

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

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### ABSTRACT

Education plays a crucial role in enhancing the intellectual life of the nation, and in the era of globalization, Indonesia's education system faces various challenges, particularly at the primary and secondary levels. School-Based Management (SBM) emerges as a solution to decentralize educational management by granting schools autonomy to improve educational quality. This study examines the implementation of SBM in improving education quality in public schools, focusing on planning, implementation, and managerial evaluation. The findings indicate that SBM improves academic and non-academic quality as well as management efficiency in schools. However, challenges such as resource disparities and limited understanding of SBM principles need to be addressed to make the implementation of SBM more effective. Therefore, further support in terms of training, resources, and community participation is needed to optimize the outcomes of SBM.

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## 1. Introduction

Education plays an important role in advancing the nation's life as stated in the preamble of the 1945 Constitution (Winoto, 2020). In terms of globalization, the demand for the quality of education continues to increase, in line with the development of societal needs and international competition. However, education in Indonesia often faces problems, especially the low quality of education at the primary and secondary levels. The main causes include

the centralization of education policies, inconsistent implementation of the input-output approach, and minimal community involvement in education management.

School-Based Management (SBM) emerges as a strategic solution in decentralizing education management, granting greater authority to schools to organize and improve the quality of education. This approach is legally reinforced through Law No. 20 of 2003 on the National Education System and Government Regulation No. 19 of 2005 on National Education Standards (Nadeak, B., 2022). As a management model, MBS is based on autonomy, accountability, participation, and transparency. This allows schools to make decisions relevant to local needs, involve all stakeholders, and be accountable for educational outcomes. In addition, MBS supports the development of a quality culture in schools, strengthens leadership, and enhances community participation.

The MBS approach, which has been implemented in various countries such as the United States and England, shows a positive impact on improving the quality of education. However, the implementation in Indonesia requires adjustments to local characteristics to ensure its success. Therefore, this research aims to explore the implementation of School-Based Management (SBM) in improving the quality of education in public schools, identify the challenges faced, and formulate effective strategies to achieve national education goals.

The implementation of School-Based Management in Indonesia began as a response to the challenges of globalization and decentralization in education management. MBS is designed to address the weaknesses of the centralized education system, which tends to be rigid and less responsive to local needs (Tuala, 2018). By granting autonomy to schools, it is hoped that the policies adopted will be more in line with the specific potential and issues at the local level. In addition, the involvement of stakeholders, including parents, teachers, and the community, in decision-making can create a shared sense of responsibility for the quality of education.

MBS has several advantages that support the improvement of educational quality. One of its advantages is the flexibility in resource management, both human and non-human resources. The principal is given the freedom to design programs that align with the vision, mission, and needs of the students. In addition, community participation in education management can enhance transparency, accountability, and a sense of ownership towards the school. This is also in line with the spirit of regional autonomy that prioritizes community-based education management. However, the implementation of MBS in Indonesia faces several challenges. Not all schools have competent human resources and adequate facilities to implement autonomy optimally. The gap between schools in urban and rural areas also becomes an obstacle in the implementation of MBS. In addition, the lack of understanding among stakeholders regarding the principles of MBS often leads to inefficiencies in decision-making and program implementation.

## **2. Methodology**

This research uses the library research method, which is an approach that relies on literature and written sources as the main basis for data collection. This method aims to deeply examine the concept, implementation, and impact of School-Based Management (SBM) on the improvement of education quality in public schools. The data sources used include books, scientific journals, articles, legislation, and other official documents relevant to the research topic. Data collection is carried out by tracing valid and high-quality sources, both from print and digital libraries. After the data is collected, analysis is conducted qualitatively. The stages of analysis include critical reading, noting important points, and grouping data based on specific themes, such as planning, implementation, and evaluation of MBS. This technique aims to understand various theoretical and empirical perspectives related to the implementation of MBS. Additionally, a comparative study is conducted to compare various expert opinions and previous research findings. This approach aims to identify supporting factors, challenges, and the adaptation of MBS in various aspects, particularly in Indonesia. The results of the analysis are then synthesized into a systematic narrative to answer the research questions. This synthesis is also used to formulate strategic recommendations for improving the quality of education through the implementation of MBS. Thus, this literature method provides a strong conceptual foundation while also supporting data-based decision-making in education management.

