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Implementation of School Development Management in the New Normal Era at SMAN 1 Bolo, Indonesia

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Abstract. This research discusses the implementation of school development management at SMAN 1 Bolo, Bima Regency, in the New Normal era. This research uses a qualitative approach with a case study method to understand and analyze phenomena and events that cannot be measured quantitatively, emphasizing in-depth observation and various data sources. The researchers gathered data by conducting interviews, making observations, and studying documents involving multiple parties, including teachers, principals, deputy principals, committees, and other stakeholders. The research results show that developing teacher professionalism, effective school management, adaptive curriculum, and the use of technology in learning are critical factors in creating quality schools. Overall, this research illustrates how SMAN 1 Bolo has prepared itself to face changes and challenges in the dynamic world of education in the New Normal era. It provides comprehensive insight into the school's adaptation to changes in the current educational paradigm.

Keywords: New Normal; Adaptability; Flexibility; School Development; Stakeholder Collaboration; Quality Schools

INTRODUCTION

Education in Indonesia is essential in advancing all areas of human life. Education not only has an impact on the economic, social, technological, security, skills, noble character, prosperity, culture, and glory of the nation [1] but is also recognized as an asset and a need for the Indonesian nation to help people overcome the helplessness of life towards efficient humans [2]. Education plays a vital role in preparing a nation's young generation to have the ability to face the challenges of increasingly demanding and competitive times. In the current era of change, education is responsible for educating the nation's children and providing opportunities to improve their quality of life.

As part of the education system, schools play an essential role in preparing a nation's young generation to face the challenges of the times. According to the National Education System Law, schools actively develop knowledge and skills while addressing students' personalities, thus providing them with the necessary tools to cope with ongoing changes through education at

school [3]. The author [4] expects schools, as formal educational institutions where students gain knowledge and skills, to cultivate intelligent individuals sensitive to the conditions of their environment. Schools can successfully carry out the educational process with the support of factors contributing to its success [5].

In schools, educational staff, namely teachers and school principals, play the most role in determining the quality of education. In schools, educational staff, namely teachers and school principals, primarily assess the quality of education. The success of education in schools hinges on the principal's effectiveness in managing the available educational staff. The school principal actively influences the improvement of teacher performance [6]. School effectiveness refers to the empowerment of all school components as a place of learning organization based on their respective main tasks and functions in the program structure with the aim that students learn and achieve predetermined results, namely having competence. So that the output of the school can adapt dynamically to these changes and challenges, The government put forward the idea of

school-based education management, which provides ample space for schools and their communities to determine programs and self-development plans according to their individual needs and conditions [7]. Schools will function optimally if supported by a planned management system that includes quality human resources, appropriate infrastructure, and educational financing.

Educational management performs educational tasks by utilizing all resources to achieve goals effectively. School management means optimizing resources or managing and controlling. Optimizing resources regarding school empowerment is the most appropriate alternative for implementing an excellent independent school. School management and development are essential to educational management, which focuses on using resources efficiently and effectively to achieve academic goals by authors [8]. School management involves arranging and controlling physical, human, and financial resources in this context.

Effective school management and development play a vital role in realizing quality schools. Quality schools provide high-quality education and achieve good results in student learning [9]. To gain a high level of quality, schools need to manage resources efficiently and develop effective strategies to improve the quality of education. Efficient resource management allows schools to allocate appropriate resources to develop programs and activities that support improving the quality of education by authors [10]. On the other hand, good school development requires good management of available resources by authors [11].

Effective and integrated school management and development is vital in creating quality schools. Through good management and sustainable development, schools can optimize student potential, improve the quality of teaching, and achieve superior learning outcomes. However, in facing the New Normal situation after the COVID-19 pandemic, school management and development face new challenges that require adaptation and innovation in aligning educational activities with continually changing situations.

When facing the COVID-19 pandemic outbreak, the government implemented an online learning policy where students were required to study at home to avoid exposure to COVID-19. Since the outbreak of the COVID-19 virus, schools around

the world have temporarily closed and switched to distance learning. SMA Negeri 1 Bolo also experienced a similar impact. The sudden cessation of face-to-face activities and the shift to online learning brought several significant challenges. One is the difficulty in maintaining interaction and quality of education between teachers and students.

Online learning also reveals unequal access to technology among students, which can limit their ability to participate in the learning process effectively. School management and development also face limited resources and infrastructure, including inadequate teacher and staff training in this new paradigm. Schools must adapt to the New Normal situation after the COVID-19 pandemic.

