

## ABSTRAK

Penelitian ini bertujuan untuk (1) mengetahui implementasi MBS di SD Muh. Condongcatur, (2) mengetahui faktor-faktor pendukung dan kendala implementasi MBS di SD Muh. Condongcatur dan (3) mengetahui kiat-kiat pengembangan sekolah mandiri di SD Muh. Condongcatur. Penelitian penting dan mendesak dilakukan karena SD Muh. Condongcatur adalah sekolah dasar swasta agama berafiliasi Muh. pertama yang menorehkan banyak prestasi dan memiliki dinamika organisasi yang menarik. Sekolah ini juga tengah menerapkan MBS dalam pengelolaan dan penyelenggaraan pendidikan dasarnya. Diharapkan penelitian ini mampu memberikan gambaran tentang implementasi MBS dalam mengembangkan sekolah mandiri di SD Muh. Condongcatur.

Tipe penelitian ini adalah deskripsi secara kualitatif. Data dihimpun sewajarnya dengan mempertimbangkan kenormalan data. Data primer diperoleh melalui wawancara, kepustakaan, dokumentasi dan observasi mengenai ihwal implementasi MBS di SD Muh. Condongcatur. Narasumber ditetapkan dengan metode *purposive sampling*. Obyek penelitian adalah SD Muh. Condongcatur dan subyek penelitian adalah seluruh warga sekolah dan masyarakat. Validitas data dilakukan dengan teknik triangulasi data, yakni teknik pemeriksaan keabsahan data yang menempatkan data dari suatu sumber dengan dicek dari sumber lain untuk pengecekan atau pembandingan terhadap data. Peneliti menggunakan triangulasi sumber dan teori. Artinya, peneliti memakai sejumlah sumber data dan teori untuk menghimpun kesamaan informasi. Dengan teknik ini, validitas data bisa ditingkatkan dengan cara mengonfirmasikan data yang diperoleh dengan sumber data dan teori yang lain. Teknik analisis data memakai metode induktif dan komparatif.

Hasil penelitian menunjukkan (1) model MBS ala SD Muh. Condongcatur merupakan kombinasi antara model MBS ala luar negeri dan model MBS versi Depdiknas RI. Ada tiga komponen utama model MBS ala SD Muh. Condongcatur, yaitu (a) manajemen sekolah yang amanah, (b) partisipasi guru dengan metode PAKEM dan (c) partisipasi orangtua/masyarakat. (2) faktor-faktor pendukung implementasi MBS di SD Muh. Condongcatur meliputi (a) kepemimpinan, (b) budaya organisasi, (c) kepercayaan dan dukungan masyarakat, (d) sumberdaya manusia dan fasilitas penunjang relevan lainnya dan (e) komite sekolah; sedangkan faktor-faktor kendala implementasi MBS di SD Muh. Condongcatur mencakup (a) status quo dan resistensi terhadap perubahan, (b) tiadanya divisi humas, (c) peraturan dan kebijakan pemerintah dan yayasan dan (d) minimnya evaluasi dan pemantauan terhadap implementasi MBS di SD Muhammadiyah Condongcatur sendiri. (3) kiat-kiat pengembangan sekolah mandiri ala SD Muh. Condongcatur ialah dengan pembenahan bertahap dan menyeluruh dengan menerapkan MBS ala SD Muh. Condongcatur. Kemudian, keberhasilan implementasi MBS di SD Muh. Condongcatur diterapkan ke empat sekolah cabang yang berada di bawah satu manajemen dalam kerangka MoU SD Muh. Condongcatur Grup.

Kata kunci: MBS, guru profesional, PAKEM, sekolah mandiri

## ABSTRACT

This research aimed at: (1) understanding the implementation of SBM at the SD Muh. Condongcatur, (2) understanding the supporting and obstacle factors of the implementation of SBM at the SD Muh. Condongcatur, and (3) understanding the development strategies of the independent school at the SD Muh. Condongcatur. The research is critical and urgent to be conducted due to SD Muh. Condongcatur is a Muhammadiyah-affiliated religious private school that gains many achievements and has interesting organization dynamics. This school is also under the implementation of SBM in its basic education management and application. It is expected that this research is able to provide a drawing on the implementation of SBM in developing independent school at the SD Muh. Condongcatur.

Type of this research is a description qualitatively. Data are collected normally by considering data normality. Data are obtained through interview, literatures, documentation, and observation on the implementation of SBM at the SD Muh. Condongcatur. Respondents were specified with purposive sampling technique. Research object was SD Muh. Condongcatur and research subject was school personnel and public. Data validity was done with data triangulation technique; that is, a technique of data validity examination putting data of a source checked with other sources for data examination or comparison. Researcher used source and theory triangulation. It means researcher used a number of data and theory source to collect the similarity of information. By this technique, data validity can be improved by means confirming the obtained data with other theories and data sources. Data analysis technique used inductive and comparative methods.

As results, research showed that (1) SBM model a la the SD Muh. Condongcatur is a combination of SBM model a la overseas and SBM model version the Department of National Education of the Republic of Indonesia. There are three main components of SBM model a la SD Muh. Condongcatur; that are: (a) *amanah* school management, (b) teachers participation with PAKEM method, and (c) parents/social participation. (2) Supporting factors of the implementation of SBM at the SD Muh. Condongcatur includes (a) leadership, (b) organization culture, (c) social trust and support, (d) human resources and other relevant supporting facilities, and (e) school committee; whereas obstacle factors of the implementation of SBM at the SD Muh. Condongcatur involves (a) status quo and resistance toward change, (b) the lack of public relations division, (c) governmental and association regulations and policies, and (d) the lack of evaluation and monitoring toward the implementation of SBM at the SD Muh. Condongcatur. (3) Development strategies of independent school a la SD Muh. Condongcatur is by gradual and comprehensive improvement by applying SBM model a la SD Muh. Condongcatur. Furthermore, the success of the implementation of SBM at the SD Muh. Condongcatur are continued to the four branches under same management in the framework of SD Muh. Condongcatur Grup.

Keywords: SBM, professional teachers, PAKEM, independent school