## **3. Results and Discussion**

### **School-Based Management (SBM)**

School-Based Management (SBM) is an approach in educational management that grants greater autonomy to schools to make important decisions related to policies, programs, and resources. In the case of SBM, schools are given the freedom to manage existing resources, whether human resources, funds, curriculum, or facilities, with the aim of achieving better educational outcomes that meet local needs. MBS is in line with the decentralization policy in education, which allows schools to play an active role in designing and implementing policies according to the characteristics and conditions of the surrounding environment (Junindra, 2022).

The basic principle of MBS is the active participation of all parties involved in the school, including the principal, teachers, students, parents, and the community (Hidayah, 2018). Every decision made in school management involves the participation of all these components, aimed at improving the overall quality of education. The principal, as the leader in school-based management, has the authority to direct and manage resources with the aim of creating a conducive atmosphere for teaching and learning.

MBS aims to improve the quality of education by bringing decision-making closer to the school level and strengthening accountability and transparency in the management of

educational resources. By granting greater autonomy, it is hoped that schools can respond more quickly to the needs and challenges faced by their communities. Therefore, MBS not only improves the internal management of the school but also strengthens the relationship between the school and the surrounding community to achieve more effective educational goals.

### **The Purpose of MBS Implementation**

The main objective of implementing School-Based Management (SBM) is to improve the quality of education through increased efficiency, effectiveness, and equitable distribution of educational services at the school level. MBS aims to provide autonomy to schools, allowing them to manage existing resources more flexibly and responsively to local needs (Sulaiman, 2015). One of the key objectives of MBS is to create more independent schools that can make decisions based on matters and priorities relevant to the surrounding community.

Improving efficiency in resource management has become one of the main focuses of MBS. With the grant of autonomy, schools have the freedom to plan and allocate resources whether funds, facilities, or educators—according to urgent needs and the school's priorities (Jumari, 2017). This allows for more targeted management and reduces bureaucratic obstacles often found in centralized systems. In addition, MBS aims to improve the quality of education through the development of teacher professionalism capacity, increased community participation, and the establishment of a quality culture in schools. Community participation, whether from parents, teachers, or the surrounding community, becomes a very important element in MBS. Their participation not only helps in the decision-making process but also creates a sense of collective responsibility in improving the quality of education.

The goal of implementing MBS is to create schools that are more responsive, accountable, and capable of improving student learning outcomes, as well as creating a better educational climate. With these objectives, MBS is expected to address existing educational challenges and guide schools towards achieving higher quality standards, both academically and non-academically.

### **Stages of MBS Implementation**

The implementation of School-Based Management (SBM) is carried out in three main stages, each playing an important role in ensuring the success of SBM application in schools. These stages include the Understanding Stage, the Implementation Stage, and the Reinforcement Stage.

#### **1. Understanding Stage**

At this stage, all parties involved in the school, including the principal, teachers, and the community, need to thoroughly understand the basic concepts and philosophy of MBS. This includes understanding the vision, mission, and goals of the school that

will be directed by the implementation of MBS (Hidayah, 2018). This understanding process includes an introduction to school autonomy in decision-making and how MBS can be implemented to improve the quality of education. This stage of understanding also requires effective communication among all parties to create a shared understanding of the goals and principles of MBS.

2. Implementation Stage

After sufficient understanding, the next stage is implementation. At this stage, the school begins to implement strategic steps based on the existing needs analysis and benchmarking with best practices from other schools that have successfully implemented MBS. At this stage, the agreed-upon policies start to be executed, and all school elements, including teachers, students, and parents, are expected to actively participate in the decision-making process that aligns with local conditions. Activities carried out at this stage also include the preparation of work plans, resource allocation, and the adjustment of curricula and learning programs to local needs.

3. Strengthening Phase

The strengthening phase aims to ensure that the implementation of MBS runs effectively and in accordance with the established objectives. At this stage, periodic evaluations are conducted to assess the success of MBS implementation and identify areas that need improvement. These evaluations can include managerial aspects, resource management, and student learning outcomes. Strengthening is also carried out by providing feedback and improving existing management mechanisms, as well as offering additional support to the involved parties so that they can continue to adapt to the changes and policies being implemented.

