

## **The Effectiveness of Implementation School-Based Management in the Central Highlands of Papua Indonesia**

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Papua is the largest island in Indonesia and as a province which located in the most eastern Indonesia. Papua's development to the attention of the Indonesian government at this time, because it is still lagging behind other provinces. Papua geographical conditions, culture and language are diverse, many tribes in Papua, making it is not easy to build Papua, especially in the education sector. Implementation of School-Based Management especially in the elementary schools refer to the three pillars: school management, joyfull learning, and community participation. Those pillars cannot running smoothly because there are six big gabs, such as: deployment of teachers, governance at the local education department, education in the family, language of instruction during learning process, literacy skill, and security.

Methodology of the research is qualitative. Focus of the research are: a) the role of parents in children's education; b) the role of teacher in the learning process; c) the role of leaders: religion, society, and tribes in support of children's education. Result of the research, are: a) peace building and child protection as a mainstream at the primary schools; b) social care empowerment need to be developed regarding peace building and child protection which can support the implementation of school-based management; c) improvement of government policy to foster child-friendly school; d) national curriculum preferably could be diversification refer to the local wisdom; e) child-friendly school can be done by doing intervention in adult to raise their awareness and increase their capacity about education in the family.

**Keywords:** peace building, child protection, child-friendly school, school-based management

## **A. Background**

### **1. Context of Region**

Papua is the largest island in Indonesia and as a province which located in the most eastern Indonesia. Papua's development to the attention of the Indonesian government at this time, because it is still lagging behind other provinces. Papua geographical conditions, culture and language are diverse, many tribes in Papua, making it is not easy to build Papua, especially in the education sector.

In Papua is known for its three geographic conditions, namely: 1) the coastal areas, is the areas which are around the sea; 2) mountainous areas, is the areas which are located in the mountains; and 3) sub-urban areas, is the area which are located between the coastal areas and mountainous areas.

It is very important to conduct peace education for children from an early age so that their understanding can change and be agents of peace. Peace education can be done in schools, especially in the primary education, and can also be done in the community by doing intervention in adult to raise their awareness and increase their capacity about peace, so adult in community can provide peace environment for children to grow in their environment, their family, and their school.

Jayawijaya regency consists of 40 districts, 328 villages and 4 sub-districts with a total area of 13.925,31 km<sup>2</sup>. According to the Jayawijaya Statistics Agency (BPS, 2014), the total population in Jayawijaya regency in the mid-2013 stood at 203.085 people with 99,512 females and 103.573 males. Jayawijaya regency was developed based on Law No. 12 1969 with its capital Wamena. Jayawijaya regency borders with regencies of Lanny Jaya, Tolikara, Central Mamberamo in the west; Yahukimo and Yalimo in the East; Nduga and Yahukimo in the South; and Central Mamberamo and Yalimo in the North.

Lanny Jaya regency was developed from Jayawijaya regency, which consists of 10 districts namely Tiom, Pirime, Makki, Gamelia, Dimba, Tiomneri, Melagineri, Balingga, Kuyawage and Poga. Lanny Jaya regency has the total area of ± 2.248 km<sup>2</sup> with its capital Tiom. The regency borders with Tolikara regency in the north, Nduga regency in the south, Jayawijaya regency in the east and the western part borders with Puncak Jaya regency. According to 2010 census, the total population in Lanny Jaya was 148.522 people with 79.691 males and 68.831 females.

In terms of security, Papua has experienced conflict far before the transition to democracy. Beside horizontal conflict between Papuans, vertical conflict between the natives and Indonesian government is obvious as the demand for referendum and freedom has caused many victims. Security measure in Papua has caused many problems, including human rights violations in several areas.

From the different perspective, the conflicts in Papua may have been the outcome of injustice system derived from unequal distribution of economic development under the New Order regime. The unequal distribution process of the economic development had become institutionalized and an effort of structured and permanent impoverishment (Rathgeber, Theodore. 2006: 52). As parts of Papua, the security conditions in Jayawijaya and Lanny Jaya regencies are still prone to conflicts.

## **2. Context of Education**

The education system in Papua's Central Mountains first implemented in 1950s by individual missionary or groups backed by various churches. These missionaries learned the native languages and translated the bibles into those languages. Literacy is a tool to spread the bible. Missionaries have implement basic tradition of education in several areas such as Piriwani and Ninia until today. They established schools in Wamena and Sentani that become one of the best schools in Papua.

