
Research Article

Implementation of School Based Management to Improve Education Quality (Case Study in Special Schools)

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ABSTRACT

School-based Management is the most appropriate alternative concept for the concept of granting authority to schools by making it easier to implement educational services that accommodate children with special needs. This study aims to describe school-based management including the application of school autonomy; organizing creative and fun active learning; fostering community participation; and educational quality achievements. descriptive qualitative phenomenology with a case study design in SLB-A Negeri 3 Martapura, Banjar Regency. Data collection techniques used interviews, observation, and documentation. The results showed that schools implemented school autonomy in implementing school regulations regarding the discipline of all school members. innovative learning is PAKEM learning that applies the strategy and role of the teacher in learning. Fostering community participation through developing school plans, establishing regulations, and solving problems. The quality of education consists of academic and non-academic achievements. The advice given to school principals is expected to maintain and further increase the involvement of teachers, parents, and the community in formulating school policies and programs.

Keywords: Special education, SLB, SBM, school-based management, education quality

Introduction

Education is the most basic human right, including children with special needs. It is because all school-age children were entitled to an educational program, meaning that students with special needs were no more separated from other students in terms of defining their basic right to an educational program (De Witte et al., 2019). The amended 1945 Constitution has provided guarantees to them as stated in Article 31 paragraph (1). According to Mudjito et al. (2013) The spirit of the 1945 Constitution above is in line with the call of the United Nations Educational Scientific and Cultural Organization (UNESCO) regarding International Education for All (EFA) which is a global agreement from the Forum in Dakar-Senegal. The result is

the agreement for the completion of the EFA. Furthermore, Tarmansyah (2007) explained that the government's policy in completing the compulsory education of nine years of basic education was announced by UNESCO as a global agreement as a result of the World Education Forum in Dakar Senegal.

The Education for All paradigm (education for all) is an effort to fulfill the need for education as a minimum human right at the basic education level. There needs to be a coalition of various parties to meet the basic education needs of all (adolescents and adults). In this sense, special education engages a group of children with increased utilization of services related to education (Sicen et al., 2007). The reasons that underlie countries in the world in

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realizing Education for All are the increasing workforce of children who have lost their education and their future.

Law Number 20 of 2003 concerning the National Education System and reinforced again in the Law of the Republic of Indonesia Number 8 of 2016 concerning Persons with Disabilities Article 40 paragraph (1) The Government and Local Governments are required to organize and/or facilitate education for persons with disabilities in each route, type, and level of education according to their authority.

The above indicates that the government provides expanded access to education for children with special needs and provides assurance and convenience in education, one of which is through special education or special education. This is following the statement in The Salamanca Statement and Framework for Action on Special Needs Education article 2 paragraph (3) which states that those with special needs must have access to schools that must accommodate them within the framework of child-centered pedagogy. which can meet these needs (Mudjito et al., 2013). To achieve this goal, it is important to identifying, enumer-ating, and locating the special population living community (Ringel et al., 2009), especially the children. The expansion of this opportunity is one of the government's efforts to improve the quality of education in our country.

More clearly, Hallahan and Kauffman (2006) have various options for providing education for children with special needs, namely: 1) regular class only; 2) regular class with consultation; 3) itinerant teacher; 4) resource teacher; 5) diagnostic-prescriptive center; 6) hospital or homebound instruction; 7) self-contained class; 8) special day school, and 9) residential school. Besides, the essential features of special educa-tion for students with learning disabilities are the influence of monitoring progress, providing explicit and systematic instruction, understand-ing the critical factors associated with progress in academic areas such as reading and math (Vaughn & Linan-Thompson, 2003). Special Schools (SLB) are schools intended for children with special

needs that cannot be matched with other children. Special Schools (SLB) consist of several types according to Pratiwi & Murtiningsih (2013) namely: (1) Part A Special School, namely SLB for blind people; (2) Special Special School Part B, namely SLB for deaf people; (3) Special Special School Part C, namely SLB for mentally retarded patients; (4) Special School Part D, namely SLB for people with physical disabilities; (5) Special Special School Part E, namely SLB for people with disabilities; (6) Part G special schools are special schools for people with disabilities. Thus, funding is important as well to provide special schools for children with special need (De Witte et al., 2019b)

The government strives to improve the quality, efficiency, and equity of education in Indonesia by granting authority to local governments to manage several of their affairs independently, including one of which is education. Law Number 32 of 2004 concerning Regional Government has outlined that the granting of authority and discretion to the regions is intended to implement and regulate the interests of local communities according to their initiatives based on community aspirations following laws and regulations that mandate the delegation of authority from the central government to regional governments. This is in line with the fact that focusing on the environment and the role of practitioners has the potential to improve the inclusion out-comes for older learners with disabilities (Maciver et al., 2018).

