

## **Application of School-Based Management in Improving Quality in Junior High Schools**

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Article History: Received on 20 January 2023, Revised on 15 March 2023,  
Published on 6 July 2023

**Abstract:** The purpose of this qualitative study was to investigate the implementation of Islamic higher education development management in Indonesia. The study's findings found that, first, the process of establishing school-based management demonstrated how autonomous, on average, school authority implementation is. Second, the use of participatory decision-making revealed a lack of empowerment in the community; and third, the process of implementing school-based management revealed the involvement of school members and the community in participatory decision-making, which generally involved school members and school committees. The fourth concluded that these educational institutions had implemented the accountability principle, but the outcomes varied due to differences in the degree of adherence to rules, customs when performing tasks, their perceptions of the concept of accountability, the school community's interest in and encouragement of carrying out accountability, and the values held by the school community. Finally, compared to prior years, there was an increase in high-caliber accomplishments in the 2013-2014 academic year, both academic and non-academic.

**Keywords:** Islamic Higher Education, Quality Improvement, School-Based Management.

### **A. Introduction**

Education administration and quality are widely debated concerns, particularly in many developing countries. The best school-based leadership focuses on how school leaders embrace significant autonomy and school functions such as learning, curriculum development, and quality growth. It is influenced by the American-style learning approach, which stresses the teacher's decentralization capacity (Lee and Chiu, 2017). School-based management (SBM) is an administrative concept used to increase educational standards in the era of regional autonomy. SBM is a notion that influences how school management is applied in the educational setting. In contrast to autonomous curriculum and learning quality, this study discovered that decentralization in various East Asian nations promotes more independence in financial/financial systems (Lee and Chiu, 2017).

According to Aziz (2018), a contrasting viewpoint, SBM improves school autonomy and encourages schools to participate in participatory decision-making in order to accomplish national education goals for school excellence. Schools are allowed the flexibility to oversee educational standards and governance with the assistance of madrasah committees comprised of stakeholders, parents, and the community (Patras et al., 2019).

School-based management fundamentally gives schools the flexibility to regulate everything linked to school administration in order to efficiently achieve educational objectives. After the government policy was announced through Law Number 1 and Law Number 22 of 1999, comprising Government Regulation Number 25 February 2000, covering the Allocation of Authority between the Central Government and Regional Autonomy, and Law Number 32 of 2004 (concerning Regional Autonomy), the goal of implementing SBM in all formal education became clearer (Muhammad and Rahman, 2017). The adoption of these laws and guidelines acts as a reminder that there has been a shift in who has the authority to control education and enhance educational standards.

The three basic components of school-based management are delegating authority to each school to make decisions about educational programs, including personnel, budgeting, and programming; implementing a shared decision-making model among the school-level management team, which consists of principals, teachers, parents, and occasionally students and community members; and implementing yard-based management (Reynolds, 1997).

In view of the aforementioned challenges and historical backdrop, the author performed research under the focus Application of School-Based Management in Improving Quality in Junior High Schools.

## **B. Methods**

This study involves library research, which is research done to find research data or information by reading academic publications, reference books, and other library resources (Rosadi, 2010). Because this work is based on library research, the information utilized comes from a range of textual sources, such as periodicals, scientific publications, and other materials related to the topic covered by the author. The study drew on information from a number of sources, including: 1) primary data source, primary sources are those that the author primarily consulted from the book "Implementation of Participatory Management Models in Improving the Quality of Islamic Education in MTS," written by the writing team at the Center for Curriculum Development and Books, Ministry of Religion of the Republic of Indonesia, as well as reading journals.

Secondary sources are defined as "supporting sources relevant to the topic, which can be offered in the form of books on the Subject Matter written by others, papers that are the outcome of study and report results, or other related resources" (Saebani, 2008). Secondary sources, according to some experts, are information sources that are not limited by time or geography (Black, 2001). In other words,

because the type of information or data is already available, the writer merely needs to get, gather, and classify it. Secondary data from dictionaries, encyclopedias, newspapers, journals, websites, and other sources was utilized by the authors of this study.

The author did descriptive qualitative library research of the descriptive variety. The documentation technique is the most appropriate and simple data collecting strategy. Using the documentation strategy to find information about things or variables requires digging through notes, transcripts, newspapers, magazines, inscriptions, minutes, leggers, agendas, and other sources (Suryabarta, 2008). As a result, the documentation technique was employed as the writer's method of data collection in order to obtain the necessary information and documents from textual sources.