The Dutch colonialist admitted their inability to educate the Central Mountains natives and therefore asked the church to implement education system, they also disbursed the fund through the church to pay salary for the teachers. They used Dutch language as medium before Indonesian language become mandatory after 1962. Then Biblical Church Education and School Foundation (YPPGI) was established to ensure that the system met the education standard .

In 1980s, the Indonesian government took over the education system. The health care system of missionaries was also taken over by the government, giving chances for the church to focus on their initial task – to spread the bible , and at the same time, their authority in Papua declined as they handed over their social role. Teachers become civil servant and schools adopted education system implemented by the colonialist as national curriculum. However, the government did not fully taking over as there were no systematic mechanism and comprehensive partnerships between foundations that operates most of schools in Papua.

Anderson (2013) stated that the failure of transition system became obvious in Central Mountains since 2000, when there were mass killings against dozens of non-Papuan civil servant that triggered massive exodus in the area – most of them were medical and educational staff. The term 'Papuanization' emerged and occurred in massive scale within the governance, where the natives took the posts within the government as an act of affirmatively, not mandatorily; they have no competences but claimed their positions based on clan affiliations. It has negative impact to the established regencies. However, the newly developed regencies suffered worst impact, the education service collapsed.

Based on all explanation above, it means that conflict has been part of Papuans history and has become one of the main factors in the poor quality of life especially in the education sectors.

In the other hand, Papuan children in Central Mountains do not speak Indonesian at home, they tend to learn Indonesian vocabularies based on daily adult conversations. The lack of fluency is understandable and schools should find immediate solution to address the problem, but what happen is quite the opposite. When they first step into the classroom, they were forced to speak Indonesian that cause them to encounter terrifying learning experience. They felt inferior to migrant children who speak Indonesian fluently.

## **B. Methodology**

Methodology of the research is qualitative. Focus of the research are: a) the role of parents in children's education; b) parental understanding of the importance of education for children; c) the role of teacher in the learning process; d) the role of leaders: religion, society, and customs in support of children's education.

Data collection techniques include: (1) in-depth interviews, (2) participant observation, and (3) study the documentation. Collected data is organized, interpreted and depth analyzed to draw up

concepts and abstractions of research findings. Credibility of the data checked by the procedure of triangulation, member checking, peer discussion.

### **C. Research Location**

Location of the research were on nine elementary schools in the District Jayawijaya, Central Highlands of Papua. This district was main district in that area and also as central of traditional trade for all tribes who lives in the central highlands. Those Elementary Schools (SD) were: SD YPPK Honelama; SD YPPK Hepuba; SD YPPGI Anigou; SD YPPK Wesaput; SD Inpres Air Garam; SD Advent Maima; SD Inpres Wame; SD YPPK Assologaima; and SD YPPGI Tulem.

### **D. Findings and Discussion**

#### **1. The Role of Parents in Children's Education**

The parents still think that having children is an asset for the family to maintain the survival of the family, which is to work to help their parents. In a traditional environment tribes, children are the future assets of these tribes as to maintain the continuity of culture and citizens are members of the tribe.

It was also found that the role of boys and girls in the family was also significantly different. For boys will be useful in helping parents work in the garden, while girls role is to look after younger siblings at home and look after the house while the parents and brother work in the garden.

Similarly, the traditional events of every tribe, then the impact on the necessity of parents to involve their children in the traditional event, which can last up to one week continuously.

With the conditions as stated above findings, the role of parents as less than the maximum in providing support quality of attention and quality time for their children's education. This is because: (1) low parent education, so that parents are not able to provide a good understanding of education in the family; (2) parents who are part of tribal customs are bound by the existing regulations on the tribe, so that when there are events tribe then parents and children are obliged to follow the traditional events; (3) conditions in the family is still low, resulting in poverty in families, so parents have to work hard in the garden, assisted by their children to preserve the life of the family.

Hannum, et al (2013) suggested that parents are bound by tribal customary shelter, will prioritize the interests of the indigenous tribe in the interests of his own family. This opinion is also in line as stated in Modouw (2013) that the level gatherer society, the family is more emphasis on the existence of the family to be able to sustain life is to work in the garden indigenous, so the problem of education for children for society gatherers became neglected. Referring to both these opinions, it can be interpreted that the motivation for children to get better education and strong is the arrival of a family environment, in this case the parents. Parents are always provided support in the form of motivation will give a very positive impact for children in the formative years of self development for success in the future (Epstein, et al, 2002).

