

## **A New Paradigm of Post New Normal School-Based Management**

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**Abstract:** In light of the new normal era, this study tries to define the new idea of school-based management. Methods of qualitative research were applied in this study. The methods used for data collecting included interviews, documentation, observation, and literature reviews. Analyses of descriptive and qualitative data were used. The administration of more community participation in school activities and school preparation from an IT perspective constitute the new paradigm of school-based management following the advent of the new normal period. Getting the word out about crucial school schedules, programs, learning activities, admissions for new students, and financial management of the school. The completion of IT infrastructure facilities and a rise in teacher IT proficiency are two components of school IT readiness. Efforts to raise the standard of Basic Education can be significantly impacted by community involvement and IT preparedness for the classroom.

**Keywords:** New Normal, New Pradigm, School Based Management

### **A. Introduction**

The educational sector is moving into a "new normal era" of operations, or a new manner of carrying out activities, following the epidemic (Widodo, 2021). Schools in the green zone area are allowed to perform in-person instruction throughout the new normal time by adopting health regulations (Rosmalah, 2016).

The educational system has undergone many changes, not only as a result of the pandemic's effects but also as a result of the digital era's transformation of the educational landscape, which forces it to quickly adapt to shifts in the strategic environment and the rapid advancements in science, information, and communication technology. Schools must execute an ideographic plan in response to these advances in order to implement new ideas in accordance with their potential and obstacles. Involving everyone who is in charge of carrying out education is currently the most important thing that educational institutions should do. Participation by the community and parents is one of them.

The online learning process, which up until now has required the involvement of parents and the community, generates new habits that must be reorganized in the concept of school administration after the new normal era in which it was adopted.

One of the all-inclusive school management concepts for aligning the use of educational resources with educational requirements is school-based management (Meilani et al., 2022). The principles of student autonomy, personal accountability, and community engagement form the foundation of school-based administration (Rosmalah, 2016).

In line with WHO's commitment, which states that the community must be given the chance to offer input, express opinions, and participate in the process of the transition period towards the new normal as one of the requirements so that the new normal process can run optimally in every sector, is school-based management, which solicits community involvement (Aspiyana, 2020).

In the context of community involvement, school-based management can: (1) communicate the core principles of school-based quality management to the community; (2) gather feedback so that the management concept can easily be implemented in accordance with the environmental conditions in Indonesia, which has a diverse population of cultures; and (3) increase the knowledge of the school community and people who care about education, especially improving the quality of education.

The implementation of school-based management at the elementary education level is predicated on the demands that (1) schools better understand their own needs, (2) schools know their own needs, and (3) the involvement of school members and the community in decision-making can foster transparency and a healthy democracy.

Additionally, the implementation of school-based management can at least strengthen a number of things, including: (1) the capacity of schools to recognize their strengths, weaknesses, opportunities, and threats; (2) knowledge of their resources and future educational inputs; (3) optimization of resources for the institution's advancement; (4) accountability to parents, the community, related institutions, and the government in the management of the school; and (5) constructive rivalry with other schools in original and creative initiatives to raise service and educational quality.

The Covid-19 pandemic, which has been going on for three years, and the extremely revolutionary advancement of science, technology, and the arts (IPTEKS), have both played major roles in the educational world experiencing an unprecedented anomalous scenario (Liufeto et al., 2022). In order to meet this challenge, Basic Education must not only work to increase community involvement but also have access to human resources, particularly teachers who are able to adapt the teaching and learning process to the digital era's changes. According to Bahri and Arafah (2021), human resource management, enhancing learning strategies in the modern day is an attempt to get ready for virtual learning and develop IT abilities.

As a result, community involvement of parents, teachers, and students as stakeholders in education becomes one component, while school preparation from

an IT standpoint becomes a new idea that needs to be reorganized without taking away from the learning process itself.

## **B. Methods**

The implementation of school-based management at Kayuagung 4 Public Middle School was examined from the perspectives of curriculum management, the skillfulness of teachers, students, the school environment, facilities and infrastructure, and the relationship between the school and the community in this study. The major data used in this study came from interviews and written records. While literature reviews are the secondary data source. The SMP Negeri 4 Kayuagung principals and instructors served as the study's informants. strategies for data analysis that employ descriptive qualitative analysis. Data collection, data reduction, data exposure, and verification or conclusion-drawing steps were all used to analyze the validity of the data (Moleong, 2014).

## **C. Results and Discussion**

The governance of greater community participation in achieving an improvement in educational quality and school readiness from an IT perspective are two key areas for restructuring school administration in the post-new normal period. In order to facilitate effective instructional engagement in educational institutions in the new normal era, schools must incorporate parents as community representatives. The dissemination of crucial school schedules, school programs, and learning activities to parents as members of the community is the first step in implementing parental participation.

The community's and all the school's participation in putting school programs into action has a huge impact on efforts to raise the standard of education. The administration of greater community participation in school activities is the new paradigm for the implementation of post-new normal school-based management. Community-based education aims to revive the idea that learning is a process that helps students become more self-aware of themselves, others, and society (Ahyar, 2020).

Parents have thus far been a crucial part of the online learning process. Parental involvement is essential to the effectiveness of the online teaching and learning process, particularly at the elementary education level. According to (Hidayat & Fauzi, 2022), extensive parental monitoring can solve the issues with online learning that teachers frequently lament. The school today must continue to play this duty. In the realm of education, the community still has a crucial role to play, which includes helping to mentor students, monitor their progress, and organize extracurricular activities.