School-Based Management (SBM) is an alternative to the concept of empowering schools. This is the case in special and inclusive education, based on the General Guidelines for the Implementation of Inclusive Education states that to optimize educational services in schools, the implementation of inclusive education in its management requires the following: 1) schools implement a management system school-based and 2) teachers can optimize the role of parents, professional staff, professional organizations, non-governmental organizations (NGOs) and school committees in learning activities in schools (Zakia, 2011). Besides,

focusing on children attending school is important as well, for learning disabilities encompass varied dis-orders associated primarily with the difficulty of learning (Mather & Ofiesh, 2005).

In special education that implements School-Based Management (MBS) to improve the quality of education. In the process, the Special School (SLB) increases the efficiency, quality, and equity of education. According to Mulyasa (2007), the School-Based Management Process, efficiency is obtained through the flexibility to manage existing resources, community participation, and simplification of the bureaucracy. Improved quality of education is obtained through parental participation, flexibility in school management, increased teacher professionalism, rewards and punishments as controls, and other things that can foster a conducive atmosphere. Equitable education can be seen in the growing participation of the community, especially those who are able and caring, while what is lacking will become the responsibility of the government.

The concept of improving the quality of school-based education appears within the framework of a school-based management approach. In essence, SBM will bring progress in two interdependent areas, namely, first, the intention of educational programs and services

to parents, students parents, students, and the community. Second, the quality of the work environment for all members of the organization (Nurkolis, 2003). Hence, the educators will need to make placement decisions considering the resources available in their school, in addition to the skill level of the students they work with, to make proper decisions regarding the least restrictive environment (Ford, 2013).

In the relationship between School-Based Management (MBS) and improving the quality of education, Hasbullah (2006) explained that School-Based Management (MBS) is a management model that provides greater autonomy to schools and communities to meet school quality needs or achieve school quality objectives within the framework of National Education. Therefore, the essence of School-Based Management (SBM) is school autonomy with flexibility and participation to achieve education quality goals. Also, interventions are more effective at improving student performance and learning when social norms and in-tertemporal choices are factored into the design of education policies (Masino & Nino-Zarzazua, 2016).

Indicators of the success of School-Based Management in special education were developed as follows:

Table 1. Indicators of the success of SBM in special education

Dimensions	Indicator
The principal of SLB School	Transparency (principle of openness)
Class / teacher	PAKEM learning and enhancing the abilities of special students
Curriculum	Flexible, namely the official curriculum and local content curriculum and according to the needs of students
Society participation	Joint decisions (policies) through the active participation of parents in both committee forums, as well as activities with parents and schools
School organization	Provide management in achieving school goals
	Develop plans and formulate policies for schools in an autonomous manner
	Manage school operational activities
	There is effective communication between the school and the community (school community)
	Organizing community participation
<i>To be continued.....</i>	Ensuring the maintenance of schools that are accountable to the community and government

Dimensions	Indicator
Administrative resource management	Identifying the resources needed and allocating these resources according to school needs both administratively and learning
	Manage the school environment
	Provide administrative support
Teaching and learning process	Manage and maintain buildings and other infrastructure
	Improve the quality of the PAKEM learning process and suit the needs of students
	Developing a curriculum that is appropriate and responsive to the needs of each student, community, and school
	Carry out active teaching
Human resource conditions	Providing development programs tailored to the needs and abilities as well as the future of students
	Empowering staff and placing personnel who can serve the needs of students
	Select staff who have skills in school-based management
	Provide activities for achievement development for all staff
	Ensure the welfare of staff and students
Students	Organizing forums or discussions to discuss school progress (school performance)
	There are no students who drop out, stay in class
	Students attend school and are happy
	Learning becomes the main focus
	Increasingly explorative, creative, innovative, and integral

The impact or influence of SBM on schools to improve the quality of education, among others: SBM creates a high sense of responsibility for school members through more open school management. The openness of SBM increases the trust, motivation, and support of parents and the community for the school. The implementation of Active, Creative, Effective, and Fun Learning (PAKEM) will increase the percentage of student attendance at school because they feel happy and comfortable learning. Supporting adequate operational costs will support the implementation of programs that have been jointly arranged between the school and the community (Hamid, 2013). The researcher took the location at SLB-A Negeri 3 Martapura because the location was motivated by the suitability of the topic in this study, this location shows that the institution has implemented school-based management, especially in special schools.