Most children experiencing difficulties or fail to take the world of education because there is no concern or no support from parents or without parental guidance or no guidance to the child's parents (Kopnina, 2013; Mason, in 2013). Such support is very dibutuhkan a child in education, because education is the first time in the can by the child is education that occurs in the home,

whether the parents for the home noticed the learning needs of children from supporting facilities to the needs of the physical and spiritual direction, overall it sanngat effect on the psychological development of children in defining school (Wing Ng & Lee, 2015; Bauman & Krskova, 2016).

Referring to the statement of exposure at the top, it can be understood that caring for children of parents in education must be done by parents during children's education. The responsibility will then be separated if the child has become an adult child-minded adults. If parents remove the responsibility then the child will grow up without a clear understanding of his life.

Children who gets assistance from parents of children who will form the soul of faith, morality, honesty, responsibility, discipline, respect and value, as well as other exemplary attitudes. Thus, a few things to note regarding the concern of parents of children in education as follows: 1) understand the characteristics of the child, the parents must know the growth and development of children, whether at the stage of normal or abnormal; 2) to seek solutions to the characteristics, ie if the parent has to know kelebihan or shortages experienced by the child, the parents must find a solution to these characteristics by consulting to some of the party as a support, such as teachers, education specialists or experts psikologo, or other experts in accordance with the field you want to be known by the parents; 3) provide carrying capacity of the solution, that parents are expected to provide learning facilities for children who can be a solution to overcome the advantages or disadvantages that children, like children unable to learn the parents are looking for a tutor who can make the child able to follow the lessons. Furthermore, if the parent has been implementing the three things mentioned above then it is definitely not a child will have difficulty in studying and going to work mencapai destination according to what the ideals. Because of the foregoing, the role of the parents is needed by children in the study (UNICEF, 2015).

Reinforcement in the form of support in the form of motivation is a positive thing for every child (individu), where every child in conducting needs help from people around to ensure that what is done is good. Without reinforcement, the child was not yet apparent in implementing something (Olsen & Fuller, 2003). In doing an activity the children sometimes ask for the opinions of others as a suggestion in the form of information or the provision of facilities to be used in helping to carry out these activities. Support in terms of advice intended for the implementation of activities can be carried out according to plan and the expected goals (Waters, 2011).

Based on the above exposure conditions, it can be interpreted that there are at least five the role of parents in children's education, particularly in remote and rural areas, namely: (1) provide quality time and attention to children while studying at home; (2) free children from work the fields or custom events on school days; (3) provides an opportunity especially on girls to get education up to high school dropouts than later married at a young age; (4) take the time to communicate with teachers in schools to the development of their learning; and (5) do not commit acts of violence on children both physically and words, as this will position the child in feelings of guilt.

## **2. The Role of Teacher in the Learning Process**

Some of the barriers experienced by teachers in the learning process in schools in the Central Mountains of Papua, among others: (1) the unavailability of decent houses for teachers; (2) the high rate of student absenteeism in schools, especially at the time of work the fields and custom events; (3) lack of parental support for children's education in the family; (4) the lack of means of learning which is owned by the child; (5) mimimnya children's ability to understand the subject matter; (6) children are easier to understand learning by using the mother tongue of the Indonesian; (7) weak

supervision functions of principals and school supervisors; (8) the lack of teachers, so there are times when teachers have to teach two to three classes in one classroom; and (9) the salaries of teachers who are still often not timely received.

The findings of the ninth, then the next can be categorized into three main domains, namely: (1) the difficulty aksesibilitas, it is concerned with the reach of teachers and / or students to get to school; (2) lesson plan can not be implemented to achieve the target, it is concerned with the lack of ability calistung students; and (3) the low level of participation of the community's role in supporting the education of children, it is in respect of the public at large in the Highlands of Papua, a community gatherers life from nature that they survive to have to work hard in the fields to support his family and also the interests their tribe.

Modouw (2013) suggested that one of the obstacles in the achievement of learning targets teachers because children are not getting the support or attention studied for at home by their parents. This condition is also as stated in a study conducted by Lin and Chen (2016); Hsiao., Tung., & Hwang (2009); Elechi (2016) that the lack of quality of care and quality of support from parent to child education in the family will have an effect on children in the learning process in schools, and these conditions will also affect the way teachers teach to reach the target lesson plans that were prepared ,

Based on the above opinion, it can be interpreted that the understanding of parenting and education assistance from parents to children is very important, since most of the time children spent with family or outside the school.

