
STRENGTHENING THE IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT THROUGH HUMAN RESOURCE COMPETENCY DEVELOPMENT

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Abstract

School-based management (SBM) is one form of implementation of educational decentralization policy that aims to improve the effectiveness of education management and the quality of learning at the educational unit level. This study aims to analyze the concepts, principles, quality indicators, and implementation of SBM in improving the quality of education. The study uses a qualitative approach with a library research method. Data were obtained from various scientific literature sources in the form of books, academic journals, and educational policy documents relevant to the topic of educational decentralization and education management. Data were analyzed using content analysis techniques to identify key concepts, compare previous research findings, and compile a conceptual synthesis regarding SBM implementation. The results of the study indicate that the implementation of SBM has the potential to improve the quality of education by strengthening school independence, more flexible resource management, and increasing stakeholder participation in educational decision-making. However, the effectiveness of SBM implementation is still influenced by the quality of principal leadership, managerial capacity, school organizational culture, and community support. In addition, resource inequality and low understanding of the SBM concept also become obstacles in its implementation. Therefore, strengthening the implementation of MBS needs to be directed at improving human resource competency, strengthening transparent and accountable school governance, and developing a continuous monitoring and evaluation system to achieve systematic and sustainable improvements in education quality. Keywords: School-Based Management, Educational.

Keywords: School-Based Management (SBM), Human Resource Competency, Educational Leadership, Capacity Building, Quality of Education.

Abstrak

Manajemen berbasis sekolah (MBS) merupakan salah satu bentuk implementasi kebijakan desentralisasi pendidikan yang bertujuan meningkatkan efektivitas pengelolaan pendidikan serta mutu pembelajaran di tingkat satuan pendidikan. penelitian ini bertujuan menganalisis konsep, prinsip, indikator mutu, serta implementasi mbs dalam peningkatan mutu pendidikan. penelitian menggunakan pendekatan kualitatif dengan metode studi kepustakaan

(library research). data diperoleh dari berbagai sumber literatur ilmiah berupa buku, jurnal akademik, serta dokumen kebijakan pendidikan yang relevan dengan topik desentralisasi pendidikan dan manajemen pendidikan. data dianalisis menggunakan teknik analisis isi (content analysis) untuk mengidentifikasi konsep utama, membandingkan temuan penelitian sebelumnya, serta menyusun sintesis konseptual mengenai implementasi mbs. hasil kajian menunjukkan bahwa penerapan MBS berpotensi meningkatkan mutu pendidikan melalui penguatan kemandirian sekolah, pengelolaan sumber daya yang lebih fleksibel, serta peningkatan partisipasi stakeholder dalam pengambilan keputusan pendidikan. namun demikian, efektivitas implementasi mbs masih dipengaruhi oleh kualitas kepemimpinan kepala sekolah, kapasitas manajerial, budaya organisasi sekolah, serta dukungan masyarakat. selain itu, ketimpangan sumber daya dan rendahnya pemahaman terhadap konsep mbs juga menjadi hambatan dalam pelaksanaannya. oleh karena itu, penguatan implementasi mbs perlu diarahkan pada peningkatan kompetensi sumber daya manusia, penguatan tata kelola sekolah yang transparan dan akuntabel, serta pengembangan sistem monitoring dan evaluasi yang berkelanjutan agar peningkatan mutu pendidikan dapat tercapai secara sistematis dan berkelanjutan.

Kata kunci: *Manajemen Berbasis Sekolah (MBS), Kompetensi Sumber Daya Manusia, Kepemimpinan Pendidikan, Pengembangan Kapasitas, Mutu Pendidikan.*

INTRODUCTION

The transformation of the national education system is closely related to the implementation of decentralized policies in education governance. The policy is motivated by a critical evaluation of the centralistic management model, which is considered less responsive to the diversity of needs, characteristics, and potentials of each educational unit. The shift from a centralized system to a more autonomous management pattern gives schools legitimacy to design policies, allocate resources, and develop educational programs according to the local social and cultural context. Therefore, decentralization is seen as a structural reform strategy that aims to increase the effectiveness, relevance, and accountability of education management within the framework of sustainable quality improvement. Decentralization of education is not only understood as an administrative policy, but also part of efforts to reform the national education system which aims to strengthen democratization and increase public participation in education management.