In order to carry out the instructions and technically admit students as required by the government, specifically by requiring student readiness, age, and domicile, parents must participate in the process of accepting new students in basic education.

A successful implementation of several disciplines, particularly education, depends on community response (Samarenna, 2020).

The completion of IT infrastructure facilities and the enhancement of teacher competency management in the area of IT are necessary for school readiness in terms of technology. By enhancing KKG and training programs, one can increase teacher competency. Teachers can use a variety of free online learning support tools including Google Classroom, Whatsapp, Smart Class, Zenius, Quipper, and Microsoft in discussion rooms to aid in the teaching and learning process (Anggrasari, 2020). Additionally, there are websites that teachers can use that are provided by the public and private sectors in order to improve their knowledge and understanding of IT.

The new idea mandates that school-based management be able to utilize information technology in all areas of education. The use of technology in education attempts to hasten educational goals by assisting in teaching, stimulating creativity, enjoyable learning activities, easily accessible learning resources, and encouraging a broad mindset due to the accessibility of knowledge (Samarenna, 2020).

Schools must give IT-based school facilities and infrastructure top priority, especially when managing their facilities and infrastructure. such as computers with internet connection, projectors, and other IT-based educational resources. For schools, developing an IT-based facility procurement system must be a top priority. As a result, parents and the community can participate in schools as partners and consumers of educational services.

The learning process must include appealing classroom furnishings, projectors that are ready for the instructor to use as learning tools, and learning materials that can help teachers enhance the effectiveness of the learning process. According to Rosmalah (2016), the objective of establishing school-based management is to have access to suitable learning facilities.

According to the findings of the research, attempts to boost parental involvement in the accomplishment of various educational programs—both online and face-to-face instruction—have been shown to improve student learning outcomes. Teachers and the school continue to communicate with parents of students through online application groups. Communication with parents of students is carried out not only in learning activities. This is done to enable effective face-to-face instruction and learning in the new normal age, which is held over a comparatively shorter period of time. Parents can receive information on what needs to be done in terms of learning activities that students must participate in and competencies that they must attain through intensive communication.

Additionally, this refers to social finance such as charitable donations, meetings between student parents and the school, and school financial management, all of which must be disclosed to parents in a transparent manner. This, of course, is in line with the fundamental idea and goal of school-based administration, namely the openness with which school finances are handled. Parents must participate in the teaching and learning process by adopting the New Normal policy, which offers

flexibility to conduct activities as normal but requires that they pay attention to all elements of health protocols (Aspiyana, 2020). This is especially important when implementing the present educational system.

Basic education is still primarily concerned with implementing teaching and learning that are done in the new normal age in accordance with rules established by the government. It is always a shared duty, whether it succeeds or fails. Schools must adopt school-based administration with a new paradigm, notably a new concept of community involvement and a response to information technology advancements, in order to make teaching and learning activities successful. By granting schools full control over managing all school operational demands, the new paradigm of school management can be implemented as fully as possible and schools can grow independently in reaching the learning objectives to be accomplished (Suyitno, 2021).

The new paradigm of community involvement focuses on managing relationships between students and the community effectively and efficiently while implementing educational interaction activities in schools. The community's and the school's participation is essential to the institution's existence (Nelliraharti, 2018). Parents carry out their duties in areas where education is now being implemented, and they should collaborate to support the development of high-quality education (Samarena, 2020).

School-based management can increase community and school participation in putting education into practice. By managing in line with the school's potential and demands, it is possible to expand the flexibility of managing its resources.

In addition to the new regulations for community participation in school activities. A new need for today's Basic Education is IT school preparation. It is possible to reduce implementation challenges that could degrade learning quality by ensuring that schools are IT-ready. Teachers' originality, ingenuity, and capacity to adapt to changes in technology and information are unquestionably necessary to ensure the quality of learning. Teachers who are prepared in terms of IT can create and put into practice learning models and strategies that are suitable for the selection of face-to-face, hybrid, or remote learning techniques.

It is indisputable that there are other parties involved in these barriers besides teachers and pupils. To ensure the quality of each Basic Education unit, it is necessary for all relevant parties to work together, especially policymakers and policy implementers. Each educational unit must continually develop if the quality of instruction is to be guaranteed. Achieving school quality can be seen from a number of interconnected factors, including input, process, and output.

Basic Education must be able to maintain the process and product's quality even after the advent of the new normal. To guarantee the caliber of instruction in each Basic Education unit, learning standards and innovations are required. In order to guarantee quality learning, a new paradigm of school-based administration is required. This paradigm must be able to maximize all available school resources in order to guarantee the quality of education.

#### D. Conclusions

The new paradigm of school-based management at SMP Negeri 4 Kayuagung can be characterized as post-new normal based on the findings of the research and the discussion of the new paradigm of school-based management presented above. Accordingly, the following conclusions can be made: a) There are two key areas for restructuring school administration in the post-new normal era: first, the management of greater community involvement in achieving an improvement in educational quality; and second, school preparation from an IT perspective; b) The successful and efficient management of relationships between school personnel and the community toward the implementation of educational interaction activities in schools is where parents' involvement as members of the community may be found; c) Improving teacher competency management in the area of IT as well as completing IT infrastructure facilities are two aspects of school preparedness for IT.

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