The application of data analysis techniques enables the computation of issue solutions and the testing of hypotheses (Suryabarta, 2008). The hypothesis is a tentative solution that must be validated. Nevertheless, because the authors did their study in a library, they had to utilize content analysis and data analysis approaches.

To develop conclusions from books or materials, this research utilizes both deductive and inductive content analyses (Moleong, 2013). whether the data is original or secondary, obtained in the field or in a laboratory. Next, go through the available material and read it thoroughly. The researcher then presented his ideas critically and analytically (Nazir, 2005).

## **C. Results and Discussion**

### **Concept for School-Based Management**

SBM is an abbreviation for the terms School, Based, and Management. Managing entails making the best use of given resources in order to achieve goals. The source of the word "based" signifies "basis" or "principle," depending on the context. A school is a place where individuals may learn, teach, and absorb and transmit information. SBM is a management model that gives schools more autonomy and flexibility while encouraging direct involvement of the school community (teachers, students, principals, employees) and school members (student parents, community leaders, scientists, entrepreneurs, and so on) to improve school standards in accordance with applicable laws and regulations (Pane, et. al., 2021).

SBM is a school management method that aims to increase educational quality through decentralization. Irianto further remarked that the use of school-based administration allows stakeholders to have an active part in determining the school's trajectory (Irianto, 2011). SBM is a governance model that encourages school personnel (teachers, students, administrators, and lecturers) and the community (parents, students, administrators, community leaders, scholars, and entrepreneurs) to improve school quality in accordance with government education policies as well as current laws and regulations (Rohiat, 2008). Implementing SBM is a formal method including

school officials, instructors, parents, and students. Residents who live in the school surroundings are included in the decision-making process (Rosyada, 2012).

Schools grow increasingly self-sufficient as they gain more autonomy over their institutions. Schools have more leeway to construct specialized programs that are better suited to their students' needs and talents because of their independence. Schools will be more savvy in how they manage and utilize their resources if they have greater flexibility. They can feel more connected to the school by being involved in its administration and becoming more involved with the school's community and residents. This increased sense of belonging will lead to increased responsibility, and increased accountability will increase the school community's and residents' commitment to the institution. This is the primary focus of the school's activity. Citizens in the community are gaining knowledge. Increasing school autonomy, flexibility in managing energy resources, and community engagement in school administration are all intended to increase academic standards, according to national learning goals and appropriate laws and regulations.

SBM was conceptualized as a formal shift in organizational structure, a type of decentralization that recognizes the school as the fundamental unit of development and relies on the redistribution of decision-making authority to encourage and sustain progress (Devi, 2021). SBM is essentially an alternate stage in a decentralized system for implementing education, where schools are the initial element of placement to increase educational quality.

The motivation for implementing SBM in schools is intrinsically related to the conditions that sparked the notion in the first place. Adoption of SBM is justified for at least eight reasons, including financial, administrative efficacy, political, academic achievement, accountability, and school effectiveness. MBS's major mission is to improve student success. Because student achievement at a school may indicate the quality of instruction. When pupils achieve well enough, the school's standard may be considered high as well. To boost student achievement, suitable decisions may be taken, and a range of difficulties that limit teaching and learning can be handled together. As a result, decision-making in SBM includes school administrators, teachers, staff, parents, and students (Ela, et. al., 2023). Due of the substantial effect that school administrators have in decision-making, SBM has an indirect reason to keep schools responsible. in necessary for school administration to work properly.

SBM aims to improve educational standards in all areas, including effectiveness, quality, and equity. With the goal of improving schools by unilaterally granting them authority and allowing them to engage in participative decision-making in the context of boosting educational standards. The equity idea is one of the guiding concepts of SBM in school management. It is based on modern management theory, which maintains that there are numerous methods to achieve a goal. The principle of decentralization. Contemporary school administration reform stresses the phenomenon of decentralization. This rule is consistent with the rule of equifinality (Aditya, et. al., 2016). The premise of the self-management system. MBS recognizes the need of schools developing independent management systems that allow them to

choose their own learning objectives, management plans, and other resources (Khoiri, 2014). The fourth concept is human initiative. As the human relations and behavioral science movements in modern management have risen in popularity, people have begun to recognize the enormous impact of human factors on organizational success.

SBM characteristics include the ability of schools to optimize their performance, the educational process, the administration of learning resources, the professionalism of the teaching personnel, and the administrative system as a whole. Based on implementation in developed countries, (Khoiri, 2014) asserts that the key features of SBM are broad autonomy for schools, high community and parent engagement, democratic and professional school leadership, and high and professional collaboration. According to Aditya et al. (2016), madrasah-based school development supports in the achievement of educational objectives by building an inclusive, democratic Madrasah climate and supporting the engagement of varied stakeholders in decision-making.

