
SCHOOL-BASED MANAGEMENT IN IMPROVING SCHOOL QUALITY

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ABSTRACT:

Developed countries are shown by the quality of their human energy base obtained through learning. Indonesia as one of the countries with the largest population on earth aims to become a big and advanced country through learning. Basically, the increase in the quality of national learning has become popular since the early 1990s through policies issued by authorities such as the Primary Educational Quality Improvement (PEQIP) strategy in 8 provinces. There is a state elementary school which is used as a form in the aspect of school management, category management and the development of the school's energy base. It's just that this policy leads to the policy of the central government and is less sustainable, because it uses a centralized system. This research was conducted using the literature study method. The literature study method is a series of activities related to how to collect library data, read and process the materials that have been collected. From the research results, it can be concluded that in the current era of independence, schools really need to be addressed on the basis of increasing human resources, there is a school-based management model that gives great hopes for schools, namely enabling schools to educate students according to their talents, develop and improve their skills. Therefore the results of SBM implementation cannot be the same for every school. However, all schools have the same opportunity to become quality schools.

Keywords: School Based Management, Quality, Primary Educational Quality Improvement.

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INTRODUCTION

An important resource for national renewal begins with Human Resources (HR) who have a vision and character who wants to advance the needs of many people in various views of life (Suprihanto & Putri, 2021). At present, many nations neglect their role in human resources, as a result, they just want to welcome the conditions that have reduced the degree and degree of the nation, which can be seen from the shortcomings, arrogance and lawlessness.

So that a citizen or nation can carry out changes or reforms, it is necessary to increase the quality of human resources. One of the means to improve the quality of human resources is through learning, and upgrading of nurseries in a big way. Efforts to improve the quality of learning must cover all stages, routes and types of learning such as those in the Learning System of a nation. Many aspects also affect the quality of learning, but one that is predicted to have a large influence is the aspect of learning management, especially School-Based Management (SBM) (Azis, 2012).

In this regard, learning management for SBM is different from previous learning management which is centralized in character, on the other hand SBM provides great independence on the part of the school itself and engages citizens to participate in promoting learning in schools (Prihantini et al., 2021). That way, there is a change in the school management paradigm, which is initially regulated by the central office bureaucracy leading to

management that is platformed on the ability of the school itself.

In SBM, the participation of citizens that appears is in the collection of decisions, by holding conferences together with school principals and teachers (Haryono, 2015). That way all school activities that include finance, upgrading, infrastructure, and various parts that support smooth learning in schools are the school's responsibilities that have been approved by the community. In other words, all school policies and programs are inaugurated by the school committee based on conferences from the bodies consisting of regional learning administrators, school principals, teachers, representatives of students' parents, community figures, and regional administrators where the school is located.

In essence, the root of SBM is an increase in school independence, an increase in the participation of the school community and citizens in teaching learning, as well as an increase in the elasticity of the management of the school's energy base. Therefore, the implementation of SBM has been fairly applying an idiographic approach (allowing the existence of various methods of carrying it out), as a result there is no one similar formula to be applied in all schools. It's just that there is one thing that must be observed that changing the central-based management to school-based management is not a one-time process and good results, but is a way that runs on a regular basis and connects all parties responsible for teaching school learning.

RESEARCH METHODS

This research was conducted using the literature study method. The literature study method is a series of activities related to how to collect library data, read and process the materials that have been collected (Arikunto, 2006). Writing collects data that comes from sources of information that come from journals, scientific articles, and a literature review that contains concepts that can be found from online journal sites such as Google Scholar or Scholar.

RESULTS AND DISCUSSION

From the results obtained, namely that the schools used for research have received good SBM. Judging from the head's leadership style, it is very good, both in protecting teachers and other staff and participating in school problems. So that the school becomes more advanced, comfortable and of good quality.

