBM) in the Independent Curriculum involves providing greater autonomy to schools with the aim of improving the

quality of education. SBM provides opportunities for school principals, teachers and students to innovate and improvise in schools, related to curriculum, learning and managerial aspects. It aims to increase the efficiency of educational quality through independence and flexibility in managing existing resources (Amon & Bustami, 2021). The SBM concept gives schools the freedom to carry out all activities related to the provision of education to achieve educational goals effectively and efficiently. The implementation of SBM not only brings changes to the management system in schools but also influences policies and orientation to achieve educational goals (Rosyida & Purwanto, 2022). The MBS implementation process includes three stages: short term, medium term, and long term. Obstacles to SBM include school independence, participatory decision-making, and management transparency. Global trends in SBM show that MBS has become a global movement towards autonomy for shared decision-making and partnerships within school communities. The revised theoretical concept in SBM emphasizes the delegation of decision-making authority to the school level through the movement toward School-Based Management (Bandur, 2022).

The quality of education is one of the main goals of education, improving the quality of education cannot be separated from the 8 National Education Standards (Zulhalim, 2022). Several factors that become obstacles are cost standards, infrastructure standards, and management standards, in this case, school management. To overcome these obstacles, one of them is making a policy. According to the Minister of Education and Culture, Freedom of Learning is the direction of the ministry's policy and strategy, which aspires to (Dikti, 2020) provide high-quality education for all Indonesian people, which is characterized by high participation rates at all levels of education, quality learning outcomes, and equitable quality of education, both geographically and by socio-economic status.

In line with the development of National Education, Indonesia received a new spirit in the implementation of Law No. 23 of 2003 concerning the National Education System and Ministry of National Education No. 045/202 curriculum as guidelines (signs) for the implementation of education. The curriculum is dynamic, changing several times, starting in 1947, 1964, 1968, 1973, 1994, 1997, 2004, 2006, and finally, 2013, and now 2022 with the Prototype Curriculum or Freedom curriculum (Hartinah, 2020; Jayanti, 2021).

Schools are given independence in managing human resources and financial resources by allocating them according to needs and priorities according to the school's strategic plan and operational plan, as well as developing organizational cultural values based on local wisdom to encourage community participation in order to grow and develop organizational culture and quality culture and form students who have character through the application of the noble values of the community where the school is located (Huda, 2020).

One form of education decentralization policy is implementing a School-Based Management (SBM) (Jannah et al., 2023), which is an education management model that gives authority or independence to schools and encourages decision-making involving the participation of every school member. The choice of School-Based Management (SBM) will make it easier to achieve educational goals (Fajrin, 2004). SBM requires strategic plans that are capable of creating meaningful changes. Apart from the principal's leadership and school-based management, factors can affect the quality of education at school, one of which is the administration factor (Mustari, 2022), i.e., administrative managers require maturity in managing school administration patterns, agreeing with Fathurochman (2020), that school administration is the arrangement and utilization of school resources effectively and effectively in the implementation of education (Fathurrahman, 2020).

The School-Based Management Program is a form of collaboration between the Indonesian Government and world organizations, namely UNICEF and UNESCO (Sulaiman,

2009). Conceptually, this program is a form of policy that gives schools broad authority to determine school needs and programs by empowering existing resources inside and outside the school to improve the quality of education implementation in schools without ignoring the goals of National Education. The implementation of SBM takes place in educational units at both primary and secondary education levels in an effort to improve school quality. Mustari (2022) explains that the essence of SBM is autonomy and decision-making to achieve school quality targets.

The specific problem raised in this research was the need to improve the quality of education at West Lombok High Schools through the implementation of adaptive school-based management (MBS). The urgency of this research is driven by the Indonesian government's ongoing efforts to change the education sector from a centralized system to a system that supports school-based management.

School-Based Management (SBM) is a model of flexible school management and school autonomy where the school principal is the driving force for change, and the school is fully responsible for the progress of the planned program (Wiyono, 2019). Freedom curriculum and Freedom Teaching Platform were followed up with the implementation of the Freedom curriculum as a form of facilitation by the Ministry of Education and Culture through the Directorate General of Teachers and Education Personnel aimed at teachers, school principals, madrasa heads and heads of agencies in preparing for their involvement in the Freedom curriculum this year and into the future (Wisanti, 2021).

