



School Based Management Model for Improving Education Quality at SMA Linggang Bigung

Afriyanti*, Widyatmike Gede, Yudo Dwiyono

Universitas Mulawarman, Samarinda, Indonesia

*Corresponding Author:
afriyanthe30@gmail.com

Article History:

Received 2024-09-29

Revised 2025-02-13

Accepted 2025-02-25

Keywords:

School based management, model, MPMBS

Abstract

This research aims to describe the planning, organization, implementation, and supervision of the school-based management model at SMA Negeri Linggang Bigung. This type of research is qualitative case study. Data were collected through interviews and observations at two high schools in Linggang Bigung. The informants in this study included the Principal, Curriculum Vice Principal, Student Affairs Vice Principal, teachers, and students. Data were analyzed by organizing, deconstructing, reconstructing, interpreting, and concluding. Triangulation techniques were used to test the validity of the data, specifically technique and source triangulation. The school-based management model implemented at SMA Negeri Linggang Bigung is School-Based Quality Improvement Management (MPMBS). The results indicate that MPMBS planning is carried out by analyzing needs, formulating vision, mission, and targets/objectives, analyzing infrastructure, and involving parents and the community. In terms of organization, SMA Negeri Linggang Bigung exhibits autonomy, partnerships, active community participation, openness, and accountability. Regarding implementation, SMA Negeri Linggang Bigung has a safe and orderly school environment, quality mission and targets, strong leadership, expectations, staff development, repeated evaluations, as well as intensive communication and support from parents and the community. The supervision conducted at SMA Negeri Linggang Bigung is in accordance with content standards, process standards, competency standards, educator and educational staff standards, infrastructure standards, management standards, financing standards, and assessment standards. Thus, it can be concluded that the implementation of the MPMBS model at SMA Negeri Linggang Bigung involves careful planning, inclusive organization, structured execution, and standard-based supervision. This has implications for academic performance, student character development, and school management effectiveness, which in turn affects parental satisfaction and students' future prospects.

INTRODUCTION

The development of the education sector is a key determinant of the advancement of knowledge. The rise or decline in the quality of education can reflect the fate of a nation (Hadi, 2017). Education plays a crucial role in national development, as all aspects of education contribute fully to the development process (Komariyah et al., 2021). These aspects ultimately help create high-quality education, ensuring fairness and equity in educational services.

The low quality of education at various levels or educational institutions is one of the major challenges faced by the education system in Indonesia (Maghfiroh, 2018). The quality of an educational institution is reflected in the improvement of students' skills and the development of a dignified national character and civilization, which serve as a means to enhance the intellectual life of the nation. As a result, students can grow into individuals who are faithful, independent, skilled, democratic, responsible, and creative. This aligns with Article 3 of Law No. 20 of 2003 on the National Education System, which outlines the objectives of national education.

Efforts to improve the quality of education are closely related to institutions known as schools. A school is understood as a place where individuals acquire knowledge (Suhermanto & Anshari, 2018). It serves as an educational institution that brings together students and provides guidance to help them develop intelligence, skills, and expertise (Rubandiyah & Nugroho, 2018). A school is a complex and well-structured organization.

One of the educational levels that plays a crucial role in enhancing education quality is Senior High School. Senior High School represents the final stage before students enter higher education or directly



transition into the workforce (Mardiyati & Yuniawati, 2015). At this level, students have diverse needs. Moreover, they must navigate various academic, social, and emotional challenges (Kurniawan & Sarah, 2023). Thus, Senior High School is a critical phase, as it serves as the foundation for students to take the next steps in their lives. Various issues related to education quality are found at the senior high school level, including the quality of graduates that has yet to meet the needs of development and the labor market. The human resources produced as the next generation have not yet fully met expectations, particularly in terms of morality, ethics, and national identity within the cultural plurality of the nation (Kurniawan, 2020). From the teacher's perspective, several challenges exist, such as weak teaching performance due to a lack of understanding of teaching strategies, poor classroom management skills, low achievement motivation, lack of discipline, low professional commitment, and inadequate time management abilities (Dwiyo, 2018).

These issues arise because educational institutions today still struggle with poor management quality and an ineffective education system (Setiawan et al., 2022). For management to be successful, a systematic and structured concept, planning, and organization are required (Fitriyana et al., 2024). Effective school management can be implemented through services and professionalism, including the provision of facilities, the application of teaching methods and curriculum, as well as the recruitment of educators and education personnel (Mulawarman et al., 2022).

A management model that grants greater autonomy and flexibility to schools while encouraging the direct participation of school stakeholders including teachers, students, principals, staff, the community, and parents in education management to improve school quality is School-Based Management (Widyanto, 2019). Ministerial Regulation of Education and Culture No. 47 of 2023, Article 3, Paragraph 3, states that School-Based Management is a form of educational management autonomy within educational institutions to administer educational activities.

One of the key aspects that significantly influences school quality improvement is school management, particularly School-Based Management (Aminah et al., 2022). School-Based Management aims to enhance education quality by empowering all stakeholders involved, including principals, teachers, school committees, and the community (Setiawan et al., 2022). In this context, School-Based Management serves as a tool to encourage active participation from various stakeholders in decision-making processes related to teaching and learning activities, ensuring that education is more relevant to local and societal needs.

An essential aspect of School-Based Management is flexibility in resource management (Susanti, 2024). With autonomy, schools can allocate funds and other resources according to their priority needs. This enables schools to be more responsive to challenges and create a better learning environment. Additionally, School-Based Management emphasizes the importance of accountability and transparency in educational management, allowing all stakeholders to observe the impact of decisions made and contribute to the evaluation process (Rosadi et al., 2024).