A. Definition of School Based Management

The term MBS (school-based management) is a direct translation of School-Based Management which broadly means a political approach to re-designing school bodies by giving authority and authority to school members at the local level to develop schools. School contestants are principals, teachers, consultants, curriculum developers, administrators, parents of students, close relatives, and students (H. E. Mulyasa, 2022). Meanwhile (Myers & Stonehill, 1993)

said, SBM is a strategy to justify learning by sending the authority to collect decisions in an important manner from the authorities centers and districts to schools individually by giving principals, teachers, students, parents and communities to have greater control over the learning process and giving them responsibility regarding budget, personnel and curriculum. After that, (Jalal & Supriadi, 2001) reported that SBM is a form of substitute for schools as a result of the decentralization of learning. SBM is principally based on the community and schools and is far from bureaucracy and centralism.

SBM has the potential to increase citizen participation, equity, capacity and management which is based on the school level (Fithroni, 2008). This is in line with Halinger's opinion taken by (Duhou, 2002) that SBM covers a form of teaching and learning programming where the authority and responsibility for the functioning of the school itself is guaranteed jointly between the central office (Departments, Learning Units, Regional Offices, local learning sovereignty, and so on). as well as school-based employees (teachers, principals, school bodies, and so on) who all work as professionals and partners who work similarly. Meanwhile (Sagala, 2004) reported that SBM has roots having greater authority (independence) in managing and empowering schools but not individualistic, as a result it is more independent, innovative and

innovative, with independence, as a result schools are more resourceful in developing programs that are more in line with the wishes and school capabilities. Then (Kubick, 1988) said, "School Platform Management is a replacement for the typical pattern of school area regimes that focus on authority in area offices". region. (Peterson, 1991) added, "school based management (SBM) the program decentralized district decrees by placing them in schools. Shareholders generally include teachers, as well as school principals; Some SBM programs also reach older people, students, and other citizen bodies". This means that school-based management programs decentralize local regulations by placing regional regulations in schools. In a fair way the shareholders include teachers, school principals; some MBS programs

also go out to reach parents, students, and other community organizations.

For the SBM design, school principals and teachers have great independence in managing schools without neglecting the wisdom and sovereignty of the authorities through strategies such as the following: (a) an inclusive curriculum, (b) an efficient way of teaching and learning, (c) a school area that is support, (d) resources based on equity, and (e) standardization in special circumstances, monitoring, assessment, and testing. 8 The implementation of these five strategies will be structured with the aim of managing schools, as a result creating school-based management parts, namely : (1) management, (2) teaching-guiding methods, (3) human resources, and (4) school administration. In a more real way the components can be observed in the chart below:

Table 1. Components of School Based Management

Management	PBM	HR	Resources and Administration
Provide management or organization or leadership of the school	Improve the quality of student learning	Distribute employees and place personnel who can meet the needs of all students	Recognize and share the source of energy according to desire
Develop school plans and formulate policies	Organize an appropriate curriculum and understand the needs of students	Selecting employees who have MBS Knowledge	Regulate the allocation of the school budget
Manage school	Offers effective	Provide activities for	Provides

operations	teaching	job development for all employees	Administrative Support
Ensuring there is efficient communication between the school and the school community	Provide individual development programs	Ensure the safety of employees and students	Manage the maintenance of buildings and other equipment
Encourage community participation		Compile information about school expertise	
Ensuring the maintenance of an accountable school			

Source: School Based Management Working Group

B. MBS goals

SBM aims to improve the quality of learning, especially in the regions, because schools and residents do not need to wait for orders from the center, but can develop a vision of learning that is in accordance with the conditions of the region and carry out the vision of learning independently. This was confirmed by (Supriono & Sapari, 2001) that the purpose of the MBS application was to improve management ability and the quality and relevance of learning in schools. Next, (Nurkolis, 2003) reported that the purpose of the MBS application is to improve the quality of learning in general, both in terms of the quality of education, the quality of the curriculum, the quality of human resources, both teachers and other educational staff, as well as the quality of learning services in general. On the other hand, (Slamet,