The Schools Mobilizer Program is an effort to realize the vision of Indonesian Education in realizing an advanced Indonesia that is sovereign, independent and with personality through the creation of Pancasila Students. The program focuses on developing holistic student learning outcomes which include competency (literacy and numeracy) and character, starting with superior human resources (school principals and teachers) (Lubis, 2019). The Schools Mobilizer Program is a refinement of the previous school transformation program. The Schools Mobilizer Program will accelerate public/private schools in all school conditions to move 1-2 stages further forward. The program was carried out in stages and integrated with the ecosystem until all schools in Indonesia become the Schools Mobilizer Program (Sumarsono, 2019).

National Education Standards in Indonesia have been regulated in Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards as amended by Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards. National Education Standards are the key to realizing a quality education system (Marini, 2019).

National Education Standards are minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. SNP coverage consists of 8 (eight) standards, namely: (i) graduate competency standards; (ii) content standards; (iii) process standards; (iv) educational assessment standards; (v) educational staff standards; (vi) facilities and infrastructure standards; (vii) management standards; and (viii) financing standards (Adriyawati, 2020; Juffrie, 2020).

Curriculum development was carried out by referring to national education standards to realize national education goals. The standards referred to in curriculum development are Graduate Competency Standards, Content Standards, Process Standards, and Educational Assessment Standards (Gaol, 2023). The quality of Indonesian education still needs improvement. This looks at the ranking of *World Population Review* 2021, which places this country in 54th place out of 78 countries included in the world education ranking (Wibowo,

2020). The quality of education requires appropriate management so that the target of achieving quality is achieved, marked by high student moral values, graduation rates, and competency levels, sufficient professional teaching and education staff who are able to adapt to current developments (Bahtiar, 2020).

The novelty of this research lies in the application of adaptive SBM in an independent curriculum, which aims to provide schools with greater autonomy and flexibility in decision-making while ensuring alignment with the national curriculum framework. This research seeks to address the knowledge gap regarding the effectiveness of adaptive SBM in improving the quality of education at West Lombok High School, as well as provide insight into the challenges and opportunities for implementing adaptive SBM in an independent curriculum.

Research Method

The research employed a descriptive method with a qualitative approach (Sugiyono, 2018). The data source in this research was secondary data using a literature study approach and observations at several educational units in East Lombok Regency. Qualitative research determined the focus, which is determined to be the research focus was the educational unit implementing the Schools Mobilizer Program (SMP) of 3 high school schools starting from the first stage in 2021 to the third stage in 2022, where the SMP received assistance and intervention from the ministry and regional Government in the form of support both material and non-material and must implement an independent curriculum.

In this case, researchers would look at the successes, progress, weaknesses and obstacles faced by educational units implementing SMP in information data sources and documents. Existing data sources must be checked first, then researchers can describe the findings in the field (Mustari & Rahman, 2012). In line with the development of program implementation, of course many things need to be explored and studied to what extent the implementation of SBM in independent curriculum. The independent curriculum itself has just been implemented and is mandatory for SMP. The respondents were school principals who implemented the Schools Mobilizer Program by being given instruments focused on implementing the Independent Curriculum, SBM, and supporting stakeholders and the obstacles they face.

This research was carried out at three high schools in West Lombok Regency. The three high schools were implementing the Schools Mobilizer Program (SMP). Determining the location cannot be separated from the problems in this research, so it is very appropriate and interesting to study and research in depth because the school has implemented SMP and has received intervention from the Ministry of Education and Culture. In this research, secondary data sources were used, consisting of (1) Legal products: National Education System Law, Minister of Education and Culture Regulation, and technical instructions issued by the Ministry of Education, Culture and Research and Technology, as well as other related policies. (2) The policy of the regional Government, the Governor, and the Head of the Provincial Education Service in supporting the central Government to collaborate to intervene in the Schools Mobilizer Program (SMP) in West Lombok Regency. (3) SMP school policy and stakeholders in supporting and collaborating on the implementation of independent learning episode 7, namely the Schools Mobilizer Program.

To obtain data that is relevant to the problem being researched and linked to the qualitative type of policy research, the data collection technique begins with tracing educational legislation, Permendikbudristek, and documents deemed relevant to the main problem being studied, then continues with an assessment, of the problems studied by

analyzing the implementation of regulations and conducting observations/surveys (Maxwell, 2008). The data analysis technique in this research uses a qualitative description, namely data obtained from a literature study, after which it is selected based on the problems seen with the applicable provisions, then concluded to obtain answers to the problems (Sugiyono, 2009).

