

## Implementation of School-Based Management (SBM) in Improving the Quality of Education

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### ABSTRACT

This study aims to analyze the implementation of School-Based Management (SBM) in an effort to improve the quality of education in educational units. MBS is a management approach that gives schools greater autonomy to manage resources and decision-making independently, while still referring to national policies. This study uses a qualitative descriptive approach, with case study methods in several schools that have implemented SBM. Data was collected through in-depth interviews, observations, and document analysis. The results of the study show that the implementation of MBS has a positive impact on the quality of education, especially in improving teacher performance, school resource management, and community participation. The main factors that support the success of MBS are effective leadership of school principals, collaboration with stakeholders, and the use of technology in education management. However, the research also identified a number of challenges, such as limited financial resources, lack of training for teachers and staff, and resistance to change. The conclusion of this study is that MBS has great potential to improve the quality of education if implemented effectively with adequate support from all relevant parties. To maximize results, it is necessary to strengthen the capacity of school principals, provide continuous training for teachers, and increase the participation of the community and other stakeholders in school management. This research contributes to the development of more effective SBM implementation strategies in the future.

**Keywords:** School-Based Management, quality of education, leadership, community participation

### INTRODUCTION

Good quality education is the key to creating competent and competitive human resources. In the context of national development, quality education is considered to be able to improve community welfare and support the progress of the nation. In Indonesia, improving the quality of education has become one of the main agendas in order to improve the quality of human resources. One of the approaches implemented by the government to achieve this goal is through School-Based Management (SBM). MBS is a management model that gives schools greater autonomy to manage and manage various educational resources (Achadah, 2019). The main goal is for schools to be more responsive to local needs and improve the overall quality of learning (Rini, Firmansyah, Widiastuti, Christyowati, & Fatirul, 2023).

SBM provides space for schools, especially principals, teachers, and other education personnel, to have more responsibility in decision-making, including in terms of budget management, human resources, and curriculum development (Amini, Pane, & Akrim, 2021). With this autonomy, schools are expected to optimize existing potential and design more relevant programs according to the characteristics and needs of students. This approach is believed to increase the effectiveness of school management and ultimately have a positive impact on improving the quality of education (Poerwanti & Suwandayani, 2020).

The implementation of SBM in Indonesia also involves the active participation of the community, such as parents of students and the local community, who play a role in providing input and support to school programs. This community participation aims to increase transparency and accountability in education management, thereby creating a stronger sense of belonging to schools. With the support of the community, schools are expected to create a better learning environment and conducive to student development (Nirmayanthi, Abdalla, & Hasan, 2024).

However, the implementation of SBM cannot be separated from various complex challenges. One of the main challenges is the readiness of principals and teachers in carrying out broader managerial roles. School principals are required to have good leadership skills in order to be able to manage existing resources effectively and efficiently. The lack of training in management aspects is often an obstacle, so many principals and teachers find it difficult to make optimal use of the autonomy provided. On the other hand, limited resources, such as budgets and educational facilities, are also obstacles in implementing SBM, especially for schools in remote areas.

In addition to internal factors in schools, the low level of community participation is also one of the challenges in the implementation of SBM. Many parents of students and the community still do not understand the importance of their role in supporting education. As a result, the support provided to schools is often not optimal. To overcome this obstacle, more intensive socialization efforts are needed so that the public realizes the importance of their involvement in the education process (Firdianti & Pd, 2018).

The implementation of SBM in Indonesia shows great potential in improving the quality of education. Despite being faced with various obstacles, MBS is still considered an effective approach in the decentralization of education and school empowerment. With adequate support from the government in the form of training, budgets, and supporting policies, the implementation of MBS can run more optimally and evenly throughout Indonesia. In addition, synergy between the government, schools, and the community is also needed to achieve the goal of a more quality and sustainable education. For this reason, this study aims to explore how the implementation of SBM can have a positive impact on the quality of education. By understanding the factors that support and hinder the implementation of SBM, it is hoped that more effective policies and programs can be developed to improve the quality of education throughout Indonesia.

## **METHODS**

This study uses a descriptive qualitative approach. The research subjects include school principals, teachers, administrative staff, as well as representatives of students' parents and the community. Informants were selected using purposive sampling techniques based on their involvement in the SBM process. Data collection techniques are collected through interviews, observations and documentation. The data was analyzed using thematic analysis techniques. To increase the validity of the data, a triangulation technique is used, which is to compare data from various sources and methods, such as interview results, observations, and documentation.

