



ANALYSIS OF THE ROLE OF SCHOOL-BASED MANAGEMENT IN IMPROVING THE QUALITY OF EDUCATIONAL SERVICES: A QUALITATIVE LITERATURE STUDY

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Abstract

In the current era of decentralization, the main priority in developing the national education system is to improve the quality of education services. School-Based Management (SBM) is presented as a decentralization strategy that provides independent authority to schools to design, manage and evaluate the education process independently, participatively and accountably. This study was conducted to analyze the concept, implementation and impact of SBM on the quality of education services through a qualitative approach with a literature study method from various scientific sources. The results of this study indicate that SBM has a positive impact on the progress of students' academic achievement, learning effectiveness, managerial efficiency, stakeholder participation and school accountability. The success of SBM implementation is greatly influenced by the managerial capacity of the principal, community support, and consistent policy support. Therefore, this study recommends strengthening institutional capacity, active community involvement, and developing an internal quality evaluation system to strengthen the implementation of SBM substantially and sustainably.

Keywords: *School Based Management, Quality of Education Services, Decentralization of Education, School Autonomy*

Abstrak

Di era desentralisasi saat ini, prioritas utama dalam pengembangan sistem pendidikan nasional adalah meningkatkan kualitas layanan pendidikan. Manajemen Berbasis Sekolah (MBS) dihadirkan sebagai strategi desentralisasi yang memberikan kewenangan mandiri kepada sekolah untuk merancang, mengelola dan mengevaluasi proses pendidikan secara mandiri, partisipatif, dan akuntabel. Penelitian ini dilakukan guna menganalisa konsep, implementasi, dan dampak MBS terhadap mutu layanan pendidikan melalui pendekatan kualitatif dengan metode studi literatur dari berbagai sumber ilmiah. Hasil kajian ini menunjukkan bahwa MBS memberikan dampak positif terhadap kemajuan pencapaian akademik peserta didik, efektivitas pembelajaran, efisiensi manajerial, partisipasi pemangku kepentingan dan akuntabilitas sekolah. Keberhasilan implementasi MBS sangat dipengaruhi oleh kapasitas manajerial kepala sekolah, dukungan masyarakat, serta dukungan kebijakan yang konsisten. Oleh karena itu, kajian ini merekomendasikan penguatan kapasitas kelembagaan, pelibatan aktif masyarakat, dan pengembangan sistem evaluasi mutu internal untuk memperkuat implementasi MBS secara substansial dan berkelanjutan.

Kata kunci: Manajemen Berbasis Sekolah, Mutu Layanan Pendidikan, Desentralisasi Pendidikan, Otonomi Sekolah

I. INTRODUCTION

Education is the main foundation (pillar) in forming superior and competitive human resources. In the era (context) of globalization and digital transformation (digitalization) which is increasingly

(increasingly) dynamic, demands for the quality of educational services are increasingly complex (encompassing), both in terms of accessibility, relevance, and accountability. Therefore, education management reform is a necessity, especially



in terms of decentralization of authority to the level of educational units through the School-Based Management (SBM) approach.

School-Based Management (SBM) is a perspective that provides broad autonomy to schools in planning, managing and evaluating the entire educational process in a participatory manner. This approach is believed to be able to encourage the effectiveness of decision-making, increase the awareness of all school stakeholders, and facilitate the creation of innovations that are relevant to local needs. Furthermore, SBM is oriented towards achieving equitable and sustainable quality of educational services, in line with the spirit of democratization and empowerment of school communities.

One crucial aspect that can encourage the achievement of good quality education is through improving the quality of education services. The quality of education services refers to the level of service quality provided by educational units to students, which includes various main dimensions, namely *input, process, output, and educational outcomes*. Optimal service quality is characterized by the availability of adequate educational resources, the implementation of an effective learning process, and the achievement of learning outcomes that are in accordance with predetermined competency standards, and produce long-term impacts

from the entire education process itself. The provision of quality education services also creates an active, creative, effective, and enjoyable learning environment, which ultimately has a positive impact on the achievement of educational goals as a whole.

In addition, the quality of education in schools is also greatly influenced by educational services and the implementation of SBM. SBM as a school management approach that provides schools with the freedom to manage resources and make decisions independently, according to the needs and capabilities of the school. Through SBM, schools can design and implement strategic programs that are more responsive to the needs of students and the surrounding environment.

The government has formulated various service standards that are the responsibility of both schools and local governments, known as Minimum Service Standards (MSS). Previously, the government had set a reference basis for education standards through the National Education Standards (NES). NES regulates the roles and responsibilities of each party, both the central government, local governments, and schools in achieving these standards. This policy is stated in Government Regulation Number 19 of 2005 concerning NES. (Mujiburrahman, 2018).



