



Implementation of School-Based Management to Improve the Quality of Education in Elementary Schools

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ABSTRACT

School-Based Management (SBM) is a management approach that enables schools to manage themselves independently. This independence is essentially the responsibility of the school, particularly the principal, to ensure the school can advance under their guidance. In practice, school management requires a comprehensive understanding of basic concepts. The purpose of this article is to discuss the implementation of school-based management in improving the quality of education in primary schools. This writing uses research or literature studies. This review refers to the content of studies or articles (written works). Through a literature review, the research results provide an explanation of the concept of school-based management, the implementation of school-based management, strategic targets for improving education quality through school-based management, obstacles to the implementation of School-Based Management, and more. Examples applied in educational units show that schools implementing this model are able to transform primary education, thereby strengthening their human resources.

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INTRODUCTION

Education is one of the main pillars in the development of a nation. In the context of education in Indonesia, the quality of primary education plays a crucial role as the foundation for learning at subsequent levels. Improving the quality of primary education is an important priority to ensure that young generations possess the knowledge, skills, and attitudes needed to face future challenges (Omayra, 2021). One strategic effort to enhance the quality of primary education is through the implementation of school-based management (SBM).

Many studies have been conducted on the implementation of school-based management in Indonesia, but there is still a gap in understanding the factors that affect the effectiveness of SBM in the context of primary education. Previous studies tend to focus on policy and

theoretical aspects, while empirical analysis of SBM implementation at the primary school level remains limited. Additionally, there has been little research on the differing outcomes of SBM implementation in various regions and socio-economic conditions. This research aims to fill that gap by examining SBM implementation in improving the quality of education in primary schools from a more comprehensive perspective. This study will analyze how various factors, including school leadership, community participation, resources, and government support, play roles in the successful implementation of SBM.

School-based management (SBM) is a decentralized approach to school management that provides greater autonomy to schools in managing resources and learning processes (Junindra et al., 2022). SBM enables schools to make decisions that are more suited to their local needs and specific conditions. With this approach, it is hoped that there will be increased effectiveness and efficiency in school management and greater community participation in the education process.

The implementation of School-based management in Indonesia has been driven by various government policies and programs. However, despite numerous efforts, challenges in its implementation still exist. Some schools have successfully implemented SBM and shown improvements in educational quality, while others continue to face obstacles in various aspects. Effective SBM implementation is determined by several indicators that contribute to its success, such as the support from school principals, teachers, adequate funding, commitment to achieving common goals, responsibility, skills, and accountability. However, if these indicators do not work well together or if there is a lack of participation, awareness in performing tasks, or insufficient funding, obstacles to SBM implementation are inevitable. The primary goal of SBM is to enhance educational quality.

Educational quality is the capability of the education system encompassing aspects of input, process, and output itself (Riyad et al., 2022). The input aspect relates to everything needed for the process to function, such as resources and infrastructure. Meanwhile, the output aspect is the result of the process, such as educating the nation's children and developing character. The characteristics of SBM are markedly different from the management traits during the centralized policy era. According to the government, SBM characteristics emphasize a management model that grants autonomy to schools, meaning schools have their policies to improve learning quality. This involves county-level trainer training, school and community training (principals, teachers, and community), the formulation of a School Development Master Plan (RIPS), and a School Revenue and Expenditure Budget Plan (RAPBS) by schools and the community, teacher training, and direct classroom assistance by trainers (Hodin, 2020).

Proponents of SBM argue that student achievement is more likely to improve if education management is centered at the school level. School principals tend to be more sensitive and knowledgeable about their students' and schools' needs. Furthermore, it is stated that even the best education reforms will not succeed if the teachers, who are required to implement them, do not participate in planning them.

The urgency of this research is very high given the importance of primary education quality for the nation's future. By gaining a deeper understanding of the supporting and inhibiting

factors of SBM implementation, more targeted policy recommendations can be formulated to improve the quality of primary education in Indonesia. Additionally, this research is expected to provide practical insights for school administrators and policymakers in implementing SBM more effectively. In the long term, the results of this study are expected to contribute to the overall improvement of primary education quality, resulting in a more competent, creative, and globally competitive young generation. Therefore, this research is not only academically relevant but also holds significant practical value for enhancing the quality of education in Indonesia.

In the effort to improve the quality of educational services in a school, the role of education managers, particularly the principal, is crucial. The school principal plays an important role in optimally empowering the educational staff at the school they lead (Sukmanasa, 2016). However, phenomena occurring in primary schools indicate that our education system has not fully met societal expectations, such as low graduate quality and the need for improved school management (Kurnia, 2016). Based on these issues, it is necessary to study the Implementation of school-based management in Improving the Quality of Education in Primary Schools. The benefits and importance of SBM have been proven by relevant previous studies.