The research objective of this research is to de-scribe in-depth and analyze in detail about: Describe in-depth and analyze in detail about: (1) applied school autonomy which includes performance opti-mization, management of learning resources, profes-sionalism of educational personnel, as well as facili-ties and infrastructure and types services to students and parents; (2) implementation of innovative learn-ing efforts made by schools in designing active, crea-tive, effective and fun teaching and learning process-es to enable students to learn smoothly and success-fully; (3) implementation of participatory decision-making by school members, community organiza-tions and community members involved by schools in the education process at schools; (4) the achieve-ment of the quality of education in schools on the results of student graduation obtained during the period applied school-based management.

Material and Methods

This study used a phenomenological qualitative descriptive approach with a case study design in SLB-A Negeri 3 Martapura, Banjar Regency. The subjects of this study were 10 teachers and school principals. The primary data sources in this study were the principal, teachers and this will be strengthened by the opinion of the committee and parents of students who were randomly selected as a secondary data source. The sampling technique used purposive sampling.

Data collection techniques used direct observation, in-depth interviews, and documentation. Data were analyzed using qualitative data analysis stages, namely data reduction, data display, and data verification. Data analysis using content analysis with Miles and Huberman's model. Testing the validity of the data used in this study in the analysis of research data, using techniques: credibility (degree of trust), dependability (dependence), and confirmability (certainty).

Results and Discussion

The application of School-Based Management encourages schools to be active, independent, open, and accountable through various programs to improve the quality of education according to the needs of the school independently adjusted to the needs and conditions of the school along with participatory decision making.

Implementation of autonomy

Autonomy or school authority in regulating and managing its school, independent of other parties. Independence in school programs and funding is the main measure of school independence which is continuously expected to ensure the sustainability of the school (Mahmud, 2015). Another opinion by the characteristics of school-based quality improvement management can be seen by how the school can optimize its performance. Some of the works that can serve as a reference are the learning process, management of learning resources, professionalism of education personnel, and the overall administrative system (Aziz, 2015). The implementation of school au-

tonomy in SBM to improve the quality of education in SLB-A Negeri 3 Martapura with areas of authority to be observed include (1) optimization of school performance; (2) management of learning resources; (3) professionalism of educational personnel; (4) facilities and infrastructure; and (5) special services for students and parents of students.

The findings in SLB-A Negeri 1 Martapura regarding the optimization of school performance were that the principal provided discipline through online attendance through fingerprints. So that the principal can supervise teacher attendance and give warnings to teachers, the principal gives rewards to teachers in improving the quality of education in schools. The principal oversees the course of learning, the activities of teachers and students in learning, various ways to improve teacher discipline both attendance, learning tools, and the learning process.

This is in line with the findings of Hernita's (2018) research in School-Based Management (SBM) which is interrelated with the development of school culture and creating a positive culture in the school environment. this is formed with the discipline of students and teachers in the school environment. Another study by Ibrahim (2015) states that the principal in implementing SBM at SD Negeri Sakti Pidie has made planning, implementation, and disciplinary supervision of teachers and students run according to the provisions. Every school activity, both extracurricular and extracurricular activities, the principal always keeps an eye on its progress.

The findings regarding the management of learning resources are that learning resources at SLB-A Negeri 3 Martapura are complete and meet the needs of students in the form of books, magazines, books supporting literacy activities through poetry, learning media in the form of props, embossed maps, introduction to mathematics and emerging media and teacher innovation media as a learning medium. Completeness of books in the library is direct assistance from the government through BOS funds, the Mitra Netra foundation, and the BLBI Abiyoso Library in fulfilling braille books and other media for students. learning resources are fulfilled

by the government, school committees, and donations from parties related to the provision of special education. The results of the research findings above are in line with the explanation from Sanjaya (2008) regarding the importance of learning resources in learning resource activities in learning activities. Learning resources relating to something that allows students to gain their learning experience, including the physical environment such as a place to learn and materials and tools for all personal use, be it teachers, librarians, or media experts, because anyone who influences directly or indirectly for success in the learning experience of course.