### **SBM Framework and strategy**

The following are the three objectives of SBM implementation: (1) to increase the capacity of school administrators, teachers, and school committees to apply SBM to boost educational standards; (2) Improve the capacity of school committees, teachers, and administrators to implement engaging and active learning in schools and communities; and (3) In order to assist enhance educational standards, the community should be more involved in general education problems than school committee members (Indrawan and Muntholib, 2021). The school principal's capacity to participate in all areas of school management through authorisation, notably to improve the authority of the whole community, and to actively participate in school management, is critical to the success of SBM implementation. (Siahaan, 2018) divides the SBM implementation process into three stages: (1) The socialization stage is the time to plan a strategy to bring about change, particularly in places that are difficult to reach by information media, both print and electronic, in order to achieve a specific goal, namely, the community's ability to accept these changes and successfully adapt to the new environment; (2) the piloting stage, which is a testing phase ensuring the risk-free application of the school-based management concept; (3) The distribution stage is when the SBM model, which has been tested in several schools, is socialized to assure its effective and efficient implementation. Process quality encompasses both input and the creation of a suitable environment. The quality of educational results refers to the accomplishments of schools throughout a given time period.

According to Slamet (2016), the SBM framework consists of the following components: (1) resources, which require flexibility in schools' management of all resources in accordance with regional demands; (2) financial management, which requires schools to allocate funds in accordance with the priority scale established for the process of quality improvement, separating academic costs from procurement costs, in addition to operational or administrative financing; (3) Curriculum, Schools are in charge of developing a nationally established curriculum, but they must

consider three factors, including: (a) curriculum development must meet student needs; (b) how to develop management skills to present the curriculum to students effectively and efficiently while paying attention to existing resources; (c) how to develop management skills to present the curriculum to students effectively and efficiently while paying attention to existing resources; (d) creating various methods to manage change as a natural event in schools; and (e) school staff.

The SBM implementation method, according to Mumtahanah (2014), is carried out in the following phases: creating presentational, accurate, reliable, and systematic data limits and school profiles regarding various academic, administrative, and financial aspects; conducting a self-evaluation to identify strengths and weaknesses relating to school resources, staff, performance in developing and achieving curriculum targets, and results attained by students in terms of (annual including the budget).

### **Management of Quality in Education**

The level of superiority of a product (labor output or efforts in the form of physical or intangible commodities or services) is suggested by its quality (Suryosubroto, 2004). According to this definition, quality is a collection of the characteristics of products or services that reflect their ability to meet both explicit and implicit consumer demands. The concept of absolute and relative quality may also be utilized to comprehend the notion of quality. According to the absolute concept, a good is of high quality if it meets the most stringent perfection requirements. In the context of education, this means that it is no longer greater than the concept of absolute quality, which is elitist because few educational institutions can give it. Just a few pupils will be able to afford the best quality for themselves (appropriate for the job). Because quality is a relative concept that is related to the manufacturer, quality refers to satisfying the customer's criteria (McKenzie, et. al., 1993).

Quality of education is defined as the whole description and features of educational services, both internally and externally, that demonstrate their ability to fulfill inferred or anticipated needs, including those linked to educational intake, process, and output. In terms of offering high-quality education, educational institutions' primary purpose is to establish and sustain customer satisfaction, as defined by the institution's stakeholders. Because the institution can only recognize and respect excellence if it understands the process and the importance of customer happiness. Customer pleasure is the fundamental goal of all quality management actions, and everything done by management that does not promote customer happiness is futile.

The entire description and characteristics of both internal and external educational services comprise education quality. There are three methods for assessing educational quality: input, procedure, and outcome (Rohiat, 2008). All that is required for the process to take place is educational input. Everything that serves as a road map for the ongoing process, including tools, resources, and expectations. All of the resources, tools, and expectations that were employed as a roadmap for the

ongoing process are under doubt. Human resource contributions include principals, instructors, staff workers, and students (equipment, supplies, money, and materials). Expectations for input in the form of (school organizational structure, laws and regulations, job descriptions, plans, programs) comprise software input (vision, mission, goals, and goals to be achieved by the school). As a result, the amount of input readiness may be used to assess the input's quality. With increasing input readiness, the quality of the input improves.

