SCHOOL-BASED MANAGEMENT AS A METHOD TO IMPROVE EDUCATION QUALITY IN SENIOR HIGH SCHOOLS: A PERSPECTIVE ON THE HEADMASTER'S ROLES

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ABSTRACT

This research is motivated by the crucial role of school principals in school management and the enhancement of education quality, particularly within the framework of School-Based Management (SBM). The significance of this study is underscored by the substantial impact of education on a nation's development and the pivotal role played by school principals in achieving optimal educational quality. The primary objective of this research is to explore the involvement of school principals in implementing SBM at SMA Negeri 1 Sukaraja, Sukabumi Regency, and assess the impact of their leadership on educational quality improvement. The theoretical foundation of this study rests on the concepts of School-Based Management (SBM) and the theory of school principal leadership. Employing a qualitative approach with a single case study design, the research seeks to provide insights into the successful implementation of the SBM approach by the headmaster of SMA Negeri 1 Sukaraja. This implementation involves active participation from parents, teachers, students, and the local community in the decision-making process, reflecting a more democratic and inclusive management style in school administration. Despite the evident success, the study also uncovers challenges faced in this implementation, including resistance to change and constraints in resources.

ABSTRAK

Latar belakang penelitian ini muncul dari pentingnya peran kepala sekolah dalam mengelola sekolah dan meningkatkan kualitas pendidikan, khususnya dalam konteks Manajemen Berbasis Sekolah (SBM). Urgensi penelitian ini terletak pada kontribusi penting pendidikan terhadap pembangunan suatu negara dan peran sentral kepala sekolah dalam mencapai kualitas pendidikan yang optimal. Tujuan penelitian ini adalah untuk

mengidentifikasi peran kepala sekolah dalam mengimplementasikan SBM di SMA Negeri 1 Sukaraja Kabupaten Sukabumi dan menganalisis pengaruh kepemimpinan mereka terhadap peningkatan kualitas pendidikan. Teori yang menjadi dasar penelitian ini adalah konsep Manajemen Berbasis Sekolah (SBM) dan teori kepemimpinan kepala sekolah. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus tunggal. Partisipan penelitian terdiri dari kepala sekolah, guru, dan stakeholder sekolah seperti orangtua siswa, siswa, dan staf administrasi. Data dikumpulkan melalui wawancara mendalam, dan observasi. Data akan dianalisis secara kualitatif dengan menggunakan analisis konten. Sumber data utama adalah partisipan manusia, yaitu kepala sekolah, guru, dan stakeholder sekolah. Teknik pengumpulan data mencakup wawancara mendalam dan observasi. Hasil penelitian ini menunjukkan bahwa kepala sekolah SMA Negeri 1 Sukaraja telah berhasil menerapkan pendekatan manajemen berbasis sekolah (SBM) dengan melibatkan orangtua, guru, siswa, dan komunitas lokal dalam pengambilan keputusan. Pendekatan ini mencerminkan pendekatan yang lebih demokratis dan inklusif dalam mengelola sekolah. Meskipun berhasil, penelitian ini mengidentifikasi beberapa tantangan, seperti resistensi terhadap perubahan dan keterbatasan sumber daya.

INTRODUCTION

Education is one of the main pillars in the development of a nation. The quality of education is key to producing intelligent, creative, and character-driven future generations. In the current era of globalization, the demands for high-quality education are increasing. SMA Negeri 1 Sukaraja, as one of the formal education levels, plays an important role in preparing the younger generation to face the global era.

One effort to improve the quality of education in schools is through the implementation of School-Based Management (SBM). SBM is a school management approach that gives greater autonomy to schools in planning, implementing, and evaluating their educational programs. SBM is expected to enhance accountability, transparency, and participation from all parties in school management, thereby ultimately improving the quality of education.