As an effort to accelerate the improvement of education quality, the government encourages the implementation of SBM at all levels of education units. That management in early childhood, elementary, and secondary education units is implemented based on SBM principles and NES guidelines". This policy is in line with the mandate of Law Number 20 of 2003 concerning the National Education System, especially Article 51 paragraph 1. In addition, the education quality standards include eight main components that are the main basis for the implementation of comprehensive SBM as stated in Government Regulation Number 19 of 2005 concerning National Education Standards and Permendiknas No. 19 of 2007 and Permendiknas Number 19 of 2007.

SBM is a solution to improve the quality of education by providing schools with the flexibility to manage resources and make decisions. SBM also allows schools to adjust programs and policies to local needs and increase the participation of various stakeholders, including committees, teachers, parents, and the surrounding community (Andrea Gideon, 2023). Efforts to improve the quality of school services will run optimally if the authority is given to schools and the community, because those who know the needs of schools better, as seen from the strengths, weaknesses, opportunities and

threats in the process of organizing schools are the schools and the community themselves.

However, the implementation of SBM in various contexts still faces various challenges, both in terms of the managerial capacity of school principals, community participation, and consistent policy support. Therefore, an in-depth study is needed on how SBM is implemented in practice, and to what extent this approach contributes to improving the quality of education services in real terms. This study aims to examine the concept, implementation, and impact of SBM in efforts to improve the quality of education services, the hope of this study can provide academic and practical insights for policy makers, educators and education personnel, and other education stakeholders in developing education with a more comprehensive, flexible and superior quality system.

II. RESEARCH METHODS

This study is a study that uses a qualitative descriptive approach with an *online literature study method* by collecting and analyzing data from various relevant library sources related to the discussion of SBM and the quality of education published in the last 10 years. Data sources are obtained from scientific sources such as books, journals, and relevant scientific articles. Data



collection techniques are carried out through searching the Google Scholar, DOAJ, and Garuda databases. Inclusion criteria include: (1) relevance of the topic to MBS and the quality of education services, (2) scientific sources that have gone through a peer-review process, with the aim of obtaining new ideas and concepts that are in accordance with the topic of discussion. So that this study can be a guideline in the implementation of MBS in improving the quality of education services.

III. RESULTS AND DISCUSSION

1. School Based Management

Conceptually, School-Based Management (SBM) is a strategy and model that can improve the quality of education in schools, and the essence of SBM is to give authority to schools to independently improve the quality of schools (referring to the explanation of Article 51 Paragraph 1 of Law No. 20 of 2003 concerning the National Education System). SBM is also a model for implementing institutional management that combines all internal and external resources that emphasize the importance of policies through schools. SBM aims to ensure the creation of equality for every student to get quality education services, increase the effectiveness and efficiency of education delivery, achieve the highest

quality and relevance of education, and increase school accountability and the commitment of all stakeholders. Nadeak (2022), SBM is believed to be able to create school independence, because SBM is not only a matter of changing the school management approach from centralized to decentralized. Suhadi Winoto (2020) SBM seeks to create a system that supports the decision-making process adjusted to local needs and potential.

SBM gives schools the authority to manage budgets, set local curricula, and determine operational policies. This policy allows for faster decision-making that is in line with local needs, thus increasing management efficiency and effectiveness. The principal plays an important role in the success of SBM. Transformational leadership is needed to motivate teachers, build a collaborative work culture, and create a conducive school climate. SBM is a perspective on educational decentralization that gives greater authority to educational units to independently manage, organize resources and learning processes independently, participatively, and responsibly. Based on a literature review, SBM has been proven to have a significant contribution to improving the



quality of educational services, both in terms of strategic planning, community involvement, and the creation of a quality-oriented school culture.

2. Quality of Education

Quality is considered as the ability of a product or service to satisfy customers. Suhadi Winoto (2020) concluded that the definition of quality is (1) quality can be understood as a concept that depends on customer perception and satisfaction (2) quality includes products, services, human resources, processes and the environment (3) quality always changes, meaning that quality is very dependent on the situation and conditions. In the realm of education, quality is abstract and is often interpreted as something that cannot be touched, is difficult and difficult to measure directly except with specified criteria. The quality of education in schools is influenced by three main components, namely: *input*, process and *output* of education. Thus, the quality of education reflects the ability to selectively organize and manage these three components, the process and utilize educational resources optimally to improve the learning process, learning abilities and learning outcomes of students. In the book by Rusi Rusmiati Aliyyah, RS (2020) the quality of

education is seen from two things, namely the process and results of education. An educational process is considered quality if all components of education participate in the educational process itself. While educational outcomes refer to the achievements achieved by the school.

The implementation of quality-oriented SBM has encouraged schools to improve the effectiveness of the learning process and services to students. Junindra et al.'s (2022) study at the elementary school level showed that SBM contributed positively to improving curriculum management, strengthening academic supervision, and creating a conducive learning environment. Alina et al. (2025) through a comprehensive literature study emphasized that the quality of educational services is greatly influenced by the extent to which schools are able to design planned, measurable, and sustainable quality improvement programs.