In the New Normal era, school management and development played a vital role in facing the challenges and changes faced by the education system. Schools must adapt to new situations, including resource management, curriculum development, and effective learning strategies. School management and development are essential to achieving educational success in the New Normal era. The adoption of technology characterizes this era and changes teaching and learning patterns, which influence the process of school management and development [12].

In research conducted by the author [13], they analyzed effective school management strategies in improving student learning outcomes in the New Normal era. This study highlights the importance of collaboration between school principals, teachers, and parents in managing distance learning, utilizing educational technology, and designing responsive learning programs. Apart from that, research by authors [14] also examines effective school-based management practices in facing educational transformation. They stated that schools that successfully implement effective school-based management could optimize the use of resources, encourage active community participation, and involve all stakeholders in decision-making.

In this context, Bolo 1 State High School is an educational institution facing challenges to changing and optimizing school management and development in the New Normal era. Bolo 1 State High School faces demands to adopt technology in the learning process and improve its school management and development capabilities. In recent years, these changes have affected various aspects of education, including curriculum, re-

source management, teacher and student interactions, and communication with parents.

Researchers will research school management and development in the New Normal era at SMAN 1 Bolo from the above. SMAN 1 Bolo is a state school in Bolo District, Bima Regency.

METHOD

The study uses a qualitative approach to understand symptoms that do not require quantification. In this research, researchers used a case study type of research. Case studies have several keys to their application: intensive observation, using diverse sources, increasing understanding of an incident, and being more accurate in collecting detailed information from dimensions regarding the case.

The data used in this research uses two types of data sources: primary data and secondary data. Primary data is a data source that directly provides data for data collection. In this research, the principal, deputy principal for student affairs, deputy principal for curriculum, and teachers act as implementers of learning activities. Data Secondary sources do not provide data for data collection, for example, through other people or documents [15]. The secondary data in this research includes profile school, syllabus, student achievement data, student activity data, school activity plans, and other sources closely related to primary data, strengthening the validation of primary data.

Data collection techniques in this research are interviews, observation, and documentation. Data analysis includes data collection, data reduction, data presentation, and drawing conclusions and verification. Data validity tests in this research include tests of credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity).

RESULTS AND DISCUSSION

School Development Management in the New Normal Era. Development in the new average era tremendously impacts the learning process. Development is a method each institution develops to realize quality learning as a strategic development step. The function of acquiring knowledge in the new average era is a challenge for the

world of education, not only for teachers but all elements in the educational environment. Based on the results of in-depth interviews with research subjects or research informants, obtaining data about school development in the new average era can be seen from various aspects:

1) Interview. The interviewer interviewed the principal, during which the principal said: "As I said earlier, the pandemic left behind positive things, including digitalization. So, the use of digitalization. At our school, we apply the rule of not being able to bring cell phones to school because, based on our analysis, there are negative things, but that doesn't mean we ignore digital. While they are in the school environment, we maximize their ability to carry out face-to-face activities. However, activities in this network are essential when they are at home, for example, building communication, giving assignments, and so on. In school, we engage in face-to-face activities, while at home, we utilize cell phones and other tools for development."

This statement reflects that the informants consider the pandemic period positively impacted digitalization. Even though their school has rules prohibiting students from bringing cell phones, this does not mean they ignore digital technology entirely. Instead, they utilize this technology wisely according to the context. When students are in the school environment, they focus on face-to-face activities and direct interactions. However, when students are at home, technology, including cell phones, becomes very important in supporting communication and delivering assignments. Thus, at their school, they optimize a face-to-face approach, while at home, technology such as cell phones becomes a necessary tool in developing learning and communication.

The Deputy Principal for Curriculum said: "For development in the new normal era, in terms of learning, we alternate, sometimes we use laptops, sometimes we use cellphones and sometimes manually, it depends on the students too, sometimes students don't have cellphones or don't have laptops, so we use manuals".

The statement above illustrates that the approach is flexible in developing learning in the new average era. Depending on student needs and availability, teachers use various learning tools, including laptops, cell phones, and manual methods. So, adaptation in learning methods is essential because not all students can access digi-

tal devices such as laptops or cell phones. Hence, educators should consider manual processes relevant and integral to educational efforts.

The Deputy Principal for Student Affairs said: "School development in the new normal era, because it is by previous conditions, we are increasing development, especially in the IT sector for teachers and students. So we have three computer laboratories here to facilitate students and teachers. We have also prepared an internet network with wide coverage to facilitate teaching and learning. We also have a library with a complete supply of learning books. "Then we evaluate stages. We have those known as school supervisors, so these supervisors will usually come at the beginning of every month to evaluate and see the management process at this school."