METHOD

The methods used in this research article include literature research and content analysis. The research objects comprise journals, articles, books, and other online sources, particularly those related to the implementation of school-based management in improving the quality of education in primary schools (Fatha Pringgar & Sujatmiko, 2020). Data in this study were obtained through descriptive and analytical methods to explain school-based management as a foundation of educational science (Wulandari et al., 2023). The instruments in the literature research use data collection methods relevant to the researched object, which have been updated, selected, analyzed, and presented.

FINDINGS AND DISCUSSION

1. School Based Management

Management is the process of systematically managing resources within a certain process (Husaini, 2017). In the context of school organizations, effective and well-organized schools can be achieved through the implementation of school-based management (SBM), which is a strategy to realize effective and productive schools (Pasaribu, 2017).

School-based management (SBM) consists of three words: management, based, and school. The word "management" is derived from the English word "management," which comes from "manage," meaning "to lead, to regulate, or to command" in Indonesian. The noun "management" can be translated as "leadership" and then becomes "management" in Indonesian. Management is the process of utilizing and cooperating with others to achieve common goals effectively, efficiently, and productively (Anam et al., 2023). SBM is also described as a process of managing all activities in a school by involving all stakeholders to improve the quality of

education (Setyaningsih et al., 2021). This is supported by the view that SBM is a management system that grants school autonomy, allowing decisions to be made collectively by all school members to develop and improve the quality of education. The basic concept of implementing school-based management includes autonomy, independence, and democracy (Usman, 2014). This means schools are given the authority to manage their own interests, leading to improvements in the quality of education.

This aligns with decentralization policies that encourage schools to make decisions transparently, accountably, and participatively by involving school members such as principals, teachers, students, parents, and the community. According to Mulyasa, the definition of school-based management (SBM) is the granting of broad autonomy at the school level so that schools can freely manage resources and funds by allocating them according to priority needs and being more responsive to local needs. Based on the above opinions, it can be concluded that SBM is the process of managing school resources by involving all school members and granting greater autonomy to schools to develop and improve the quality of education.

The quality of learning can be enhanced with parental supervision and cooperation with the school, which improves the professionalism of teachers and school leaders. According to the Ministry of Education and Culture, SBM is an operational model that gives freedom and autonomy to schools, leading to joint decision-making among all parties in the school, including principals, teachers, and parents. This improves the quality of schools in line with national education policy guidelines. Based on various definitions, it is understood that the government's ultimate goal is an independent regional education system. Its implementation involves several elements of the school environment.

2. SBM Success Indicators

The quality of a school is not only determined by its final grades, but also by other factors such as how the teaching and learning activities are carried out, how the competencies of teachers and educational staff are enhanced, how the school provides learning facilities and equipment, and whether the school can conduct extracurricular activities well. The indicators (Suprihatin, 2017) of the success of school-based management (SBM) include:

- a) The effectiveness of the learning process;
- b) Strong school leadership;
- c) Effective personnel management;
- d) Ownership of a school quality culture;
- e) Having a compact, intelligent, and dynamic teamwork;
- f) School autonomy;
- g) Participation of school members and the community;
- h) School transparency;
- i) The school's ability to bring about psychological and physical changes;
- j) Responsiveness and anticipation of needs.

School-based management is considered a factor to increase the effectiveness and efficiency of education at the school level. Some intellectuals believe that important factors for the prosperity of schools in SBM reforms include the support of the principal, teachers, sufficient financial resources, clear commitment, responsibility, skills and qualifications of school officials, proper planning, accountability, and transparency. Despite various viewpoints, educational system decision-makers must address the issue of choosing the right perspective .

Meanwhile, the prerequisites for the successful implementation of this concept in schools are participation, cooperation, responsibility, and accountability of individuals towards aid plans (Moradi et al., 2012). To ensure the successful implementation of SBM, several strategies need to be considered: (a) the principal must use a group approach in decision-making, (b) teachers must have a more positive attitude towards school leadership and be more involved in the school's goals and objectives, (c) parents and community members must support the school as they have more input in decisions.

3. Characteristics of School-Based Management

School-based management (SBM) has characteristics that need to be understood by schools planning to implement it. These characteristics distinguish one school from another and are identified by how schools can optimize their performance. Some performance benchmarks include the learning process, management of learning resources, professionalism of educational staff, and the overall administration system. There are several differences when comparing the characteristics of educational quality and the quality of other services. The quality of education cannot be measured immediately, except for its cognitive aspects, because educational services are intangible. However, qualitatively, educational services can be assessed using soft indicators such as attention to and concern for the desires, expectations, and satisfaction of educational service customers.