This is because decentralization gives broader authority to educational institutions to adjust educational programs and policies to social, cultural, and community needs in the local environment. A number of studies show that the education decentralization policy provides space for education units to manage educational programs more flexibly, although in practice there are still various obstacles such as policy conflicts between the central and regional governments, inequality in management capacity between regions, and potential inefficiencies in education management if it is not accompanied by an adequate supervision system (Afandi et al. 2022). Therefore, the implementation of education decentralization

needs to be balanced with strengthening managerial capacity and transparent governance in order to have a real impact on improving the quality of education.

The birth of the concept of School-Based Management (MBS) is inseparable from the dynamics and criticism of the education management system that is too centralized. At the operational level, education managers feel that their authority is very limited so that they are unable to manage schools independently and flexibly. This condition is described as a form of dissatisfaction with the restriction of authority at the school level that hinders the space for decision-making. (Small, 2014). This situation shows that an overly rigid bureaucratic system has the potential to limit the creativity and innovation of school principals, so a more decentralized management approach such as School-Based Management (SBM) is needed. School-Based Management (SBM) is understood as a form of decentralization that is structured in the education management system. The decentralization gives greater authority and responsibility to educational units to make strategic decisions related to school administration. This concept emphasizes the systematic delegation of authority to the school level in dealing with various significant issues related to the operation and development of education (Small, 2014). Thus, School-Based Management (SBM) cannot be seen solely as a transfer of administrative functions, but as a paradigm shift in education governance that demands independence, professionalism, and accountability of schools.

Although various educational reforms have been carried out, the quality of education in Indonesia still faces fundamental problems, both in academic achievement, learning quality, and the competitiveness of graduates. The implementation of School-Based Management (SBM) has also not been consistent; Some schools are able to manage autonomy optimally, while others still run it administratively. Inequality of resources, managerial capacity, and community support have also widened the quality gap, especially between urban and remote areas. This shows that School-Based Management (SBM) does not fully guarantee equitable quality improvement, so a more in-depth conceptual and empirical study is needed on the effectiveness of its implementation.

METHOD

This research uses a qualitative approach with the type of library *research*. This approach is used to analyze the concepts, principles, and implementation of School-Based Management (SBM) in improving the quality of education based on various scientific literature sources. The research data is sourced from secondary data obtained through a review of books, national scientific journals, and education policy documents relevant to the topic of education decentralization and education management. Data collection techniques are carried out through systematic literature search and selection based on the suitability of the topic, the credibility of the source, and its relevance to the research focus. The data that has been collected is then analyzed using content *analysis techniques*, namely by identifying key

concepts, comparing various findings of previous research, and interpreting the relationship between the implementation of School-Based Management and improving the quality of education. Through the analysis process, this study produced a conceptual synthesis regarding the effectiveness of the implementation of SBM in supporting the improvement of the quality of education.

RESULTS AND DISCUSSION

Concepts and Principles of School-Based Management (SBM)

School-Based Management (SBM) is an education management paradigm that places schools as the center of decision-making through a structured decentralization mechanism. Within this framework, schools are given broader authority to plan, organize, implement, and evaluate educational programs according to the needs and characteristics of their environment (Lestari, Anggraini, and Maisyaroh 2021). This autonomy remains within the corridor of national policies and education standards set by the government, so decentralization does not mean the release of state responsibility for the quality of education. Conceptually, SBM is built on the principles of independence, partnership, participation, openness, and accountability as affirmed in national education regulations (Wulandari, Sari, and Nasution 2022). Independence requires schools to be able to manage resources effectively; partnerships prioritize collaboration between schools and communities; participation encourages active stakeholder engagement; openness requires transparency in program and budget management; Meanwhile, accountability emphasizes accountability for the results of educational performance. These principles are the foundation of democratic school governance that is responsive to local needs.