The findings regarding the professionalism of the education staff are on the specialists' teacher graduates, the equivalence of teachers who are not extraordinary graduates, and experienced as In House Training (IHT) trainers regarding the training activities they participate in. Teachers and school principals participate in national level competitions to improve competence and participate in international seminars. These findings are in line with research by Lawotan (2019) on the Implementation of School-Based Management (SBM) in improving teacher professional competence, the principal as a leader gives full responsibility to teachers to plan, implement and develop programs related to increasing their professional competence. School principals involve teachers in training activities (education and training), seminars, workshops, and technical guidance to broaden teachers' insights in increasing their professional competence through the implementation of School-Based Management (MBS). The quantitative findings by Junaidi (2017) show that teacher professionalism affects the implementation of School-Based Management. This means that if the professionalism of teachers is improved, the implementation of School-Based Management will run well. School-based quality improvement (MPMBS) requires teachers who have broad knowledge, maturity, and can move to improve the quality of education. Therefore, it is necessary to improve the professional quality of a teacher, both formally and informally. A formal improvement is an increase in quality through education in

various courses, schools, or lectures at universities or other institutions related to their professional fields. Also, formally teachers can improve the quality of their profession by obtaining information from the mass media (newspapers, magazines, radio, television, etc.) or books following the relevant professional field.

The findings regarding the educational facilities, the condition of the facilities and infrastructure in SLB-A Negeri 3 Martapura are quite adequate, this can be seen from the classrooms with the number of students, the class conditions. The teacher room is integrated into the administration and operator room. Meanwhile, the principal's room becomes one building with the teacher's room. Another condition is that the teacher's room is more indented from the front fence so that if there are guests they have to go further, but the facilities and infrastructure do not affect the course of learning activities at SLB-A Negeri 3 Martapura. In line with the findings of Hijrah and Saway (2019) regarding facilities and infrastructure that influence the success of the learning process and maximize support for the achievement of successful education in schools, especially in the application of SBM. The implementation of the learning process involves several important aspects including facilities and infrastructure. Facilities and infrastructure function as support for the learning process or as facilities needed in the learning process to achieve effective and efficient educational goals.

The findings regarding special services for parents and students are that schools provide special services for new and transfer students by learning mobility and easy access to infrastructure in schools. Meanwhile, special services for low-class parents at the beginning of the school year are permitted to wait for the child while at school but are given 3 (three) months. The committee works closely with the school in providing knowledge to parents in providing services and education at home.

Organizing creative and fun active learn-ing

The MBS program is expected to create a school culture that encourages students to become skilled and responsible citizens. Through

an active and participatory approach or PAKEM learning, children learn to cooperate well, have the courage to express their opinions politely and politely, are tolerant of accepting other people's opinions, and openness that will encourage someone to behave honestly. The school culture that you want to develop through SBM is: a) Religious Culture, b) Clean and Healthy, c) Polite and Courteous, d) Disciplined, e) Reading Culture, and f) A Loving Culture of Saving (Mawardi, 2019). In the context of learning activities at schools with special needs, it consists of learning strategies and the role of teachers.

Findings regarding learning strategies regarding innovative strategies in the 2013 curriculum that were developed using educational programs for blind students. Learning devices are used with thematic learning but delivered in braille. The methods used are discussion, the direct practice of question and answer, drill, and Fernald's method with applied media to optimize other senses.

Strategies that are applied to increase independence are things or circumstances that can stand alone without depending on others. According to Sriwijayanti (2017), independence (self-reliance) is a word that is easy to say but difficult to do, if you look at the measure of independence itself, you still have a different perception. Providing technology for blind people in the digital era like today. The working system of providing technology to masters who play a role in increasing human resources in the economic sector and independence has been structured clearly and systematically. Technology provision can indirectly help blind people express their creativity, opinion, experience, and inspiration in the field of writing. Also, the use of technology can make the teaching and learning process become more fun and help the students to improve their learning achievement (Dalle & Mutalib, 2018).