### **Improvement of Teacher Professionalism**

The improvement of teacher professionalism is one of the main objectives in the implementation of School-Based Management (SBM). In the context of SBM, teachers are given the opportunity to be more actively involved in the planning, implementation, and evaluation of educational policies at the school. By granting autonomy to schools, it is hoped that an environment will be created that supports the development of teachers' competencies and professional quality, which in turn will contribute to the overall improvement of education quality.

A professional teacher not only masters the teaching material but also possesses good pedagogical skills, the ability to interact with students, and the capacity for continuous self-development. Through the implementation of MBS, teachers are empowered to develop innovative and relevant teaching methods that meet the needs of students. They are also encouraged to reflect on their teaching practices, thereby improving the effectiveness of teaching and student learning outcomes (Sunanto, 2015). Thus, teacher professionalism is not only reflected in mastery of the material but also in the ability to adapt and continuously improve the quality of teaching.

Furthermore, the principal, as a leader in MBS, plays an important role in supporting the improvement of teacher professionalism. The principal is responsible for providing training, facilitating skill development, and creating an environment that supports professional learning. Evaluation of teacher performance, including the inspection of teaching materials and teacher attendance, is conducted periodically to ensure that teachers continue to develop and meet the expected competency standards.

The implementation of MBS also encourages recognition of good teacher performance. Awards and constructive feedback become part of the system implemented to motivate teachers in improving their professionalism. For example, in some MBS implementations, a 100% student graduation rate can be used as an indicator of a teacher's success in performing their duties. This shows that with the improvement of teacher professionalism through MBS, the quality of teaching and student learning outcomes can be achieved more optimally.

### **Improvement of Education Quality**

The implementation of School-Based Management (SBM) has proven to improve the quality of education in various aspects, both academic and non-academic. This improvement occurs because SBM allows schools to manage resources more effectively and efficiently, as well as giving schools the autonomy to determine policies and actions that are most suitable for local needs and conditions. Some aspects of improving the quality of education through MBS are as follows:

1. **Academic Quality**

One of the main indicators of improving the quality of education is academic quality, which can be seen through the improvement of student learning outcomes. With the autonomy given to schools, the management of learning can be adjusted to the needs of the students. Schools are able to optimize the curriculum and teaching methods that are relevant to local contexts and the times. The improvement in student learning outcomes is also influenced by the active involvement of teachers in designing and implementing innovative teaching strategies. Evaluation of the learning process and outcomes is conducted periodically to ensure that academic goals are achieved.

2. **Non-Academic Quality**

In addition to improving academic quality, MBS also focuses on non-academic aspects, such as character building, skill development, and student participation in extracurricular activities. Quality education not only measures student success from an academic perspective but also from the development of character and essential life skills. By integrating extracurricular activities and character education into school management, MBS helps students develop social skills, leadership, and responsibility, all of which support the achievement of more holistic educational goals.

### 3. Management Efficiency

One of the main objectives of MBS is to improve efficiency in resource management. By granting autonomy to schools, resource management improves. Human resources, funds, and facilities—can be managed more optimally. Schools are given the freedom to plan and allocate resources according to their priority needs. This encourages transparency in financial management, as well as accountability in the use of educational funds. Efficient management ensures that resources are used to the fullest to improve the quality of education, including the enhancement of learning facilities and the empowerment of educators.

The implementation of MBS contributes to achieving better educational quality, both academically and in terms of student character, as well as optimizing resource management in schools. With this approach, it is expected that schools can be more responsive to changes and community needs, and create a conducive educational environment for student development.

### 4. Conclusion

The implementation of School-Based Management (SBM) in Indonesia has shown a positive impact in improving the quality of education, both academically and non-academically. By granting autonomy to schools, MBS allows for more flexible resource management and decision-making that is more relevant to local needs. This approach encourages the active participation of all stakeholders—including principals, teachers, parents, and the community—to create a better and more accountable educational climate. However, the main challenge in the implementation of MBS is the resource gap between schools in urban and rural areas, as well as the lack of understanding of MBS principles. With proper adjustments and support, MBS can become an effective model for improving the quality of education in Indonesia.

- a. Greater efforts are needed to enhance understanding of the principles and objectives of MBS among stakeholders, including teachers, school principals, and parents. More intensive training and socialization can help improve the effectiveness of MBS implementation.
- b. The government must pay more attention to providing adequate resources, both in terms of facilities and the professional development of educators, so that MBS can be implemented optimally, especially in areas with limitations.

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