## **RESULTS AND DISCUSSION**

This study reveals several important findings related to the implementation of School-Based Management (SBM) in improving the quality of education. Based on the results of interviews, observations, and documentation analysis, three main themes were obtained, which include the strategy for implementing SBM, the challenges faced, and the impact of SBM implementation on the quality of education.

### **Strategies for Implementing SBM in Schools**

The implementation of SBM in the schools studied showed that schools have been given more autonomy in decision-making related to curriculum, budget management, and school program development. School principals play an active role as leaders in directing quality improvement programs, such as the development of learning methods and teacher training (Munawaroh, 2020). Community participation, through school committees, is also seen in the preparation and evaluation of school programs. Some schools effectively use BOS (School Operational Assistance) funds to procure learning facilities and improve teacher competence (Syamsir, 2018). This strategy is in accordance with the principle of decentralization carried out by SBM, where school autonomy is aimed at increasing school responsiveness to local needs. The active involvement of principals and teachers in decision-making shows greater responsibility, which can encourage the improvement of the quality of education (Syarifuddin, Rahmattullah, & Akmaluddin, 2024).

A local needs-based approach is also an integral part of the MBS strategy. Schools are given the flexibility to determine programs that suit the characteristics and needs of students. For example, schools in urban areas focus more on mastering information technology, while schools in rural areas develop life skills-based programs that are relevant to the local context. This is in accordance with the principle of decentralization on which MBS is based, where schools have the flexibility to adapt to the challenges of their respective environments. With this autonomy, school principals and teachers feel more responsible in decision-making, which leads to an improvement in the quality of education (Saihu, 2020).

### **Challenges in the Implementation of SBM**

Although MBS provides greater autonomy, its implementation faces several challenges. One of the main obstacles is the limitation of human resources, especially in terms of managerial skills of principals and teachers. In addition, budget constraints are a challenge for schools, especially in remote areas. Some informants revealed that the available funds are often insufficient to cover operational needs,

thus hampering the implementation of quality improvement programs (Nasution, Rahayu, Jannah, & Tawarnate, 2024). These challenges show that although MBS grants autonomy to schools, the availability of resources remains an important factor for its successful implementation. Budget limitations and managerial capabilities are obstacles that need to be overcome through training and support from the government. This shows the need for synergy between schools and the government in the success of SBM (Mulyasa, 2021).

In addition to limited human resources, budget limitations are a significant obstacle in the implementation of SBM. Some schools, especially in remote areas, reveal that the allocation of BOS funds is often insufficient to meet operational needs. The research informant also mentioned that the lack of support from local governments in terms of additional funding made schools have to look for alternatives, such as raising funds from the community. However, this is not always successful because the level of community participation is highly dependent on local economic conditions (Suryani & Sari, 2024).

Resistance to change is also a challenge in the implementation of MBS. Some teachers objected to the autonomy given to schools because they had to adjust to new approaches, such as results-based performance reporting. Some teachers feel that this additional responsibility reduces their time to focus on learning in the classroom. These challenges demonstrate the need for a holistic approach to supporting teachers and school staff through training, mentoring, and incentivization (Soeparman, 2023).

### **The Impact of SBM Implementation on Education Quality**

Based on observations and interviews, it was found that the implementation of MBS has had a positive impact on the quality of education in the schools studied. Some of the impacts seen include improving student learning outcomes, improving teacher competence, and innovation in the learning process. Principals and teachers who have the flexibility to determine teaching and learning programs can design methods that are more creative and in accordance with the needs of students. Parent and community participation has also increased school accountability and created a more conducive learning environment. This positive impact is in line with the main goal of MBS, which is to improve the quality of education through school autonomy and community participation. These results suggest that SBM can be an effective approach to improving the quality of education, especially if supported by adequate resources and skills.

### **CONCLUSION**

Overall, the results of the study show that SBM has a significant impact on the quality of education, although there are several challenges in its implementation. The autonomy granted to schools through SBM can improve the quality of learning and community engagement, but its success depends heavily on resource support, managerial competence of principals, and active participation of all stakeholders. Continuous support from the government is needed, especially in terms of training and funding, so that the implementation of SBM can run more effectively and evenly across the region.

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