The statement above explains that in school development in the new digital era, there is a focus on improving information technology (IT) for teachers and students. The school has enhanced IT facilities by providing three computer laboratories to support learning activities. Apart from that, they have also expanded the reach of the internet to make the learning process easier. This school also has a library with a complete collection of learning books. Apart from that, evaluation efforts are carried out periodically by school supervisors. These supervisors regularly evaluate and monitor the school's management at the beginning of every month.

Therefore, one teacher also said: "School development in the new normal era at SMAN 1 Bolo begins with teachers compiling learning tools such as Prota, Promes, syllabus, and RPP in one sheet format, which refers to the emergency curriculum which contains material, learning objectives, learning methods, and media, as well as assessment learning outcomes. Additionally, online training uses online learning media such as Zoom, Google Meet, or Google Classroom."

The statement above illustrates that in developing schools in the new average era at SMAN 1 Bolo, the first step was for teachers to prepare learning tools, including Prota, Promes, syllabus, and RPP. The tool is designed in one sheet format and refers to the emergency curriculum, which outlines learning materials, learning objectives, learning methods and media, and learning outcomes assessment. Schools also conduct online training for teachers using online learning media such as Zoom, Google Meet, or Google Classroom. This adaptation reflects efforts within the school

to transition learning to an online or distance format. It enables teachers and students to stay connected and participate in learning during this new average period.

Based on the results of observations, it appears that the learning system in schools in the new standard era requires special attention so that the learning process can develop following conditions. The role of the educational environment in school management has a positive impact on the development of learning at that time. Therefore, the role of all stakeholders in the academic environment must be to contribute good ideas and designs amidst learning conditions that face changes in the learning system. This transition is a forum for developing learning and transitioning from online learning to the new normal. So, the learning system in schools can bring very significant changes to the learning process that is more effective and creative.

2) Documentation Study. The documentation study also strengthens the interviews and observations presented, showing that learning developers in the new average era demand and provide challenges for teaching staff in facing a period of learning transition from previously learning online. This necessity demands collaboration from all educational institutions to offer innovation in the learning process. School development in the New Normal era is significant in facing changes and challenges in the world of education, mainly because of the COVID-19 pandemic, which has changed how we learn and teach. Educational strategic planning is a critical concept in school development management in the New Normal era. Schools must formulate long-term goals, strategies, and policies that align with educational demands and changes during the pandemic. This alignment with strategic planning theory in academic management emphasizes the importance of long-term planning to achieve the school's vision and mission [16].

Furthermore, improving the quality of education is the main focus of school development in the New Normal era. This principle relates to the theory, which states that improving the quality of education is the key to achieving success in the education system [17]. Schools need to adopt innovative approaches to learning and encourage teachers' professional development to improve the quality of education. Meeting individual student needs is essential in school development management in the New Normal era. Instruc-

tional differentiation theory supports this approach, where schools must ensure that each student receives support and learning that suits their needs and potential [18].

The research results at SMAN 1 Bolo show that school development in the New Normal era has involved various aspects, such as technology, teacher training, meeting individual student needs, and collaboration with stakeholders. This alignment with the abovementioned concepts is evident in utilizing Information and Communication Technology (ICT) in schools, including online training and learning platforms, representing a positive step in supporting learning in the New Normal era (informant 2). The use of technology is essential in school development management in the New Normal era. This theory supports information and communication technology in education to support distance learning and innovation [19].

Additionally, as highlighted by Informant 1 and Informant 3, the role of collaboration and stakeholder involvement in school development is grounded in stakeholder engagement in education management. Involving teachers, students, parents, and communities in decision-making and implementing school programs can increase

participation and support in improving the quality of education [11]. Collaboration and involvement of stakeholders, such as teachers, students, parents, and communities, are essential factors in school development management in the New Normal era. Efforts to develop schools in the New Normal era are crucial for creating quality and practical learning when facing changes in the educational environment.

CONCLUSIONS

The transition from conventional learning to technology-based learning is the main characteristic of the New Normal era. Educational strategic planning is the primary basis for facing change, focusing on improving education quality. Innovative approaches to learning, teacher professional development, and meeting individual student needs are essential aspects of school development. Collaboration and involvement of stakeholders, including teachers, students, parents, and communities, supports the success of school development. Information and communication technology (ICT), such as online learning platforms, is critical to school development.

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