3. Improving Academic Performance and Learning Effectiveness

Improving academic performance means efforts to improve learning outcomes, achievements and productivity of students as well as educators and education personnel in the academic field. Learning effectiveness is how far the learning process goes well, and learning



objectives are achieved effectively for students. SBM gives schools the flexibility to develop curriculum and adjust strategies, learning methods according to the needs and conditions of students. This has a positive impact on improving student academic achievement and the effectiveness of the learning process (Sihombing & Samosir, 2021; Patras et al., 2019). In addition to the curriculum and learning methods that are aligned with the needs of students, teachers can be more creative and innovative in developing learning. Principals and teachers who have good managerial capacity can optimize the potential of the school so that the quality of education improves (Andrea Gideon, 2023; Junindra et al., 2022).

SBM as a decentralized approach in education management has been proven to not only increase the efficiency of school management, but also has a direct impact on improving students' academic performance and the effectiveness of the learning process. The application of participatory, transparent, and accountable principles in SBM allows the school environment to be more adaptive to local academic needs and dynamic in encouraging continuous improvement.

4. Efficiency and Transparency of Resource Management

Efficiency and transparency are the principles in resource management in SBM, schools can maximize the use of existing resources, and transparency ensures openness and accountability. One of the objectives of implementing SBM is to improve the quality of education by encouraging school independence and providing space for initiatives in managing, organizing and empowering existing resources. With the authority to manage the budget independently, schools can allocate funds appropriately, such as improving facilities and teacher training. Transparency and accountability in resource management are also increased through the involvement of school committees and the community (Rusi Rusmiati Aliyyah & R., 2020; Dr. Mujiburrahman, 2018).

The results of the analysis show that school autonomy implemented through MBS allows principals to make decisions that are contextual and responsive to local needs (Adriani et al., 2020; Anwar, 2021). Visionary and participatory leadership are key elements in driving the wheels of school management effectively. Principals need to have influential managerial capacity to manage human



resources, finances, and infrastructure optimally.

5. Increasing Stakeholder Participation and Commitment

SBM encourages active participation of the community and stakeholders in school decision-making. When the community, parents and society are involved in the policy-making process, so that a sense of ownership and shared responsibility for the school increases, this has an impact on moral and material support that strengthens educational services and success (Tujiyono, 2023; Saharuddin et al., 2025). Through the implementation of SBM, increasing awareness of stakeholders and the community in the implementation of education through joint decision-making is a synergy between schools and the community which is the key to the success of the implementation of SBM.

In the context of policy development, various strategies have been proposed to optimize the implementation of SBM. Winoto (2020) and Mujiburrahman (2018) emphasized the importance of continuous training for principals and teachers, the establishment of an internal quality evaluation system, and strengthening partnerships between schools and the community. Saharuddin et

al. (2025) added that a contextual and flexible SBM model is needed, especially in madrasah environments or schools based on religious communities. Despite its great potential, the implementation of SBM is not free from various challenges. Some of the obstacles that are often faced in the implementation of SBM include the low managerial capacity of school principals, limited community participation, and lack of regulatory support and assistance from local governments (Patras et al., 2019; Huliatusisa et al., 2025). Sihombing & Samosir (2021) noted that there are still many schools that implement SBM administratively, without understanding the essence of strengthening quality substantially. Therefore, training and capacity development of principals and teachers is very necessary to overcome these obstacles (Huliatusisa et al., 2025; Adriani et al., 2020).

IV. CONCLUSION

SBM has a strategic role in improving the quality of education services through increasing autonomy, improving academic performance, managerial efficiency, resource management efficiency, community participation and increasing stakeholder participation and accountability. The success



of SBM is greatly influenced by the school's managerial capacity and community support and is influenced by the readiness of human resources and systemic support from the government. Therefore, there needs to be a strategy to strengthen capacity and increase transparency so that SBM can contribute optimally to improving the quality of education.

Overall, the results of the literature review indicate that School-Based Management has high relevance in efforts to improve the quality of education services. However, its effectiveness is highly dependent on the internal readiness of the school, adequate external support, and the sustainability of a directed managerial process. Therefore, capacity building, multi-stakeholder involvement, and structured monitoring and evaluation are important elements in supporting the success of SBM as an education management strategy in Indonesia. From the discussion, it can be concluded that SBM has a positive impact on improving student academic performance and learning effectiveness through strengthening school autonomy, contextual curriculum management, efficient and transparent resource management, and the involvement of policy makers. However, this effectiveness can only be achieved if the implementation of SBM is carried out substantially,

accompanied by a collective commitment from all elements of the school in building a sustainable quality culture.

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