Education quality must be sought in order to create progress based on a planned transition. Furthermore, there are several ways to improve academic achievement standards in schools, including: 1) improving aptitude tests, competency certification, portfolio profiles, and national or regional examinations that assess knowledge and competence; 2) forming peer learning groups to increase interest in learning through cooperative learning; and 3) expanding educational opportunities by making school days all-day (Nurkholis and Brodjonegoro, 2003).

One of the government's measures to improve educational quality is educational autonomy; autonomy is offered so that schools can freely manage resources in line with priority demands and are more attentive to local environmental concerns (Hasbullah, 2006). Local governments may not be able to deal with many educational challenges on their own since other parties with an interest in education exist, such as parents (the community), schools (educational institutions), and other social institutions. As a result, collaboration among interested parties is critical for putting the decentralization principle into effect, particularly in education management. Nowadays, models for managing education that stress collaboration among multiple stakeholders are more generally referred to as SBM (Suryosubroto, 2004).

To address the multiple difficulties that Madrasahs face, Madrasah-Based Quality Improvement Management must be implemented. According to the author's research, there is discord between madrasahs, the government, and society, which contributes to madrasahs' low quality, as well as discrimination within madrasahs, the implementation of bureaucratic-centralized education, ineffective government policies, and decisions regarding madrasahs' quality improvement. In order to attain the aims of madrasah education, it is appropriate to apply Madrasah-Based Quality Improvement Management in madrasahs as a solution to present difficulties while staying under the authority and control of the central government. Madrasahs would be transformed into educational institutions if this is done. Islamic education of high quality and perfection (Anwar, 2018). The SBM concept is a novel policy that promotes the decentralization paradigm in politics. What techniques are expected to ensure that SBM adoption genuinely improves educational quality? (Suparlan, 2013).

One strategy is to strengthen the capacity and commitment of all school employees, including the community and kids' parents, in order to create ideal conditions for SBM implementation. The SBM policy must be implemented in tandem with a policy that reinforces the school principal's role. A critical issue is that schools and teachers will require capacity training in order for school-based administration to be successful. Van Grouwe expressed this argument emphatically. The second phase

is to create a democratic, open, and responsible school culture. Encourage schools to provide community accountability reports, for example.

Managing Basic Education (MBE) has made an optimistic first step by increasing the RAPBS on the classroom bulletin board. Ensure that there are no unintentional reports regarding the timetable of school events in booklets, brochures, or posters. It would be great if both the chairman of the school committee and the principal of the school could appear in the media. Lastly, the central government bears a greater burden of monitoring and analyzing. In other words, the central government and regional governments must coordinate their efforts to monitor and review how SBM is implemented in schools, particularly how block funding received by schools are used. Fourth, develop a plan for a school empowerment program. It entails more than simply delivering knowledge to schools, which is the primary method of SBM training delivery. The mentorship or facilitation parts of the school empowerment method are expected to provide more tangible effects than previous SBM upgrading initiatives.

Not only in wealthy nations, but also in developing nations, school-based management is frequently used in classrooms. The use of SBM has demonstrated a lot of potential for raising educational standards. Building the capacity and commitment of schools, including all stakeholders who share responsibility for efforts to improve the quality of education, would help set the stage for the implementation of SBM. The interest of the central and regional governments to support and give opportunities for schools to implement SBM in schools has an impact on the success of the implementation in schools. School-based management is commonly employed in classrooms not just in affluent countries, but also in impoverished countries. The usage of SBM has shown a lot of promise for boosting educational standards. Improving the ability and commitment of schools, including all stakeholders who share responsibility for efforts to improve educational quality, will serve to provide the groundwork for SBM implementation. The desire of central and regional governments to assist and provide chances for schools to implement SBM has an influence on the success of implementation in schools.

#### **D. Conclusion**

SBM, or school management, is a school management philosophy that strives to increase educational standards in an age of educational decentralization. The official process of implementing SBM involves the entire community in decision-making, including parents, students, teachers, and school administrations. The ability of school administrators to play a proactive role in school management by empowering all stakeholders in school administration, particularly the community as a whole, is critical to the success of SBM implementation.

Furthermore, Way Jepara District, East Lampung, and East Lampung Regency have implemented SBM based on research findings at MTS AL-Ihklas, as evidenced by three inspiring movements created by the principle, and SBM is a model for managing a school that includes three programs: (1) Open School Management, which involves approaching the committee and parents; (2) Coffee Meet, which encourages



reading; and (3) SIMAK, or Interaction Synergy Monitoring Active Learning I It is hoped that through executing the SBM program, educational goals would be met successfully and efficiently.

### E. Acknowledgement

We thank to the President of Universitas Islam An Nur Lampung, and all stakeholders who helped us on this valuable project.

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