Results and Discussion

The Results Based on Basic Education Data, the number of educational units in West Lombok Regency based on educational unit levels is as follows: Senior High Schools (SMA) in West Lombok Regency total 29 high schools consisting of 15 public high schools and 14 private high schools, of the 29 high schools there are only three high schools which implement the Schools Mobilizer Program (SMP). Data on the Mobilizer Schools in West Lombok Regency is as in Table 1.

Table 1. West Lombok Regency Data on Schools Mobilizer Program

No.	Generation	Educational Unit Level					Sub-Total
		Pre-Elementary School	Elementary School	Junior High School	Senior High School	Special Education School	
1	First	0	0	0	0	0	0
2	Second	4	18	5	3	0	30
3	Third	7	19	4	-	1	31
	Total	11	37	9	3	1	61

Source: NTB Provincial Quality Assurance Institute 2021

The Schools Mobilizer Program (SMP), which implements an independent curriculum at the secondary school level, is State Senior High School (SMAN) 1 Gerung, SMAN 1 Gunungsari and SMAN 1 Sekotong; these three schools have received intervention for two years starting in 2022 and 2023 from both the central Government and regional Government so that these schools It is hoped that there will be a change or increase in level (Zohriah et al., 2023). The aim of implementing SBM is also intended to provide broader autonomy to schools in making decisions to improve educational services, such as the reasons stated above for changes.

Table 2. Education Quality Report of 2019-2020

	Year	2019		2020	
No.	National Education Standard	Public	Private	Public	Private
1	Towards NES 1	0	0	0	0
2	Towards NES 2	0	0	1	1
3	Towards NES 3	0	0	0	1
4	Towards NES 4	2	11	12	8
5	NES	11	0	0	0
	Total	13	11	13	10

Source: Education Quality Assurance Institute 2021 Modified Results

Data from the Education Quality Assurance Institute in 2021 shows that education units at the Senior High School (SMA) level in West Lombok Regency in 2019 showed National Education Standards (NES) at 13 high schools, both public and private, while in 2020 there was a decrease from NES 1 to NES 4 consists of 12 public high schools for two years, decreasing to NES 4 and 1 public high school leading to NES 2, while eight private high schools leading to NES 4, NES 3 and NES 2. Overall, based on the data above, it shows that there is a decrease in National Education Standards, caused by the Covid-19 pandemic.

For 2020, the Education Quality Report Card was replaced with the Education Report Card, which is to measure the learning process as a reflection or evaluation of the Education Unit during one school year where the Education Report Card is for 3 High Schools with the Schools Mobilizer Program (SMP) in Lombok Regency. Achievements of High School education unit indicators: Results of the National Assessment, Learning Environment Survey, Alumni Survey and other surveys, showing the quality based on the 2023 education report cards from three high schools with the Schools Mobilizer Program in West Lombok Regency showing an increase in the quality of education by indicators of increasing student abilities in literacy and numeracy in addition to indicators of teacher portion and instructional leadership (Nelson Dowansiba, 2022). The main characteristic of the Schools Mobilizer Program is that it focuses on developing holistic student learning outcomes, which include literacy and numeracy competencies, as well as character, with superior human resources of school principals and teachers (Rodiyah, 2021).

Based on the recommendations in the education report card, in order to improve the quality of education, it is necessary to increase teacher competency.

The principal's policy focuses on increasing the competency of teaching and education staff in improving the quality of education, especially in the Schools Mobilizer Program (SMP) activities, especially in learning, namely the Program of Strengthening Pancasila Student Profile (Interview with LS, Principal of Senior High School, May 2023).

Table 3. Comparative list of 4 achievement indicators for three high school level of Schools Mobilizer Programs in West Lombok Regency

No.	School Name	Literacy	Numeracy		Teacher Portion		Leadership	
		2023	2022	2023	2022	2023	2022	2023
1	SMAN 1 Gunungsari	60%	48.89%	40%	26.67%	3%	3.7%	55.77%
2	SMAN 1 Gerung	77.78%	66.67%	44.44%	46.67%	1.56%	1%	74.52%
3	SMAN 1 Sekotong	42.22%	28.89%	28.89%	11.11%	79.1%	20%	51.47%

Source: Modified 2023 Education Report Card

Based on the 2023 Education Report for the three Education Units implementing the Phase 2 Schools Mobilizer Program (SMP) in West Lombok Regency as follows; 1. SMAN 1 Gunungsari 2. SMAN 1 Gerung and 3. SMAN 1 Sekotong in West Lombok Regency, West Nusa Tenggara Province.