In the implementation of learning activities in SBM, a professional teacher must first be able to plan a teaching program. Then carry out the teaching program properly and evaluate learning outcomes so that they can achieve learning objectives. Also, a professional teacher will produce students who can master

knowledge in both cognitive, affective, and psychomotor aspects (Suprihatin, 2017). Another study by Trianto, Sumadi, & Ambarita (2013) states that PAKEM activities at SMP Negeri 1 Palas are the right steps to achieve learning objectives because PAKEM can make students active and creative in participating in learning and feel happy. With a pleasant atmosphere, students find it easier to digest the material presented, students are more active and creative to build their knowledge (Purwanti, Suriansyah, Aslamiah, & Dalle, 2018).

The strategy is applied by combining approaches and teaching methods to students that are centered on students, conveyed in a fun way, and with the hope that students can achieve certain abilities (competency-based learning). The strategy taught is the result of teacher innovation in improving the abilities of students and developing the talents of students with special needs. It is in line with the results of Adnan's (2017) research that the method construction in the learning process is the PAKEM method which is known as learning, active, innovative, effective, and fun. For this reason, teachers as teaching staff can understand the urgency of this method so that learning in class will be better.

The findings regarding the role of teachers are in innovative learning, namely teachers as modifiers, facilitators, and mentors and motivators as well as conveying messages in learning media. Career guidance is carried out by the teacher as well as conveying existing media to students, the teacher also plays an active role, the teachers know how the school environment is as a facilitator to introduce literacy to students. This is following the opinion of Sardiman (2011) that teachers as mediators, teachers do not only act as mediators or provide a way out of all the ignorance of information that students feel, mediators can also be interpreted as media providers.

Findings regarding career guidance for children with special needs (blind) as a teacher's effort to provide further education or career continuity to students in the future. These findings are in line with the results of Kamaruddin's research (2019), namely the implementation of Career Guidance for Blind Children at

the Pinrang Special School. About career guidance that seeks to provide opportunities for blind children, namely: academic guidance, vocal training, Al- reading, and writing guidance. Braille Qur'an, massage skills, learning services, content mastery services. In another study by Rofiah (2015) tutoring for children with special needs, the teacher must use the principles of guidance including the principles of the whole child, reality, dynamic, equal opportunity, and cooperation. As long as children with special needs are in education, guidance for mastering various skills according to the condition of his disability, mental abilities, talents, and interests. These skills will be a provision for his future life in society so that not all of his life depends on other people and can live naturally like other members of society.

Community Participation Development

The school's relationship with the community aims to maintain the continuity of the school, improve the quality of education, and get help and support from the community to develop and implement school programs (Warsilah & Wijayanti, 2015). In fostering community participation in schools that implement School-Based Management, which consists of 1) fostering participation in parental / community mentoring; 2) fostering parental participation in school decision making; and 3) implementation of participatory decision policies.

The findings regarding fostering participation in parental / community mentoring are that they have made efforts to increase the responsibility and participation of the community in the delivery of education in schools. The committee assists schools in providing health services, skills, and training for independence to students. The committee assists schools by providing educational information and knowledge to parents about their students. The community helps students in accessing public facilities and other information. Assistance with certain parties by collaborating with students with Lambung Mangkurat University regarding the availability of the University in accepting blind students through disabilities. This finding is in line with the results of Ismail's (2008) research, namely the empowerment of

all educational resources, including participation and empowerment of parents and communities to develop education. The existence of a school board (committee) that organizes the provision of facilities and contribution of thoughts and supervision in the management of education. SBM is implemented with the main purpose of improving the quality of education. Another study by Rizalie (2016) on participatory decision making involves school members and the community in decision making. The forms of decision making are as follows; (a) involving school members and the community as a whole, (b) involving school members and school committees, (c) involving only school residents, and (d) involving only the principal and vice-principal. The difference in the involvement of the parties in this decision making is influenced by (1) the scope of the problem to be resolved, (2) the availability of time for problem-solving, (3) the principal's leadership style, (4) past experiences.