From the perspective of improving the quality of education, SBM is not only understood as a delegation of administrative authority, but also as a managerial strategy to improve the quality of the learning process and outcomes. Autonomy allows schools to develop contextual strategic planning, allocate budgets according to priority needs, and encourage innovation (Saharuddin, Fellang, and Manjal 2025). Thus, The implementation of MBS has the potential to strengthen the effectiveness of school management if supported by adequate managerial capacity.

The change in the education system from a pattern of centralization to decentralization has important implications for the way educational institutions are managed. In this context, the implementation of School-Based Management (SBM) places schools no longer just as policy implementers from the central government, but as parties that have a strategic role in planning, managing, and evaluating various educational programs in accordance with the needs of the school environment. This approach provides space for schools to develop more contextual learning innovations while encouraging community involvement in the educational decision-making process. A number of studies show that the policy of decentralization of education through the implementation of SBM can provide flexibility for

schools in managing educational resources, but at the same time also raises various challenges such as the unpreparedness of human resources, limited managerial capacity at the school level, and the emergence of local power that is not always balanced with adequate management competence (Maisyanah 2018). Therefore, the success of the implementation of MBS is highly determined by the readiness of educational institutions and the consistency of policy support from the government so that the goal of improving the quality of education can be achieved optimally. However, the delegation of authority alone does not automatically guarantee quality improvement. Without the readiness of human resources and a professional organizational culture, autonomy risks becoming a mere administrative formality (Small, 2014). Therefore, MBS must be understood as a management system that demands strong leadership, professionalism, and a commitment to continuous quality improvement.

Education Quality Indicators in the School-Based Management Framework (SBM)

The quality of education is one of the main indicators in assessing the success of the national education system. This is because quality education is not only oriented towards achieving students' academic competence, but also on the formation of character, social skills, and the ability to adapt to the times. Various studies show that the improvement of the quality of education must be carried out in a planned and sustainable manner through the education management process which includes planning, implementation, and evaluation of educational programs in an integrated manner. In addition, quality improvement can also be done through strengthening educational leadership, improving the competence of educators, developing a positive school culture, and managing educational facilities and infrastructure optimally as part of the education quality assurance system (Siswopranoto 2022). Therefore, the application of educational quality standards is an important foundation in ensuring that the learning process takes place in accordance with the goals and standards that have been set in the national education system.

The discussion on improving the quality of education within the framework of School-Based Management (SBM) needs to be based on clear and measurable quality indicators. The quality of education is not only interpreted as the achievement of learning outcomes, but includes all components of the education system which include inputs, processes, and outputs. In the study on improving the quality of education based on model school management, it was explained that the quality of education is influenced by the factors of school principals, teachers, and the school environment that run systemically in shaping the quality of education (Hafid Fadillah and Sanusi 2020). This shows that the quality of education is multidimensional and cannot be separated from the quality of leadership and school management. Furthermore, the quality of national education refers to the eight National Education Standards (SNP) which include content standards, processes, competencies of graduates, educators and education personnel, facilities and infrastructure, management, financing, and assessment (Hafid Fadillah and Sanusi 2020). These standards

are the minimum benchmark in ensuring the quality of education delivery. Thus, the success of the implementation of School-Based Management (SBM) in improving the quality of education must be measured based on the achievement of these standards, not just on the administrative aspects of school autonomy.

From the perspective of education quality management, quality management must be carried out systematically, professionally, and oriented towards continuous improvement (Kuntoro 2019). This approach emphasizes that quality is not a static condition, but a process that is continuously developed through consistent evaluation and control. Therefore, quality indicators in the context of School-Based Management (SBM) not only include students' academic results, but also management effectiveness, professionalism of educators, and overall quality of school governance. By integrating indicators based on National Education Standards and sustainable quality management principles, the implementation of School-Based Management (SBM) can be analyzed more comprehensively. School autonomy through School-Based Management (SBM) should encourage quality improvement in the dimensions of planning, learning implementation, academic supervision, and evaluation of school performance in a sustainable manner. Thus, the relationship between School-Based Management (MBS) and improving the quality of education becomes more systematic, measurable, and academically accountable.