According to Levacic in Bafadal, there are three key characteristics of SBM (Sumarto, 2019) :

- a) The power and responsibility for decision-making related to improving the quality of education are decentralized to schools.
- b) The domain in managing the improvement of educational quality encompasses all aspects of quality improvement, including finance, staffing, facilities and infrastructure, student admissions, and the curriculum.
- c) Although the entire domain of quality management is decentralized to schools, a set of regulations is required to govern the central control function over the overall implementation of school authority and responsibility.

Nurkholis states that for SBM to be successful, it must first follow the established criteria (Adriani et al., 2020):

- 1) Schools with SBM have a mission or vision to represent a collective set of expectations, beliefs, and school values, guiding the school community in educational activities and providing direction. This mission greatly influences the function and effectiveness of the school, as it helps the school community develop an appropriate organizational culture,

build a high commitment to the school, and take initiative to provide a higher level of educational services.

- 2) Educational activities are carried out based on the characteristics and needs of the school. The nature of these activities is crucial for schools to improve educational quality, as it indirectly introduces a shift in school management from external control to a school-based model.
- 3) A process of strategic management change occurs, involving the nature of individuals, the school organization, decision-making styles, leadership styles, the use of power, and management skills. Therefore, in the context of SBM implementation, strategic management changes focus on appropriate and relevant development to meet the school's needs.
- 4) Flexibility and authority in managing resources effectively to achieve educational goals, solving educational problems faced by the school, including staff, finances, and so on.
- 5) SBM demands the active role of the school, school administrators, teachers, parents, and stakeholders related to education in the school.

With SBM, schools can develop students and teachers according to the characteristics of each school. In this context, schools play a role in developing initiatives, solving problems, and exploring all possibilities to facilitate learning effectiveness. The same goes for other elements such as teachers, parents, school committees, school administrators, education departments, and so on according to their respective roles. SBM emphasizes human relationships that tend to be open, cooperative, team-spirited, and mutually beneficial commitments. Therefore, the organizational climate tends to lead to a type of commitment so that school effectiveness can be achieved.

The role of administrators is very important within the framework of SBM, including the qualities possessed by administrators. In SBM, school effectiveness is evaluated according to multi-level and multi-faceted indicators. Assessment of school effectiveness should encompass the learning process and methods to aid school progress. Therefore, the assessment of school effectiveness should consider multi-level aspects, namely at the school, group, and individual levels, as well as multi-faceted indicators such as school inputs, processes, and outputs, as well as students' academic development.

4. The Objectives of School Based Management

School Based Management emphasizes the maximum involvement of various stakeholders, such as in private schools, thereby ensuring the participation of staff, parents, students, and the broader community in decision-making about education. Understanding better how decentralized governance and management frameworks can support new approaches, especially in teaching and learning, mathematics, science, and social studies, to achieve high school performance. Opportunities for participation can enhance their commitment to the school further, and these aspects will ultimately support effectiveness in achieving school goals. With community control and government monitoring, school

management becomes accountable, transparent, egalitarian, and democratic, eliminating monopolies in education management (Rahayu et al., 2024).

The objective of School Based Management is to empower schools through the delegation of authority (autonomy) to schools and encourage schools to make participatory decision-making. Minimum service standards is aimed at integrated quality schools. Based on the World Bank study, the schooling conditions in Indonesia include three categories: advanced schools, intermediate schools, and underperforming schools, and from these categories, there is at least the presence of the school-based management model, namely:

- a) Schools that are Quality Customer-Focused Schools with Vision, Mission, Beliefs, and Values, Goals, and Objectives Critical Success Factors for implementing SPM fully.
- b) Schools with intermediate level of minimum service standards schools with minimal SBM.

Under such conditions, the implementation of minimum service standards in each school will certainly vary because it involves available resources. In terms of location, the condition of schools also shows different levels of variation, namely schools located in urban areas and schools located in remote areas, in this case also providing opportunities for educational personnel to improve their profession and encourage the involvement of all educational personnel in various activities supporting the school program, such as:

- a) Empowering educational personnel through cooperation or cooperation intended to improve the professionalism of educational personnel at the school, the principal must prioritize cooperation with educational personnel and other related parties in carrying out every activity.
- b) Providing opportunities for educational personnel to improve their profession, as a school manager, the principal must increase professionalism persuasively and from heart to heart.
- c. Encouraging the involvement of all educational personnel, intended that the principal must strive to encourage the involvement of all educational personnel in every school activity (participatory).