Teacher plays a very strategic especially in shaping the character and developing students' potential. The existence of a reliable teacher at the school, both behaviorally and academically during the learning will position the teacher as someone who eligible to become as a role model and imitated. At the school in general, the role of the teacher as a role model will be very visible. This is because the school teacher is a source of knowledge for students. Character development is not only limited in the habit of advising students. Characters just formed by the contiguity quality of personality in the process of learning together (Noor, 2012: 124).

At the level of the class, the teacher is an important factor that is big influence on the success of character education in schools, even critical to the success of students in developing personal intact (Mulyasa, 2011: 63). Say so, because teachers are the main figures and examples and role models for students. Therefore, in character education teachers should start from himself to anything he does well be good anyway influence on students.

Teachers at the level of the classroom and the school also served to provide exemplary early students. Their exemplary and discourse exemplified by the principal at his school, and it is also in line with that proposed by Dakir (2010: 101): "... Planting sense of right and further that such measures can be implemented, it is expected for learners will have an attitude, then the value, and eventually formed a personality who religious".

With regard to the preparation of lesson plan, the teacher in this case must be carefully and professional character values that can be achieved by the students. In this, the teacher should also be able to integrate the condition of schools on learning done in class, so the lesson plan that has been prepared by teachers and approved by the school principal can be performed well. Against this, Fitri (2012: 46) also suggests that the strategy of character education can be seen in four of integration, namely: 1) integration into subjects, 2) integration through thematic learning, 3) integration through the creation of an atmosphere in character and habituation, 4) integration through extracurricular activities, 5) integration between school education programs, families, and communities.

On the other hand, the role of parental involvement is a necessity in the school to support the implementation of character education programs, as well as one of concern from school to help cope with the students who have problems, so that problems can be solved and students can learn and achieve in school. It also points out Hamalik (2010: 183) that teachers play a major role and is responsible for guiding the students to develop their potential and help solve problems and difficulties students dibimbingnya, with the intention that the student is able to independently guide him/herself.

### **3. Role of the School Principal**

The principal's role in leading the school has three functions, namely as leaders and managers in the field of education in schools they lead; as school leaders to menakodai the wheels of school organization and produce top students and virtuous character well; and as the protector of all citizens of the school in order to jointly work together to promote education in the school. This condition is also as stated by John C. Maxwell in Simon (2010: 16) that in order to progress in the leadership of the school, the principals need to prioritize the interests of the school. The true leader is serving, that is to serve others, serve their interests, and in doing so will not always be popular, not always impressive. Opinion was also in line with that set forth in Mulyasa (2011: 67) that simply school leadership can be interpreted as a way or business principals to influence, encourage, guide, direct, empower and mobilize teachers, staff, students, parents of participants students, school committee, board of education, and other relevant parties, to achieve the goal of character education.

With regard to his leadership, the school principal as a leader as well as managers in the implementation of character education in schools, and the teacher is a leader and manager in the implementation of character education in the classroom (Wiyani, 2012: 68). The school principal giving instructions to teachers to lead and manage students through the transformation of the noble values based on the existing rules and peculiarities of educational values that exist in the school. Against this also as stated World Bank (1999) in Rival & Murni (2009: 789) "Give people a handout or a tool, and they will live a little better. Give them an education, and they will change the world ". Against this, the principals at the schools need to emphasize to teachers to prepare a lesson plan with good character and include indicators to be achieved in the learning.

### **4. Problem of Quality Education**

To understand the issue of quality in education it will be easier for us if we look at education as a system with all its interdependent components: inputs, process, outputs and feedback. Under the inputs we have students as raw inputs and curriculum, learning materials, teachers, principals and other educational resource persons, learning facilities and environment as instrumental inputs. The second component, process, is where all inputs interact in the process of teaching-learning to reach educational goals and objectives. The third component, output, is the product of the interaction among the inputs, which can be seen from the student's improved performances in terms of cognitive, affective, psychomotor domain. Feedback mechanism is another important component of the education system that will give us information on how the system succeeds or fails in achieving goals and objectives.