The Role of School Principals in the Implementation of School-Based Management (SBM)

The success of the implementation of School-Based Management (SBM) is largely determined by the quality of the leadership of the principal as the main decision-maker at the education unit level. In the framework of decentralization, the delegation of authority to schools requires leadership that is able to effectively integrate the functions of planning, organizing, implementing, and evaluating (Lestari et al. 2021). The principal no longer plays a role solely as an administrator, but as a learning leader who directs the school's strategic vision towards improving the quality of education. Research shows that school principals have a role as role models and motivators for educators and education staff, so that they are able to build a collaborative and productive work culture (Azizah, Simanjuntak, and Neliwati 2023). This role has direct implications for improving the quality of learning, the effectiveness of the management of facilities and infrastructure, and the active involvement of school residents in supporting quality programs. Thus, the leadership of school principals is the main driver in actualizing the principles of independence and participation that are the basis of School-Based Management (SBM).

In addition, strengthening the managerial competence of school principals through training and professional development has been proven to support the effectiveness of the implementation of School-Based Management (SBM). Schools led by principals with good

managerial capacity tend to be able to develop targeted strategic planning, manage budgets transparently, and build partnerships with school committees and the community (Oct. 2025). This shows that the success of School-Based Management (SBM) does not only depend on structural policies, but on the quality of the human resources that manage them. In the perspective of modern education management, the principal functions not only as an administrator, but also as a strategic leader who has an important role in directing the improvement of the quality of education in the school environment. This is because the leadership of school principals has a direct effect on improving teacher performance through learning program planning, professional development of educators, and the implementation of continuous teacher performance evaluations. Various studies show that improving teacher performance can be done through the preparation of systematic learning plans, the use of innovative learning media, and the integration of information technology in the learning process, all of which require the active role of the principal in structured academic coaching and supervision (Susanti, Nurjaman, and Sulastini 2021). Therefore, school principals have an important responsibility in ensuring that the learning process runs in accordance with educational quality standards through the implementation of targeted and sustainable academic supervision.

In the perspective of improving the quality of education, school principals are a key variable that bridges the gap between School-Based Management (SBM) policies and educational outcomes. School autonomy will only have an impact on quality if it is managed through visionary, participatory, and accountable leadership (Wulandari et al. 2022). Therefore, strengthening the leadership capacity of school principals is the main prerequisite in ensuring that the implementation of School-Based Management (SBM) really contributes to improving the quality of education in a sustainable manner. However, the implementation of School-Based Management (SBM) still faces obstacles, especially in areas that have limited understanding of concepts and managerial capacity. Several studies reveal that low managerial literacy and community participation are inhibiting factors in optimizing School-Based Management (SBM) (Irina and Riasnugrahani 2022). This condition indicates that the delegation of authority without being balanced with strengthening competencies can reduce the effectiveness of decentralization policies.

Analysis of the Implementation of School-Based Management in Improving the Quality of Education

The implementation of education decentralization through the School-Based Management (SBM) approach has a diverse impact on the management of educational institutions. This is because the policy gives schools wider authority in managing resources and designing educational programs that suit the needs of institutions and the surrounding community, so that it has the potential to improve administrative efficiency and the quality of education management. In various studies, the implementation of decentralization of education through

SBM has shown positive impacts such as improving the quality of education, administrative efficiency, and opportunities for schools to develop programs that are more contextual with the needs of the educational environment. However, this policy also presents challenges in the form of the emergence of education managers who do not have adequate managerial competence and the potential for abuse of authority in the management of educational resources (Sari and Trisoni 2023). Therefore, the success of the implementation of MBS is not only determined by the decentralization policy itself, but also depends heavily on the readiness of human resources and the existence of an effective supervision system in education management. If examined from various studies, the implementation of School-Based Management (SBM) is conceptually designed to strengthen the independence and effectiveness of education management through the decentralization of authority (Lestari et al. 2021). However, in practice, the effectiveness of this policy is greatly influenced by the school's internal readiness and external support from stakeholders. The autonomy given to schools does not necessarily result in quality improvement if it is not accompanied by adequate managerial capacity and a professional organizational culture.