Previous research shows that SBM has a positive impact on improving the quality of education in schools. Findings from prior research conducted by

Hodin[1] indicate that SBM can enhance the effectiveness of learning, teacher and student participation, and the quality of graduates. In this context, the principal plays a central role in managing the school, designing educational policies, overseeing the learning process, and motivating the teaching staff. Another study by Siti Nurabdiah Pratiwi shows that SBM increases accountability and transparency in school financial management.[2]

However, several studies also indicate that SBM faces some challenges in its implementation. Nanda Hashifah, in her research, found that there is still a lack of understanding and commitment from stakeholders towards SBM.[3] This is reinforced by another study conducted by Rizka Azahra at SMP 10 Bandar Lampung, which shows that there are still obstacles in terms of funding and human resources in the implementation of SBM.[4]

Therefore, the principal needs to have a deep understanding of the SBM concept, strong leadership skills, and the ability to plan and implement various educational programs and policies. One high school that is the focus of this research is SMA Negeri 1 Sukaraja in Sukabumi Regency.

This research will focus on the implementation of School-Based Management (SBM) at SMA Negeri 1 Sukaraja, and will examine how the principal can effectively lead and manage SBM to improve the quality of education at SMA Negeri 1 Sukaraja. The aim of this research is to uncover the challenges faced in improving the quality of education at SMA Negeri 1 Sukaraja, Sukabumi Regency. This study differs from previous research as it will focus on the principal's role in the implementation of SBM at the high school level. Additionally, this research will employ a different methodology compared to previous studies.

Through this research, it is expected to make a significant scientific contribution to the field of educational management, particularly regarding the role of principals in improving the quality of education through School-Based Management (SBM). The results of this study are expected to provide input for stakeholders in the education sector to enhance the quality of education in high schools through SBM. Thus, this research not only identifies problems but also seeks concrete solutions to improve the quality of education at SMA Negeri 1

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[1] Hodin, "Manajemen Berbasis Sekolah Dalam Meningkatkan Mutu Pendidikan Di Smp Negeri 02 Purworejo," *Cakrawala Jurnal Manajemen Pendidikan Islam Dan Studi Sosial* 4, No. 1 (20 Juni 2020): 51–68, Https://Doi.Org/10.33507/Cakrawala.V4i1.211.

[2] Sri Nurabdiah Pratiwi, "Manajemen Berbasis Sekolah Dalam Meningkatkan Kualitas Sekolah," *Edutech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial* 2, No. 1 (30 Maret 2016), Https://Doi.Org/10.30596/Edutech.V2i1.578.

[3] Nanda Hashifah, "Manajemen Berbasis Sekolah (MBS)," *Management Of Education: Jurnal Manajemen Pendidikan Islam* 5, No. 1 (24 Februari 2019), Https://Doi.Org/10.18592/Moe.V5i1.5238.

[4] Rizka Azhara, "Peran Kepala Sekolah dalam Implementasi Manajemen Berbasis Sekolah." *Management of Education: Jurnal Manajemen Pendidikan Islam* 8, No. 1 (2022): 15-21. https://doi.org/10.18592/moe.v8i1.6254

Sukaraja.[5] Therefore, this study aims to investigate the role of the principal in improving the quality of education at SMA Negeri 1 Sukaraja, Sukabumi Regency.

METHODS

This research employs a qualitative approach with a single case study design. The qualitative approach is chosen for its ability to deeply understand the context, processes, and impact of the principal's role in School-Based Management (SBM).[6] This study focuses on the role of the principal in improving the quality of education at SMA Negeri 1 Sukaraja through SBM. The research is conducted at SMA Negeri 1 Sukaraja, located at Jl. Mh. Holil No. 261/78, Sukaraja, Kec. Sukaraja, Kab. Sukabumi, Prov. Jawa Barat. The respondents of this study are the principal, vice-principal, classroom teachers, and XII-grade students.

The research data are obtained through in-depth interviews with the principal, vice-principal, teachers, and students, as well as participant observation in classes and school meetings.[7] According to Miles and Huberman, qualitative data analysis is a series of activities carried out repeatedly and continuously. Qualitative research is then divided into three stages: data reduction, data display, data verification, and conclusion drawing.[8] The validity of the data in this research is tested using triangulation techniques, by comparing data from various sources and data collection methods.