The above table shows the four indicators of the Education report in the three high schools that implement the District Mobilization School Program. The condition of West Lombok varies. Here, SMAN 1 Gerung was more prominent compared to 2 schools of SMAN 1 Gunungsari and SMAN 1 Sekotong seen from 4 indicators. However, the instructional leadership indicator shows a decrease from 79.53 to 74.52. So, other indicators decreased, while SMAN 1 Gunungsari showed an increase in 3 indicators except for the proportion of driving teachers which decreased from 3.7 to 3 but the literacy indicator increased from 48.89% to 60% for numeracy also increased from 26.67% to 40%. In contrast, SMAN 1 Gerung for Literacy from 66.67% to 77.78% the highest of the other 2 SMANs in 2023, as for numeracy from 44.44% to 44.44% but in Instructional Leadership experienced a decrease from 79.53% to 74.52% around 5.01% likely due to by the change or mutation of leadership.

For SMAN 1 Sekotong, it shows the stability of all education report card indicators, increasing from 2022 to 2023, namely literacy from 28.89% to 42.22%, while numeracy is

11.11% to 28.89%, while the share of driving teachers is from 20% to 79. 1% experienced a very prominent increase, namely 59.01%; this was due to teacher motivation in taking part in the driving teacher selection largely due to the encouragement of the principal as instructional leadership, which can be seen in the leadership indicator, which previously showed an increase from 42.8% to 51.47%.

The table shows that the four main indicators are instructional leadership because this leadership influences all the indicators on the education report card (Withers, 2019). The results of data and information analysis carried out through observations and interviews at SMAN 1 Gunungsari show that all school programs can run with the existence of instructional leadership. The function of the school principal is very important, especially in supervision. The teacher conveyed this as an informant as follows:

> In managing a Schools Mobilizer Program, leadership or a school principal is needed who has a vision and mission for the future and can provide assignments to all stakeholders through activities and the most important thing is supervision. After there was a change in principal, the programs decreased, as seen from the previous education report. This happened at SMAN 1 Gunungsari. (An interview with SA, Deputy Head of Curriculum of the School, May 2023).

In line with what was said by another teacher:

> "Instructional leadership is very important in leading the principal's education unit as a manager as well as an evaluator. SMAN Gunungsari is indeed a favorite school with academic and non-academic achievements, apart from local level achievements, up to the national level" (An interview with AM, Teacher, May 2023).

In the results of research involving three high schools in West Lombok Regency as implementers of the 2nd phase of the Schools Mobilizer Program (SMP), interesting findings need to be analyzed in more depth. The research focus focuses on four indicators of educational report cards, namely literacy, numeracy, the share of driving teachers, and instructional leadership (Zulirfan, 2020). The following is an analysis referring to relevant educational theories.

First, instructional leadership and its influence on other indicators. Supporting theory asserts that instructional leadership, which involves the principal's guidance, motivation, and support for teacher and student development, can influence overall performance (Rahdiyanta, 2019). It can be seen that the decline in instructional leadership at SMAN 1 Gerung has an impact on the decline in other indicators. On the other hand, increasing instructional leadership at SMAN 1 Gunungsari and SMAN 1 Sekotong is positively correlated with increasing literacy, numeracy, and the share of driving teachers.

Second, the effect of changing school principals on the Schools Mobilizer Program. Educational organization and management theory emphasizes that school principals with good vision, mission and managerial skills can lead change and improve the quality of education (Ilyas, 2019; Mahmudiono, 2020). The change of principal at SMAN 1 Gunungsari shows a negative impact on the Schools Mobilizer Program, in accordance with the theory that weak leadership or inconsistent vision can hinder the effectiveness of educational programs.

Third, the influence of teacher motivation on performance in the driving teacher program. Motivation theory in the educational context emphasizes the importance of teacher motivation in improving the quality of teaching and participation in school programs (Kawaguchi-Suzuki, 2019). The increase in the share of driving teachers at SMAN 1 Sekotong reflects high teacher motivation driven by good instructional leadership. It is in accordance with motivation theory and shows a positive correlation between teacher motivation and the success of the driving teacher program.