Several studies have shown that schools that are able to develop strategic planning carefully and actively involve stakeholders tend to show improvements in the quality of learning and the quality of graduates (Zulkarnain and Eviana 2025). On the other hand, there are still schools that run School-Based Management (SBM) that are limited to fulfilling administration without substantial managerial transformation (Oct. 2025). This difference indicates that the success of School-Based Management (SBM) is not solely determined by regulations, but by the school's internal capacity and leadership commitment. However, a number of studies reveal that the implementation of School-Based Management (SBM) in some regions still faces structural and cultural constraints. Low understanding of the concept of School-Based Management (SBM) and lack of community participation are obstacles in achieving the goal of improving quality (Irina and Riasnugrahani 2022). The inequality of resources between schools, especially between urban areas and disadvantaged areas, also causes the impact of School-Based Management (SBM) on the quality of education to be uneven (Saharuddin et al. 2025). This condition suggests that decentralization without capacity building can generate new gaps in the education system. Thus, the effectiveness of School-Based Management (SBM) is not only determined by the policy structure, but by the synergy between professional leadership, stakeholder support, and a consistent monitoring system (Wulandari et al. 2022). School-Based Management (SBM) needs to be understood as a managerial reform process that demands changes in organizational culture and continuous improvement of human resource competencies. Without this, School-Based Management (SBM) has the potential to become a normative policy that does not fully impact improving the quality of education.

Implementation and Strengthening the Implementation of School-Based Management (SBM) in Improving the Quality of Education

Based on previous findings and analysis, the implications of the implementation of School-Based Management (SBM) on the quality of education can be understood through several strategic dimensions. Although School-Based Management (SBM) is designed as a decentralized strategy to improve the effectiveness of education management, its implementation shows that autonomy does not automatically result in quality improvement. A number of studies indicate that the success of School-Based Management (SBM) is highly dependent on the quality of leadership, stakeholder participation, and a consistent monitoring system (Oct. 2025) & (Wulandari et al. 2022). Without this support, the delegation of authority has the potential to stop at the administrative aspect and does not touch the improvement of the quality of learning. On the other hand, empirical studies show that schools that are able to integrate strategic planning, budget transparency, and collaboration between principals, teachers, and school committees tend to experience more significant improvements in the quality of graduates (Zulkarnain and Eviana 2025).

This emphasizes that School-Based Management (SBM) must be run as an integrated managerial system, not just a structural policy. The integration includes needs-based planning, continuous evaluation, and strengthening an organizational culture that supports innovation. However, resource inequality between schools is still a major challenge in the implementation of School-Based Management (SBM). Differences in facilities, managerial capacity, and community support cause uneven policy impacts, especially between schools in urban areas and disadvantaged areas (Saharuddin et al. 2025). This condition shows that decentralization needs to be balanced with affirmative policies and capacity building so as not to widen the gap in education quality. Thus, strengthening the implementation of School-Based Management (SBM) requires a more comprehensive approach, including improving the competence of school principals, continuous managerial training, an objective monitoring and evaluation system, and strengthening collaboration between schools and the community. Without these measures, SBM has the potential to become a normative policy that does not fully impact the improvement of the quality of education in a systematic and sustainable manner.

CONCLUSION

Based on the results of the study, School-Based Management (SBM) is a form of implementation of education decentralization that places schools as the center of decision-making in education management. Through the principles of independence, partnership, participation, openness, and accountability, SBM has the potential to improve the quality of education because it provides space for schools to develop more contextual programs, manage resources more effectively, and encourage learning innovation according to the needs of the school environment. However, the effectiveness of MBS implementation does

not take place automatically. The success of MBS is greatly influenced by the readiness of human resources, the quality of the principal's leadership, stakeholder participation, the school's organizational culture, and a consistent supervision system. In practice, there are still various obstacles such as low managerial capacity, lack of community involvement, inequality of resources between schools, and the tendency to implement SBM that stops at the administrative aspect alone. This condition shows that MBS is not fully able to ensure an equitable improvement in the quality of education.

Therefore, strengthening the implementation of MBS needs to be directed at improving the competence of school principals and educators, strengthening transparent and accountable school governance, and developing a sustainable monitoring and evaluation system. Thus, MBS is not only an administrative decentralization policy, but actually functions as an effective managerial strategy in supporting the improvement of the quality of education in a systematic, measurable, and sustainable manner.

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