RESULTS

Implementation of School-Based Management and Improvement of Education Quality

The research results indicate that School-Based Management (SBM) does not automatically guarantee an improvement in the quality of education. Narrow or partial implementation of SBM is not sufficient to enhance the quality of education. Other factors also play a crucial role in determining the quality of education. Although SBM provides autonomy, flexibility, and participation to improve the quality of education, it should be noted that SBM is not an instant solution. SBM can be one contributing factor to improving the quality of education if implemented properly. Effective implementation of SBM requires commitment and cooperation from all relevant parties, including the government, schools, and the community.

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[5] Muhammad Ali Akbar, "Konsep Manajemen Berbasis Sekolah Dan Implementasinya," *Paedagog* 2, No. 1 (20 November 2019). https://Jurnal.Staitapaktuan.Ac.Id/Index.Php/Paedagog/Article/View/101.

[6] Muhammad Rijal Fadli, "Memahami Desain Metode Penelitian Kualitatif," *Humanika, Kajian Ilmiah Mata Kuliah Umum* 21, No. 1 (30 April 2021): 33–54, Https://Doi.Org/10.21831/Hum.V21i1.38075.

[7] Shelty Deity Meity Sumual, "Implementasi Manajemen Berbasis Sekolah Dalam Peningkatan Mutu Pembelajaran," *Jurnal Bahana Manajemen Pendidikan* 12, No. 1 (30 April 2023): 95–99, Https://Doi.Org/10.24036/Jbmp.V12i1.122687.

[8] Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, Dan R&D., ed. Alfabeta, 2017.

The implementation of School-Based Management can be seen from the source of information, based on the results of observations conducted by researchers at SMA Negeri 1 Sukaraja with a total of 72 XII-grade students and from interviews with teachers represented by Ms. Siti Rahayu, one of the teachers at SMA Negeri 1 Sukaraja. It was found that the implementation of SBM provides more autonomy in decision-making regarding teaching. Teachers can design learning programs that are more suitable for students' needs.

However, one of the main issues in its implementation is the lack of understanding and training on SBM for principals and teachers. Many of them do not fully comprehend the concept of SBM, resulting in suboptimal implementation. Additionally, teachers' skills and knowledge in school management are still limited, so they are not ready to effectively carry out SBM. Another constraint is the limited financial resources. The allocated funds for SBM are still limited, making it difficult for schools to finance various activities required for SBM implementation. The mechanism for disbursing SBM funds is often not transparent and accountable, leading to doubts and suspicions from various parties.

The evaluation and monitoring system of SBM are still ineffective, and the lack of feedback and follow-up from SBM evaluation results hinders SBM from evolving and improving. The lack of community participation in decision-making at schools also hampers the effectiveness of SBM. This contradicts the three main objectives of School-Based Management (SBM) as outlined by Mulyasa[9], which are: 1) Increased Efficiency, achieved through the flexibility in managing school resources and streamlining bureaucracy; 2) Improved Quality, attained through parent involvement in schools, flexibility in school management, and professionalism of teachers and principals; and 3) Enhancement in Equity, obtained through community participation.

The main principles of School-Based Management (SBM) are school autonomy, flexibility, and participation to enhance the quality of education. School autonomy empowers schools to govern and manage themselves independently. Flexibility allows schools to innovate and develop programs that suit local needs and conditions. Participation involves engaging various stakeholders in decision-making and implementing SBM with the clear goal of improving the quality of education in schools.

The implementation of School-Based Management (SBM) at SMA Negeri 1 Sukaraja has shown quite positive results in several aspects, such as improving the quality of education and increasing students' achievements in various fields, such as science, arts, and sports competitions. In 2023, students from SMA Negeri 1 Sukaraja successfully won the first place in the Provincial Science Olympiad (OSN). In the context of community participation, the school committee plays an active role in decision-making regarding school policies, such

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[9] Enco Mulyasa, *Manajemen berbasis sekolah: konsep, strategi dan implementasi*, Jakarta: Rosdakarya, 2004.

as budgeting and school programs. However, this has not been balanced with the involvement of parents in strategic decision-making, as most of them are less active in this area.

The implementation of SBM at SMA Negeri 1 Sukaraja has several unique aspects compared to other schools. This includes the formation of an SBM Team consisting of the school principal, teachers, school committee, and parents. This team is responsible for planning, implementing, and evaluating SBM programs. The development of the school management information system at SMA Negeri 1 Sukaraja is web-based, allowing all stakeholders to access information about the school's performance. The school has also collaborated with various parties such as universities, non-governmental organizations (NGOs), and the business sector, aiming to enhance the quality of education..