The history of human civilization growth shows much evidence that one of the determining factors for the success and continuity of an organization is the strength of leadership. Success and failure. According to Mulyasa, parental participation varies from high to low, even not participating at all. Therefore, for SPM to be implemented optimally, there needs to be grouping strategies tailored to the management capabilities of each school.

5. Benefits of School-Based Management

According to Mulyasa, generally, the benefits that can be achieved in implementing SBM include the following:

- a) Schools can optimize the available resources to improve their performance because they can better understand the strengths, weaknesses, opportunities, and threats that may be faced.

- b) Schools have a better understanding of their institution's needs, especially the educational inputs and outputs that will be developed and utilized in the educational process according to the developmental level and needs of the students.
- c) Participatory decision-making in meeting the school's needs is done because the school knows best what is good for itself.
- d) The use of educational resources is more efficient and effective when the community participates in oversight. The involvement of the school community in decision-making creates transparency and healthy democracy.
- e) Schools are responsible for the quality of education in their schools to the government, parents, and the community.
- f) Schools can compete healthily to improve the quality of education.
- g) Schools can respond to changing community aspirations with appropriate and rapid approaches.

Nurkholis in his book *School-Based Management, Theory, Models, and Applications*, namely:

- a) Giving schools great freedom and authority, accompanied by a set of responsibilities. With the autonomy given, it provides responsibility for managing resources and distributing SBM strategies according to local conditions.
- b) Schools can improve teacher welfare so they can concentrate more on their tasks.
- c) Flexibility in managing resources and involving the community to participate, encourages professionalism among schools, in their roles as school managers or leaders.
- d) By giving schools the opportunity to develop the curriculum, teachers are encouraged to innovate by experimenting in their school environment, which promotes teacher professionalism as well as the principal's role accordingly.
- e) Through effective curriculum development, the school's responsiveness to local needs increases and ensures educational services meet the demands of students and the school community.
- f) Student achievement can be maximized through increased parental participation, such as parents directly monitoring their child's learning process.

SBM provides schools with significant freedom and authority, along with a set of responsibilities, and benefits in aspects: economic, professional, political, effective administrative, financial benefits, student achievement, accountability, and school effectiveness. With the autonomy that provides responsibility for managing resources and developing SBM strategies according to local conditions, schools can further enhance teacher welfare so they can concentrate more on their tasks, flexibility in managing resources and involving the community to participate, encouraging the professionalism of school principals in their roles as managers or school leaders. And by providing schools the opportunity to develop the curriculum, teachers are encouraged to innovate by experimenting within their school environment.

6. Education Quality

Quality is the overall description and characteristic of goods or services that indicate their ability to satisfy expected needs. In the context of education, the concept of quality encompasses the input, process, and output of education. The quality of education is the quality/measure of the good or bad process of changing attitudes and behavior of an individual or group of people in the effort to mature human beings to approach God through guidance, teaching, and training efforts (Syafaruddin, 2012).

The main factors for improving the quality of education are the leadership of the school principal, teachers, students, curriculum, and collaboration networks (Moses L Singgih, 2008). One of the most crucial roles is that of the school principal. The role of the principal as the leader in the school who has the authority and power to manage the school independently with the involvement of the general community to together enhance the quality of education. Based on the explanation above, it can be concluded that the quality of education in elementary schools is related to the input, process, and output of education that can be developed and improved through the support and cooperation of stakeholders or all school community members.

7. School Based Management in Improving Quality in Elementary Schools

SBM in improving the quality of education in elementary schools requires collaboration among various parties in its implementation. The implementation of School-Based Management (SBM) can be explained as follows:

- a) Curriculum Management Curriculum management means management as the core of education and influences all educational activities from planning, implementation to evaluation. Schools have the authority to develop curriculum according to community needs and the environment. The curriculum content is detailed into yearly, semester, or monthly programs, and even weekly programs, which are further developed by teachers in the learning process.
- b) Education Personnel Management Education personnel management relates to all aspects of education implementation in schools, including teachers, school operators, school guards, and other school staff. This management is greatly influenced by how school leadership manages and provides guidance regarding education implementation in the school. Education personnel management also includes staff planning, recruitment, staff development and training, staff termination, and staff evaluation. This is intended to create qualified and capable educators and education personnel.
- c) Student Management Student management involves the organization and regulation of activities related to students, from entry to exit from a school. Among these dimensions of school-based management, student management holds a very important place because the central educational service in schools is to students. In this regard, school education personnel such as principals and teachers are involved in student management activities in their respective institutions. Their involvement varies according to their roles, responsibilities, and skill levels.