Fourth, program stability and its relationship with instructional leadership. Organizational change theory states that stability in educational programs can be achieved with stable and focused leadership (Marfuah, 2022). SMAN 1 Sekotong shows stability in all indicators, indicating a positive relationship between strong instructional leadership and program success. This is in accordance with the theory of organizational change.

Fifth, the importance of supervision in instructional leadership. School management theory emphasizes the importance of supervision as one of the instructional leadership functions to ensure that school programs run in accordance with the vision and mission (Bandur, 2022). The conclusion from the interview with the Deputy Head of Curriculum shows that the lack of supervision after the change of principal could be the cause of the decline in performance at SMAN 1 Gunungsari.

By combining empirical findings and educational theory, strong instructional leadership, high teacher motivation, and leadership stability contribute to the success of school programs. Changes in school principals need to be managed well so as not to disrupt the sustainability and success of the program (Sahami, 2020; Yohana, 2021). Therefore, educational leaders are expected to understand the crucial role of instructional leadership in achieving the desired educational goals.

Research regarding the implementation of adaptive school-based management (MBS) in the independent curriculum at West Lombok High School has several conceptual and policy implications. Conceptually, this research highlights the importance of adaptive SBM in improving the quality of education in secondary schools. This study provides insight into the challenges and opportunities of implementing adaptive SBM in an independent curriculum, which can be an input in future policy-making regarding school-based management. This research also emphasizes the need for greater autonomy and flexibility in decision-making at the school level to address specific learning needs and problems in the community.

The policy implications of this research include the need for policymakers to prioritize the implementation of adaptive SBM in secondary schools to improve the quality of education. This study shows that adaptive SBM can produce better school operational governance, increase parent and community involvement, and improve school resource management. Policy makers must also consider the challenges of implementing adaptive SBM, such as ensuring quality programs and projects, maintaining accountability, and measuring student outcomes. This research highlights the importance of ongoing monitoring and assessment of SBM practices to ensure their effectiveness in improving school performance. Overall, this research underscores the importance of adaptive SBM in improving the quality of education in high schools and provides insight into the challenges and opportunities of implementing SBM in an independent curriculum.

Conclusion

The implementation of School-Based Management (SBM) is still relevant today even though the Independent Curriculum has been implemented with a Schools Mobilizer Program (SMP) in educational units, both primary and secondary education. Overall, the implementation of SBM still requires flexibility in the management of educational units, especially the role of the school principal or instructional leadership, which is very important as a motor for implementing SMP. Then, not all schools can understand the importance of implementing SBM in the Independent Curriculum, especially in SMP. SBM needs to be synergized with the Independent Curriculum in SMP because SBM is still relevant in supporting the implementation of the Independent Learning policy. The data for the Schools

Mobilizer Program (SMP) schools that implement the Independent Curriculum at the secondary school level are SMAN 1 Gerung, SMAN 1 Gunungsari, and SMAN 1 Sekotong. These three schools have received intervention for two years, starting in 2022 and 2023, from both the central Government and regional Government, so that the school is expected to have changes or improvements to the previous level. School-Based Management (SBM) has become part of the development strategy, quality improvement and quality of education. By implementing and implementing School Based Management (SBM), it is hoped that schools can make changes to the quality of education in all aspects.

Recommendation

School-Based Management (SBM) remains relevant today even though the Freedom Curriculum has been implemented in the Schools Mobilizer Program (SMP). SBM aims to empower schools to manage and provide appropriate responses to learning needs and problems in their respective communities, addressing improved learning outcomes through effective schools. Researchers convey recommendations to school stakeholders that schools continue to implement SBM even though there is a SMP, but more so that schools manage educational units with collaboration between the learning community and the relevant education agencies. The education department is in line with its commitment to provide support and evaluation in the implementation of SMP. The function of the PMO must be more empowered as a forum for coordination and communication between educational units, regional government (Department of Education), and central government (Ministry of Education). Researchers recommend that SMP-implementing high schools in West Lombok Regency implement the agreed Independent Curriculum. The NTB Province Department of Education, Culture, and Sports is committed to supporting and improving the quality of education through the SMP program. The sustainability of the SMP must be supported by the regional Government even though the central Government's intervention has finished. Therefore, the Regional Government must monitor the continuation of the SMP activities.

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