The implementation of SBM has brought significant changes in how teachers teach and students learn. Teachers feel they have more autonomy in designing relevant curriculum and teaching methods, consistent with SBM principles emphasizing teacher participation in decision-making and curriculum development. Thus, SBM theory is being applied in practice at SMA Negeri 1 Sukaraja, allowing more room for participation and involvement of all school stakeholders in educational improvement efforts. Parents, students, and administrative staff also feel the positive impact of the principal's role in SBM. They see the principal as a leader who listens and responds to their needs. Active participation of school stakeholders is key to success in SBM theory, and this research confirms it. Parents and administrative staff feel more engaged in school life, and students experience a positive influence on their learning.

To respond to the relationship between the implementation of SBM and education quality, a common understanding of the concept of education quality is needed because perceptions of quality vary. Concepts and strategies for improving quality can be applied in the context of SBM. Quality, in general, refers to the level of excellence of a product or work outcome, whether tangible or intangible. The meaning of quality varies depending on the perspective and needs. In the context of education, there are various views on quality, which can be assessed from various aspects such as input, process, output, impact, and benefits.

Education quality encompasses various inputs such as teachers, equipment, books, costs, technology, and other factors needed in the education process. Some link quality with the learning process, as it is considered key in determining the quality of education. Quality orientation from the output aspect looks at the educational outcomes in terms of academic and non-academic excellence in schools. Many schools are beginning to realize the importance of balancing inputs, processes, and outputs to ensure quality, starting with solid planning steps related to mission, goals, objectives, and targets.

The concept of quality itself can be said to be dynamic and responsive to the demands of education customers and stakeholders. Therefore, although there is no empirical evidence to guarantee the improvement of education quality

through SBM management, the SBM management approach in educational units can realize this quality concept more broadly.

The results of this research indicate that the implementation of SBM at SMA Negeri 1 Sukaraja has brought significant positive impacts on education quality, community participation, teacher performance, and school transparency and accountability. This demonstrates that SBM is an effective school management model in improving the quality of education in Indonesia. This study also highlights several unique aspects of SBM implementation at SMA Negeri 1 Sukaraja, such as the formation of the SBM Team, the development of the school management information system, and collaboration with various parties.

These unique aspects can serve as a model for other schools looking to implement SBM because they acknowledge the central role of the school principal in decision-making, resource management, and school development strategy design.[10] In the era of globalization, education quality becomes crucial, where responsibility lies not only with teachers and students but also involves the entire education community and government.[11] The implementation of SBM has changed the way collaboration and decision-making are done in schools. The decision-making process is more inclusive, and all staff feel a greater sense of ownership in those decisions.

DISCUSSION

In the context of SBM, the school principal serves not only as an administrator but also as a change agent responsible for key decision-making and resource management. The principal is also expected to be a strategic leader, capable of designing and implementing school development strategies that align with the needs and demands of the community, including curriculum development and teaching methods. SBM emphasizes the importance of stakeholder participation in educational decision-making, where all parties involved in education, such as parents, teachers, students, the local community, and government, are considered crucial in supporting educational improvement. Their active participation in the decision-making process at the school is seen as a way to accommodate diverse views and interests, fostering inclusion and democratization in school management.[12]

However, the implementation of SBM requires a change in culture and paradigm at the school level, where principals must be able to change their perspectives and learn to listen and integrate stakeholders' views into decision-

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[10] Lamondo Lamondo, "Konsep Dasar Manajemen Berbasis Sekolah/Madrasah (Pengertian Dan Karakteristik MBS/Mbm)," *Shautut Tarbiyah* 15, No. 1 (1 Mei 2009): 57–66, Https://Doi.Org/10.31332/Str.V15i1.100.
[11] Nur Mukti, "Kepemimpinan Visioner Kepala Sekolah," *Jurnal Kependidikan* 6, No. 1 (25 Mei 2018): 71–90, Https://Doi.Org/10.24090/Jk.V6i1.1697.
[12] Elvarina Elvarina, "Efektivitas Kepemimpinan Kepala Sekolah Dan Faktor Yang Mempengaruhi Nya Di Sekolah Menengah Pertama Negeri 2 Palembang," *Conciencia* 15, No. 1 (30 Juni 2015): 65–84, Https://Doi.Org/10.19109/Conciencia.V15i1.6133.