School relations with the community through the school committee so that educational efforts are carried out optimally and in collaboration with the committee in providing educational services to students. It is in line with the results of Amanah & Nurhikmahyanti's (2014) research that by implementing School-Based Management at SDN 2 Sidokumpul Gresik that is carried out in a transparent, independent, open manner and establishes cooperation between the school and the guardians of students. Another study by Sulasmono & Murjini (2017) by the performance of the school committee as an advisory agency at SD Negeri Sukomarto Jumo Temanggung is good. His active role is in providing consideration and input to school planning, program implementation, and resource management. This improves academic and non-academic achievements.

The findings regarding school decision-making in School-Based Management at SLB-A Negeri 3 Martapura implemented through the role of the school principal in implementing SBM were very important in decision making. At SLB A Negeri 3 Martapura always involves the community such as the community, school

committees, and parents or guardians of students (paguyuban) in making decisions such as the admission of new students, student graduation, and determining KKM. Every school program and funds are always reported to the school committee, the school usually invites parents to the meeting. Through bulletin boards, reports, and school activity plans, schools usually inform the school program that has been implemented, and also provides a suggestion box so that the community cares and believes in what the school is doing. However, only a part of the community participated in attending activities held by the school. This is in line with the results of Churdaini's (2020) research that school participation in improving the quality of education at SMP Negeri 17 Purworejo is carried out by involving related stakeholders. They are involved in planning and establishing school policies. Active participation or participation is needed to assist the implementation of education.

The role of the principal has always been to try to apply the main principles of SBM, namely school autonomy and participation of school members in decision making and implementation (Lurah & Haryanto, 2014). In the context of implementing school participatory decision policies, there are several actions that schools need to take to overcome problems or make guidelines in carrying out future work involving data by involving all school members following their respective duties. The areas in question are (a) school development plans; (b) establishing school regulations, and (3) settlement of cases.

The findings regarding the school development plan were obtained from the school development plan for the SLB-A Negeri 3 Martapura, namely by involving school residents and the community through committees in making decisions and planning educational programs so that schools could produce competitive students or educational outputs. Document data that has been collected in school-based management environment activities are the vision, mission, objectives, activities, goals, and outputs to be achieved. Schools seek education for students by planning activity funds, improving teacher quality, and learning to foster interest in talents and providing life skills to students.

This finding is in line with Muda's (2011) study of the preparation of School-Based Management planning at the SLB Medan Child Development Foundation (YPAC) which has involved all stakeholders such as the teacher council, YPAC administrators, school committees, and related agencies.

In the context of school-based management, school development plans, in general, have an important role to play, namely: 1) the realization of good management; 2) implementation of quick and precise problem solving; 3) increasing public/community trust in educational institutions; 4) achieving independent, superior and competitive educational institutions; 5) schools continue to exist and develop; 6) increased productivity and performance of educational institutions; 7) and helps direct the institution towards achieving its vision, mission, and goals (Tarsan, 2018).

Efforts to involve school members and the community through committees in education program planning. The committee assists schools in providing health services, skills, and training for independence to students. The committee also assists by providing educational information and knowledge to parents about their students. This is in line with the quantitative results of Waluyo and Hadi's (2014) research, namely the application of school-based management (SBM), learning management, and school committee participation together have a significant effect on the quality of SD / MI education. The contribution of the implementation of school-based management (SBM), learning management, and school committee participation together to the quality of SD / MI education was 58.9%.

The findings regarding the stipulation of school regulations that school residents at SLB-A Negeri 3 Martapura carry out picket duties, obey discipline in school, both discipline and attendance accuracy through class attendance, punctuality of arrival of teachers through online attendance so that they can be given reprimands, warnings, and deductions in attendance fees. Teachers carry out their duties and roles with a predetermined time, and teachers are required not to leave their teaching duties and obligations so that if they cannot attend,

they can replace them temporarily. This is following the opinion of Salim (2013) which states that people who have high discipline are people who are always present on time, obey the rules, behave following prevailing norms both from society (conventional-informal), government or regulations set by a particular institution (formal-organization). The results of the study are in line with these findings by Jamil (2016), the supporting factors in the implementation of school-based management at Darul Imarah Public High School 1, Aceh Besar District, are examples of teachers in terms of discipline making students disciplined in obeying school regulations.