Quality in education cannot be seen from the output or student learning achievement only, but from other components as well. If we follow the Dakar's Framework of Action, then the definition of quality is no longer focused only on teaching learning and the classroom. A good quality multicultural education in requires: 1) healthy, well nourished and motivated students; 2) well motivated and professionally competent teacher; 3) active learning techniques; 4) a relevant curriculum; 5) adequate, environmentally friendly and easily accessible facilities; 6) healthy, safe and protective learning environments; 7) a clear definition and accurate assessment of learning outcomes, including knowledge, skills, attitude and values; 8) participatory governance and management; and 9) respect for and engagement with local communities and cultures. (World Education Forum Drafting Committee, 2000).

We cannot expect to have good quality education if the students are not healthy, malnourished, going to school with empty stomachs. Their basic need for food will decrease their attention and motivation from learning. The significant number of people living below the poverty line in the region needs real actions if we really want to improve the quality of education.

Teachers are essential players in promoting quality education. Well trained, highly motivated, dedicated and professionally competent teachers are very important. This is strongly related to the financial reward they get from their profession as teachers. What is important in improving the quality of education is not only having enough number of teachers in school and class, but enough number of good quality teachers which are highly motivated and dedicated to their jobs. This region has a shortage of teachers both in number and quality. In most of the countries, teaching is not an attractive profession financially. Cambodia has made significant progress in expanding access to primary and secondary schooling in the past ten years. In contrast to access gains, quality improvement has been broadly disappointing. In particular, there appear to be serious urban-rural quality gaps. Roughly one-half of primary school teachers have had little professional training; only two-thirds have completed lower secondary schooling.

The teaching learning process should put the students as subject not as an object. Students must be active in learning and they should not only learn about subject matters but also to learn how to learn. Teachers should play their new role in preparing students for an emerging knowledge-based and technology-driven economy. It is unrealistic to expect the low quality and less dedicated teachers to perform this new role.

A relevant curriculum, which addresses the need of students, community and work place, should be used in good quality education. In most of the countries it is considered that curriculum is overloaded and should be reformed. Mismatching between what students learn at school and what the community or world of work demands is also an issue to address. This is the irrelevant curriculum and teaching learning process that contribute to the widening gap between education institutions and world of work, and finally contributes to increasing unemployment rate.

In majority of the countries we are still lacking learning facilities such as textbooks, libraries, laboratory, and other learning materials both in number and quality. For example, most schools in the more developed rural areas lack of the teaching equipment required by standardization of the Ministry of Education, Libraries remain poorly stocked and out of date. Many schools are yet to get a science laboratory (Finn, et al, 2003).

Not all schools and classrooms in our education institutions are healthy and conducive enough to promote excellence in learning. We need a better governance of education systems that is efficient, accountable, transparent and flexible so that they can respond more effectively to the diverse and continually changing needs of learners and community.



## **5. Civil Society is Impowered to Build Culture of Peace Building and Child Protection relate with Implementation of School-Based Management**

Culture is context, in which it embodies exposition about certain society. Culture is a text that needs to be interpreted more than a concrete set of behavior. Understanding culture is like understanding text that needs to be interpreted in order to capture embedded symbolic meanings (Anderson & Huesman, 2007).

In the course of history, communal conflict in Papua's Baliem Valley is a symbol of manhood and strength. Dani, one of the most notorious tribes in Papua that inhabited the valley, is a wise, friendly and warm tribe. Dani tribe determined their leaders through communal conflict. The war is more of spiritual way rather than as a mean to settle a dispute. As the tradition shifted, the meaning of communal war has changed as a tool to seize power as well as to settle a conflict.

Central Mountains tribesmen grow up with the tradition of characterization. Tribal chief and clan elders are respectable as they are considered capable to lead Papuans. The shift in the meaning of conflict was exacerbated by the 'bloody' annexation by the Indonesian government. The loss of trust in tribal chief and elders has the negative impact on the younger generation in Central Mountains.

Papua Peace Education has carried out various efforts to coordinate with related parties including local and religious leaders, culture and education experts in a bid to rediscover the cultural value and traditions to restore the Papuan identity.

Interview with sources supported the findings. Communal conflicts triggered by minor disputes such as love affairs, thefts and altercation, occurred in several parts of the province have caused disturbances in school environment.

Principals and teachers have limited capabilities to handle the conflicts. Local leaders, sometimes with the help from local authorities, will mediate a truce between rival clans. Local institutions and leaders also conduct variety of campaign to raise awareness among communities on the importance of peace building and child protection. Child-Friendly Village Initiative. The applicable law within community is usually unwritten. While there is no applicable law that specifically address child protection issue, some communities uphold unwritten law to support schools to implement teaching and learning process.