making. Full support from the government and educational institutions is also necessary for the implementation of SBM. This research has explored how school principals in an SBM environment can improve education quality through wise decision-making, efficient resource management, and appropriate strategy development. One focus is on the relationship between school principals' leadership and students' academic outcomes, as well as school resource management to support effective learning. Mapping the research path and the research position compared to previous studies indicate several important differences.

There are at least 5 indicators that can be used as references for the effectiveness of the school principal's role in managing SBM to improve education quality, such as clear vision and mission, supportive school culture, professional development of teachers and staff, and good relationships with stakeholders are key factors contributing to the success of SBM.

The research at SMA Negeri 1 Sukaraja indicates that the school principal has a clear vision and mission regarding SBM. This vision and mission are communicated to all stakeholders and serve as the foundation for decision-making. This aligns with Yohanes Hendro Pranyoto's research,[13] which emphasizes the importance of clear vision and mission in transformative school leadership. This study found that the vision and mission of SBM at SMA Negeri 1 Sukaraja are focused on character development and Sundanese culture. This sets it apart from previous research, which generally focused on improving academic quality.

The school principal leads and manages SBM by applying principles of good governance, such as accountability, transparency, and stakeholder participation. This is reflected in careful planning, systematic organization, clear direction, and sustainable control. This research shows that the implementation of good governance in SBM at SMA Negeri 1 Sukaraja improves accountability and transparency in school management. This aligns with Mulyasa's assertion that good governance is key to creating a conducive school culture.

The school principal has successfully built a supportive school culture for SBM. This culture is characterized by mutual trust, respect, and high commitment to SBM among all stakeholders. This positive school culture creates a conducive learning environment and enhances students' learning motivation. This research found that the supportive school culture for SBM at SMA Negeri 1 Sukaraja is built through various activities, such as character development programs, Sundanese cultural development, and religious activities. This demonstrates the novelty of this research compared to previous studies, which generally focused on school cultures supporting academic learning.

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[13] Yohanes Hendro Pranyoto, "Implementasi Model Kepemimpinan Transformasional dalam Manajemen Berbasis Sekolah." Jurnal Masalah Pastoral 5, No 2 (2017): 11-21. Https://Doi.org/10.60011/jumpa.v5i2.45

The school principal facilitates the continuous professional development of teachers and staff. This is done through various training programs, seminars, and workshops. Improving the competence of teachers and staff through professional development has been proven to enhance the quality of teaching and student achievement. This research shows that the professional development of teachers and staff at SMA Negeri 1 Sukaraja focuses on the development of 21st-century learning and Sundanese culture. This demonstrates the novelty of this research compared to previous studies, which generally focused on pedagogical development and learning content.

In this regard, the school principal also maintains a good relationship with stakeholders, such as parents, the school committee, and the government, although parental participation in SBM is still not optimal. Stakeholder involvement in SBM helps improve accountability and transparency in school management.

As found in this research, the school principal at SMA Negeri 1 Sukaraja plays a very important role in the implementation of SBM. They are not just administrators but visionary leaders. They act as catalysts for change, motivating staff and teachers to actively participate in the SBM process. The leadership of the school principal in SBM is highly relevant to transformational leadership theory, where the school principal acts as a change agent who can motivate, inspire, and guide their staff to achieve common goals. They create a shared vision to improve the quality of education.

Compared to the research by Besse Risma, which emphasizes the importance of school principal leadership in improving education quality at SMAN 1 Majauleng[14], this research focuses more on SBM in a different school context. Unlike the study by Novi Andri Nurcahyono et al., which emphasizes the implementation of SBM in the context of the 2013 curriculum at elementary schools in Sukabumi, this research focuses more on the secondary school level[15].