The finding regarding the resolution of cases is that it is the access of parents to the educational needs of students so that children are of a mature age to enter the class. The solutions provided by students are given a place to live in the committee house by providing facilities and infrastructure according to the needs of students. Providing understanding, motivation, and support regarding children's needs in education and children's future. The results of this study are in line with the research of Alamsyah et al. (2019) case resolution at SDN Alalak Selatan 2, namely There is a problem that is differences in attitudes for children who attend learning; and SDN Alalak Selatan 4, namely found a problem, the frequent occurrence of commotion in school. To realize School-Based Management, it is necessary to be supported by community development in the school. As stated by Muhaimin (2003), the school community means all school members who always try to: (1) pursue and develop skills or expertise continuously according to their field/task; (2) commitment to quality; (3) have and develop a sense of moral, social, intellectual and spiritual responsibility; and (4) have and develop a sense of serviceability or teamwork that is smart, dynamic and compact.

Quality of education

The quality of education focuses on outstanding students and the results of students' graduation at SLB-A Negeri 3 Martapura; (1) Academic Quality; and (2) Non-Academic Quality.

The findings regarding the achievement of the quality of education in SBM at SLB-A Negeri 3 Martapura is that the passing rate of SLB A Negeri 3 Martapura is always maintained, with a passing rate of 100% from year to year by providing extracurricular guidance to students, even outside working hours. This year, SLB A Negeri 3 Martapura managed to get a good ranking in the UN results that are equivalent to that of top schools. The results of the study are in line with Fauzi's research (2019) in the Implementation of School-Based Management (MBS) at SMP 10 November Sidoarjo, seen from the management of school components that have been carried out well. Furthermore, this increases student achievement, both academic and non-academic. From the comparison of the acquisition of the National Exam Score (NUN) before the implementation of Management, there was a significant increase. This proves that the implementation of School-Based Management (MBS) influences increasing student achievement.

Findings regarding the quality of non-academic education, namely through scout extra-curricular learning and self-development, SLB-A Negeri 3 Martapura won 1st place in 2020 in a national poetry creation competition held online, another provincial level competition in 2020 by winning 1st place in storytelling competitions, creative writing, copying and reading poetry. In 2018, at the national level, 2nd winner in copyright and poetry reading competition, 3rd place in a creative writing competition, 2nd place in a chess competition, 1st place in MTQ competition, 3rd place in table tennis competition. In 2017, at the 2nd place in the Paralympic Week blind table tennis competition for national students. This research is in line with Saade (2011) in the results of research on School-Based Management (MBS) at SLB in Malang Regency in implementing school programs there is an increase, especially in aspects, namely the skills of children with special needs, student learning achievement, and non-academic achievement. The increase in the quality of education in special schools is supported by community participation in school management, also supported by high commu-

nity participation. It appears that the leadership of the principal in School-Based Management (SBM) has been managed in a transparent (open) and accountable manner.

Conclusion and Recommendation

The findings according to the focus of the study can be concluded that:

The applied school autonomy includes, (1) optimizing performance through teacher discipline with fingerprint online attendance; (2) managing learning resources by using libraries and computer rooms as learning resources and extracurricular spaces as places to foster students' interests and talents; (3), the professionalism of education personnel, namely teachers who teach following the ability to educate in special education through training, coaching, and educational equality, as well as facilities and infra-structure that meet the needs of students; (5) special services for parents and new students in accessing education.

Implementation of learning through innovative strategic strategies in the 2013 curriculum which was developed using educational programs for blind students; and the role of the teacher; as a modifier, facilitator, and mentor, and motivator as well as conveying messages in learning media. Career guidance through further education and future careers.

Implementing participatory decision-making policies through (1) mentoring parents and communities, namely by assisting with active communication and community assistance through committees; (2) school decision making through self-development activities, admission of new students, student graduation, and determining KKM. Activity fund reporting; (3) participatory policy decisions include; (a) a school development plan by producing quality graduates, religious who are faithful and devout, honest, tolerant, disciplined, hard work, creative, independent, democratic, love the country, are friendly, love peace, care for the environment, care socially and are responsible, as well as having a creative economy and entrepreneurial skills as a provision for independence in society and to continue to a higher level; (b) establishing disciplinary rules with punishment and reward for all school members; (c) understanding parents and society

about children with special needs and access to special education for students with visual impairments.

Achievement of the quality of education in schools at (1) academic quality by successfully passing 100% of students and (2) non-academic quality successfully by obtaining achievements in every sport and literacy abilities of students.

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