- d) **Financial Management** Financial management is one of the resources directly supporting the effectiveness and efficiency of education management. Financial management can also be defined as activities related to acquisition, funding, and management of activities with various overarching objectives.
- e) **Facilities Management** Facilities management in education relates to all facilities and infrastructure in schools aimed at contributing optimally to the smooth running of the education process. This management activity includes planning, procurement, supervision, inventory storage, disposal, and arrangement. Types of facilities and infrastructure include desks, chairs, media, teaching aids, yards, gardens, school buildings, and others.
- f) **School-Community Relations Management** Management of school-community relations involves management related to community involvement with both moral and financial support.

The implementation of SBM will be effective and efficient if human resources are supportive, facilities and infrastructure are adequate, and SBM strategies also influence the implementation. This includes the commitment of the school principal in leading the school and having a significant influence on the SBM program. The success of SBM implementation relies on schools adhering to management principles such as participation, transparency, accountability, and responsibility. The school principal as a leader must provide understanding to all school members to be motivated in performing their duties well and to support the implementation of SBM. The school should engage more with external stakeholders to aid and collaborate in achieving school goals because this is part of SBM implementation. The success of SBM depends not only on the work of one person but on the collaboration of various parties to achieve optimal improvement in education quality.

8. Implementation of School Based Management (SBM)

The implementation of School-Based Management (SBM) is indeed not an easy task. One of the factors that must be considered is the school stakeholders' involvement in efforts to improve the quality of education. Research results (Rukayah & Bambang Ismanto) at Semarang District Public Elementary School in the context evaluation indicate that the implementation of the School-Based Management program is needed by school stakeholders to enhance the quality of education.

This program is supported by government policies, namely the enactment of the Republic of Indonesia Law Number 32 of 2004 concerning Regional Autonomy and Government Regulation 19/2005: SNP Ps 49:1, regarding the implementation of SBM programs in each educational unit. In the input evaluation, the implementation of the SBM program is supported by human resources, namely educators and educational personnel, in terms of both quantity and qualifications, appropriate curriculum, adequate infrastructure, and sufficient financing for the implementation of SBM. The process evaluation indicates that it is not entirely in line with expectations, especially in decision-making and the learning process. The success of schools in improving the quality of education through the implementation of SBM indeed requires a strong

effort so that all aspects can be implemented optimally. In the implementation of SBM in schools, there needs to be supervision by school supervisors to ensure smooth implementation. Effective SBM implementation can foster creativity in designing learning programs.

As for other factors related to the problems of SBM implementation according to Jenni in Mustuningsih's study:

- 1) Lack of schools' ability and experience to adopt and accept changes,
- 2) SBM innovation is built without clear planning and a definite schedule,
- 3) The applicability of the SBM model design is insufficient,
- 4) Bureaucratic/communication channels that are too lengthy sometimes do not provide a clear understanding of SBM,
- 5) Insufficient training related to SBM implementation or the results of training are not applied in schools, so not all human resources in elementary schools understand the steps and principles of SBM (Batubara & Ariani, 2018).

According to Arcana, since the rollout of the School-Based Management (SBM) management model in 2005, schools implementing it still face many obstacles or problems, such as many educational and teaching staff who do not yet understand the substance of school management using the School-Based Management (SBM) model. This is because there has not been proper socialization of the SBM concept itself. The understanding of personnel, both educators and educational staff, regarding the existence of SBM is still incomplete. And even in its implementation, many deviate from the actual concept.

CONCLUSION

School based management is a way of managing educational institutions in terms of planning, implementation, and evaluation of education. SBM stands for "school-based management," a policy approach aimed at shaping school leadership by empowering school leaders and enhancing community participation in efforts to improve school performance, including teachers, students, parents, and the community. Implementing School-Based Management is indeed not an easy task. One of the factors to consider is the school stakeholders in efforts to improve the quality of education.

Effective implementation of SBM has a positive impact on changing school children's behavior, ultimately leading to improved learning quality in schools. Based on the seven authorities delegated to schools, the tasks of the school principal and its members are crucial. The quality of the school is not only influenced by the school's grades but also by other factors such as the implementation of teaching and learning activities, the improvement of teachers' and lecturers' skills, school facilities and infrastructure, and the school's involvement in extracurricular activities. Effective implementation of SBM will have a positive impact on changing school children's behavior, ultimately leading to improved learning quality in schools. However, there are also challenges in implementing SBM, such as the challenge of increasing participation, barriers to transparency, and obstacles to accountability improvement.

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