2001) reported that the aim of school-based management is to empower schools, especially the base of human resources (principals, teachers, staff, students, parents of students). , and local residents) through the provision of authority, flexibility, and other sources of energy to solve problems experienced by related schools. According to (Fattah, 2003) places more emphasis on community participation by stating that MBS intends for school independence and the participation of residents or managers of community needs. have models of high participation (high involvement models), where this form is to provide an underpinning if each factor will be able to function in increasing the quality, ability and equity of learning opportunities. (Myers & Stonehill, 1993) report the purpose of this MBS application is to provide several

advantages, (a) allow many professional people in schools to quote decisions that can justify learning, (b) provide opportunities for the entire school community to quote important decisions, (c) emphasize responsibility for decisions obtained, (d) focus on creativity in conceptualizing programs, (e) refocusing energy resources to support the income goals raised by each school, (f) focusing on clear calculations so that parents and teachers know the school's financial status, spending limits as well as fees from those programs, and (grams) improve teacher s etiquette as well as keeping the latest tops emerging. After that the ([University Of Southern California, 2004](#)) reported that the aim of MBS is to better understand how decentralized governance and management methods can support new approaches to teaching and education especially in the areas of mathematics, science, and social research, to create high performing schools. This means that the aim of SBM is to better understand how a decentralized regime and management activity regime can support new approaches especially to teaching and education, aspects of mathematics, science and social research, to produce large school outcomes. From some of the goals put forward, basically the objectives of SBM boil down to 5 things, namely: (1) improve the quality of learning in organizing and school initiatives in managing and empowering existing energy sources, (2) increase the

attention of the school community and residents in teaching learning through the collection of decisions, (3) increasing the responsibility of schools to parents, society, and authorities regarding the quality of schools, (4) increasing fresh competitions accompanying schools to achieve the desired quality of learning, and (5) empowering existing school capabilities to produce alumni successful and intelligent.

C. School Based Management Implementation Strategy

Based on the observations of the Earth Bank, the condition of schools in Indonesia includes 3 types, namely advanced schools, more schools and less schools, and of these types there are at least 3 levels of school-based management forms, namely: (a) schools that can carry out SBM in full, (b) schools with medium-level SBM (again), and (c) schools with minimal SBM. From a situation like this, the implementation of SBM in every school is certainly not the same, because this involves existing sources of energy. In terms of the position of the school situation, it also shows that the different levels of alteration are schools located in urban areas and schools located in isolated areas. For ([E. Mulyasa, 2003](#)), the participation of older people varies from those with large participation to those with less, not to mention not participating at all. Therefore, in order for SBM to be carried out optimally, it is necessary to have a grouping strategy

that is adjusted to the level of management expertise of each school.

For more details, this grouping can be observed in the next chart:

Table 2. School Groups in SBM

School Capability	Principal and Teacher	Society participation	Regional Income and Parents	School Budget
High management	compete big (listed leadership)	High (including funding support)	Tall	Big
Moderate management	Moderately competitive (including leadership)	Moderate (including financial support)	Currently	Currently
Low management	low competitive (listed leadership)	Less (including funding support)	Low	Little/none

The situation above implies that the level of expertise of school management to implement SBM differs from one another. Comparison of management expertise requires different treatment for each school that is matched to their respective expertise in absorbing SBM as the latest paradigm in learning. In organizing SBM requires features and strategies in its organization. Sagala reported on the features and strategies of SBM, including: (a) carrying out a school program under the vision and goals that do not change to goals and objectives, (b) expanding school co-workers with other zones, such as community leaders, and NGOs, (c) re-describe the bonds between co-workers, (d) change experiences and strengthen inter-system networks and assist schools, (e) clarify

the functions and obligations of each level and system actors, (f) define the limits of authority and accountability of each actor, (g) produces the necessary equipment, (h) fulfills data needs for schools, and (i) distributes authority, responsibility, and resources to the level of subordination. Meanwhile the SBM activity group for (Jalal & Supriadi, 2001) reported that 3 levels were needed in the strategy for implementing SBM are (a) a short-term strategy, (b) a medium-term strategy, and (c) a long-term strategy. 19 On the other hand, (Wohlstetter & Mohrman, 1996) reported that there are 6 strategies in implementing SBM, namely: 1. deciding the position means that the teacher is in the class of stipulation owners,

2. focus on continuous correction with major school nursery training in functioning and practicing skills, such as aspects of curriculum and teaching,
3. put in place a good system for providing data on the extent of school ties among voters,
4. improve ways to be more efficient in giving gifts as the direction of employee approaches towards achieving school goals,
5. selecting school principals who can change and facilitate management, and
6. is used in the region, state or nationally as a principle to focus efforts in gathering back and changing goals in curriculum and teaching.