Different from the study by Fitrianto, which focuses on the implementation of SBM at SMPN 5 Ponorogo.[16] the main focus of this research is on SBM in a different context. Overall, the concept of SBM is an important framework in efforts to improve the quality of education in Indonesia, with school principals being the main leaders. This research is expected to provide significant benefits to the education sector in Indonesia, offering insights to

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[14] Besse Risma, "Peranan Kepemimpinan Kepala Sekolah terhadap Peningkatan Mutu Pembelajaran di SMAN 1 Majauleng Kab. Wajo", Tesis tidak diterbitkan, (Makassar: PPs Universitas Muhammadiyah Makassar, 2017), h. 42.

[15] Novi Andri Nurchahyono, Astri Sutisnawati, and Iis Nurasiah, "Lokakarya Manajemen Berbasis Sekolah (MBS) dan Implementasi Pada Kurikulum 2013 Di Sekolah Dasar (SD) di Sukabumi, Indonesia", Empowerment: Jurnal Pengabdian Masyarakat, Vol.02 No.01 April 2019. 11-17. DOI: https://doi.org/10.25134/empowerment.v2i01.1743

[16] Alim Rhohmatul Fitrianto, "Kepemimpinan Kepala Sekolah dalam Penerapan Manajemen Berbasis Sekolah (Studi Kasus di SMPN 5 Ponorogo)." Tesis tidak diterbitkan. (Ponorogo: IAIN Ponorogo, 2020), h. 43.

school principals and education practitioners about the importance of their role in SBM.

This research finds that school principals play a critical role in the success of SBM implementation. As leaders, school principals are responsible for making strategic decisions, managing resources, and designing and implementing effective school development strategies. This research also reveals that effective leadership in the context of SBM not only involves administrative abilities but also the ability to be innovators and motivators. The school principals at SMA Negeri 1 Sukaraja demonstrate leadership qualities that include strategic vision, managerial skills, and strong interpersonal abilities. They play a significant role in motivating and inspiring teachers and staff, as well as in developing policies and programs oriented towards improving the quality of education. The implementation of SBM at SMA Negeri 1 Sukaraja has contributed to improving the quality of education through the development of more responsive curriculum, innovative teaching methods, and enhancing the quality of educators.

The summary of this research indicates that the school principal has successfully implemented the School-Based Management (SBM) approach by involving parents, teachers, students, and the local community in decision-making. This approach reflects a more democratic and inclusive approach to school management[17]. Despite its success, the research identifies some challenges, such as resistance to change and resource limitations. The importance of the school principal's role in addressing these challenges is highlighted, showing creativity, effective communication, and smart resource management strategies.

The findings of this research provide valuable insights for education practitioners and policymakers, emphasizing the need to support and develop school principals' leadership skills as a key factor in improving education quality. Additionally, this research highlights the importance of collaboration and support from all education stakeholders to achieve desired educational goals. In conclusion, the results of this research make a significant contribution to our understanding of SBM implementation and underscore the importance of supporting school principals and fostering collaboration among all parties involved in education.

CONCLUSION

This research illustrates how effective leadership from school principals can significantly contribute to improving the quality of education. The school principals at SMA Negeri 1 Sukaraja have successfully fulfilled their roles, including strategic decision-making, resource management, and school development strategy development. The implementation of SBM in this school also demonstrates the importance of stakeholder participation in the educational

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[17] Wandra Wardiansha Purnama, "Tantangan Perlindungan Dana Nasabah pada Layanan Equity Crowdfunding di Era Industri 4.0: Analisis Peraturan OJK." DOKTRINA: JOURNAL OF LAW, Vol. 06, No. 2, Oktober 2023, 174-183.

decision-making process. Parents, teachers, students, and the local community have been actively involved, creating a more democratic and inclusive environment.

However, this research also identifies some challenges in implementing SBM, such as resistance to change and resource limitations. Nevertheless, school principals have successfully addressed these challenges through creativity and smart management strategies. The findings of this research have important implications for education practitioners and policymakers. They underscore the need for investment in developing school principals' leadership skills, as well as the importance of collaboration among all education stakeholders to achieve better educational goals. In conclusion, school principal leadership plays a central role in improving education quality through SBM, and this research provides valuable insights to drive educational improvement in Indonesia.

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