Importance of religious values and culture awareness at school (Berkowitz, 2003). The role of church and local leaders is important to achieve project indicator target. All organizational and individual respondents have very well understandings on customs, culture and Papuan local context. One of the supporting factors in implementing conducive learning process at SD Advent Maima, SD YPPK Hepuba and SD Inpres Tiom is the presence of local church members that involved. Several locations visited by the team have Honai functioned as learning center.

Most of targeted school are run by religion-based education foundations such as Advent Education Foundation (YPA) by Advent church, Biblical Church Education and School Foundation (YPPGI) by the Protestant Churches, and Catholic Education and School Foundation (YPPK) by the Roman Catholic Church. Papua Special Autonomy Law No.21/2001 has accommodated the foundations as the main partners to provide education in Papua.

Local leaders, educators and culture experts agreed that education in Papua's Central Mountains should return to local context. The issue however lies on Indonesian national curriculum, that stresses on one size fits all concept. Dealing with Papua is about pluralism. Papuan children grow in Multilanguage environment with complex geographic condition, and even the children have different physical characteristics.

The curriculum requirement has become some kind of scourge for various reasons. The advantage of the national curriculum is freedom for schools to develop their local characteristics through formal and informal activities, including local content subjects and extracurricular. Unfortunately the local administrations have yet to manifest it as part practical curriculum at schools.

## 6. Child-Friendly School (CFS)

Cooperation between education agency, society and religion-based organizations is needed in order to build strong foundation in education (Reinhartz & Beach, 2004). This cooperation is expected to improve the capacity of educators to cultivate a commitment to develop and formulate ideas as well as practical solution and contextual to improve the quality of education in Papua, especially in Central Mountains.

CFS is an education unit capable to guarantee, provide and respect the child rights protection against violence, discrimination and violence, as well as to bolster children participation in planning, policy, and study and complaints mechanism. CFS is one of the indicators of Child-Friendly City (CFC) as stipulated in Ministerial Regulation of Women Empowerment and Child Protection Ministry Number 12/ 2011 Article 11.

Several parents said during a discussion with the research team that they have been aware of Law No.35 2014 on Child Protection through socialization conducted by project team during National Child Day commemoration or workshops at each school intervention project. If their children experienced violence at schools, they will not hesitate to address the issue directly to teachers and Principals.

## E. Conclusion

School-Based Management is a powerful program which influence and appears on the dynamic development of education system in Indonesia especially for the remote and rural area, and has also made its way into educational policy in the countries, such as relate with the process affects of leadership role, organizational culture in schools, the practice of teaching and education for its students.

From all of the above it can be concluded that there are entering the era of the School-Based Management today as a part of the globalization in education brings attention to the area of scrutiny for education in Indonesia, which give more attention such as: *first*, the condition of the communities and geographical are influence the implementation of School-Based Management because of the complexity. This diversity, on the one hand is a blessing, because it actually reflects the pluralism wealth of cultural treasures. But on the other hand, a plurality also has great potential for growing proliferation of conflicts, particularly if such diversity is not able to run well.

*Second*, to build a good strategy in implementation of School-Based Management needs a local policy in the district which can which can accommodate the appropriate conditions in the area, and also can be understood and respects refer with the differences educational process. This implementation to be very strategic to be able to manage the plurality creatively and relate with multicultural education as a process of internalization of the values of multiculturalism itself in educational institutions.

*Third*, the implementation of School-Based Management in the era of globalization at this time must be understood and relevant with the national issues and global issues such as cultural diversity, political, economic, social, conflict and peace, interdependence among nations in the world, human rights, environmental issues such as environmental degradation, disease and migration of the population and so forth relate with the educational management.

*Fourth*, implementation of School-Based Management is also relate with the multicultural education which can be implemented properly, and it must pay attention to various aspects, among others: a multicultural curriculum, teaching staff (teachers), the learning process and evaluation of learning by using a multicultural approach

School-Based Management should be carried out by the forward four principles: sincerity, honesty, openness, and strong commitment. With the meaning of these four principles, it will be able to implement as well as be hoped for the better education for students which can be addressed from: (1) school management, relate with the role of school principal; (2) joyful learning, relate with the role of the teaching learning process by the teacher; and (3) community participation, relate with the awareness and careness from community to support and have sense of belonging to improve the education in their area.

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## **Biography**

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