Meanwhile, (Oswald, 1995) believes that in order for SBM to run successfully, it needs to pay close attention to several strategies, namely: (a) Principals must use a team approach for decision-making, (b) teachers will feel more positive about school superiors and be more committed to the goals and objectives of the school, (c) parents and community organizations will be more supportive of schools because they have more voice determination. This means (a) the principal must use a group approach to make decisions, (b) teachers must be more positive about school leadership and be more committed to the goals and objectives of the school, (c)

parents and community bodies must be a support school, because they have more views in the provisions. Based on some of these opinions, the same strategy for each school in practicing SBM cannot be applied in the same way, because the internal and external areas of the school are different for each school. It's just that each school always tries to condition the strategies offered to be applied from existing bases, resulting in getting maximum results from implementing SBM.

D. Stages in the Implementation of SBM

To make it easier to master the policies of the authorities contained in Law Number 22 of 1999 concerning regional rulers (regional independence) as well as several Ruler Regulations contained in PP Number. 25 of 2000 regarding the authorities, Provinces and Cities or Regencies, to the Ministry of National Education through the Directorate of Elementary Connection Schools has produced 4 guidance novels in implementing SBM, and each novel is filled with the principles of implementing SBM by sharing illustrations of forms in conceptualizing activities. In novel one there are 9 stages in the application of SBM that can be implemented and can be adapted to the school situation, so that it does not conflict with the independence that the school has. These stages:

Table 3. Stages of School Based Management Implementation

No	Stages	Definition	Activities carried out
1	Socializing	Understand the SBM concept of “what”, “why” and “how”	a. Master the systems, customs and energy sources in schools and reflect on their suitability to support the implementation of SBM b. Identify the systems, customs and resources that need to be strengthened and those that need to be replaced and introduce them to implement SBM c. Make a commitment in detail that is known by all responsible factors, If there is a change in the system, customs, and resources that are quite basic
2	Formulate the Vision, Mission, Goals and Targets of the School	Vision is thinking far ahead of where the school wants to go. Mission is an action to create or manifest. The goal is the level of the school's form towards the vision that has been proclaimed. The target is the presentation of the goal, which is something that is obtained by the school in a shorter duration.	Preparation of school building plans, through: a. Determination of long, medium and short time programs b. Recognize the school's obvious challenges c. Ensuring ratios are sourced to goals d. already inaugurated
3	Identify the functions required to achieve the objectives	Ensure the functions involved to achieve the target and also study the level of readiness	a. Ensuring implementation of upgrading such as curriculum, evaluation programming b. Determine the power program c. Determine the student program

			d. Define finances e. Determine the development of academic air f. Determine the development of facilities g. Determine the school bonding program with residents
4	Perform SWO analysis	To identify the readiness level of each function required to achieve the target	a. Understand and ensure aspects that match the conditions of the school. b. Recognize and ensure external aspects that support the school situation.
5	Alternative troubleshooting steps	Choose the school solution steps based on the results of the SWOT analysis	Changing the unpreparedness of Every Function into Functional readiness by overcoming the Meaning of Weaknesses and threats to become strengths and opportunities
6	Develop quality improvement plans and programs		Create short, medium and long term concepts
7	Implement Quality Improvement Plan		Make activities according to the target
8	Conduct Monitoring and Evaluation of Implementation	To determine the success rate of the program	Manage technical information as well as financial information
9	Formulating New Goals	Adjusted to the results of the evaluation	Ensure current targets, as well as carry out a SWOT analysis

CONCLUSION

Human resources are an important and important part in advancing the nation,

therefore increasing the human resource base needs to be carried out continuously and continuously. Learning institutions are

an important part of increasing people's resource base, especially formal learning institutions or schools.

Schools in the current independence era, urgently need improvement in increasing the human resource base, there is a school-based management pattern that gives big hopes for schools to be able to develop and improve skills according to school conditions. Therefore the results of implementing SBM in every school cannot be the same. However, all schools have the same opportunity to become quality schools.

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