School-Based Management also functions to enhance the professionalism of teachers and school principals (Amini et al., 2021). It fosters innovation and creativity in the educational process, which is expected to increase educators' motivation and performance while creating a more engaging learning atmosphere for students (Pangesti & Hanifuddin, 2021). Furthermore, School-Based Management strengthens community involvement in the education process, fostering a greater sense of ownership of the school.

Overall, School-Based Management is a management model that focuses not only on academic outcomes but also on students' character and skill development. By encouraging active participation from all stakeholders, School-Based Management creates a more inclusive and democratic educational ecosystem. Through the implementation of School-Based Management principles, education quality is expected to improve significantly and adapt to the ever-evolving challenges of the times. The School-Based Management program aims to establish cooperation among relevant parties as school partners in the administration and management of education (Devi & Subiyantoro, 2021). This autonomy allows schools to manage resources, funding, and learning materials independently and allocate them according to priorities, needs, and local demands. SBM is

also a government-initiated program aimed at improving school quality (Aziz, 2015). With the implementation of School-Based Management, schools are expected to play a tangible role in enhancing education quality.

School-Based Quality Improvement Management is part of the School-Based Management program, which serves as an antithesis to centralized management through education sector decentralization and high community participation (Sa'diyah et al., 2019). Management is part of the School-Based Management program is a management model that grants greater autonomy to schools and promotes participatory decision-making by directly involving all school members in improving school quality based on national education policies (Azainil et al., 2018; Modelu & Asiah, 2019). School-Based Quality Improvement Management is a school management concept designed to enhance education quality in the era of educational decentralization (Inayah et al., 2022).

School-Based Quality Improvement Management is a management model that provides autonomy and flexibility to schools, encourages the participation of school members and the community in improving school quality, and aligns with national education policies and applicable regulations (Ismanto et al., 2021). The implementation of School-Based Quality Improvement Management is a formal process that involves school principals, teachers, parents, students, and the surrounding community in decision-making (Modelu & Asiah, 2019). The application of School-Based Quality Improvement Management principles involves delegating responsibility to schools for managing all available resources based on the principles of independence, equity, partnership, transparency, efficiency, and accountability, positioning schools to engage in participatory decision-making to achieve educational goals (Hidayat & Marwiji, 2022).

One of the regions in Indonesia that requires improvements in education quality is West Kutai Regency, East Kalimantan. West Kutai is one of the regencies in East Kalimantan Province, Indonesia. Traveling from Balikpapan to West Kutai takes approximately 14–15 hours. Human resources in West Kutai are relatively underdeveloped, particularly in literacy, numeracy, and school leadership (Fajardin, 2023). Therefore, the implementation of School-Based Management in schools within West Kutai is crucial to improving education quality. SMA Negeri Linggang Bigung has already implemented a management model; however, the current model has not yet maximized the improvement of education quality. Therefore, an updated management model needs to be developed to enhance the quality of education at SMA Negeri Linggang Bigung. One potential management development model that can be implemented is Technology-Oriented School-Based Management. Ela et al. (2023) explain that school management, such as School-Based Management (SBM), can significantly influence school outcomes.

Rosyida and Purwanto (2022), through their research, state that using SBM as a management approach positively impacts school education quality and aligns with existing policies and planning. Similarly, Iswan et al. (2021) found that the implementation of School-Based Management significantly affects school education quality, as it involves key stakeholders who can collaborate effectively to achieve high-quality education. Mulawarman & Srihandari (2021) argue that this is due to the effectiveness of a leader, which is determined by their ability to influence and guide school members.

This study aims to investigate the following research problems: (1) How is the planning of the School-Based Management model for improving education quality at SMA Negeri Linggang Bigung?: (2) How is the organization of the School-Based Management model for improving education quality at SMA Negeri Linggang Bigung?: (3) How is the implementation of the SBM development model for improving education quality at SMA Negeri Linggang Bigung?: (4) How is the supervision of the School-Based Management model for improving education quality at SMA Negeri Linggang Bigung?

The objectives of this study are to: (1) Describe the planning of the School-Based Management model for improving education quality at SMA Negeri Linggang Bigung: (2) Describe the organization of the School-Based Management model for improving education quality at SMA Negeri Linggang Bigung.: (3) Describe the implementation of the SBM development model for improving education quality at SMA Negeri Linggang Bigung: (4) Describe the supervision of the School-Based Management model for improving education quality at SMA Negeri Linggang Bigung: (5) This research does not only examine SBM itself but also explores its

planning, organization, implementation, and supervision. Therefore, this study presents a novel issue worthy of further investigation.

METHODS

This research design is a qualitative case study, chosen to address a phenomenon observed in the field. The use of a qualitative case study research method in this study is an appropriate strategy for research that employs research questions focusing on "how" or "why." The object of this research is to explore information related to the implementation of School-Based Management at SMA Linggang Bigung. The research data in this study consists of information obtained through observations, interviews, and documentation related to the planning, organization, implementation, and supervision of the School-Based Management model for improving education quality at SMAN 1 and SMAN 2 Linggang Bigung. The research data is categorized into primary and secondary data. Primary data is derived from interviews with informants and observations, while secondary data is obtained from documents and additional observations. The informants in this study include the school principal, vice principals in charge of curriculum and student affairs, teachers, and students.

Data collection techniques include observation, interviews, and documentation. The data analysis technique in qualitative research consists of five stages: (1) Arranging: Organizing data obtained from the field: (2) Describing: Breaking down data into smaller fragments or sections: (3) Reassembling: Also known as data regeneration, where fragmented data is grouped and sequenced accordingly: (4) Interpreting: Initial interpretations may lead to reorganizing data in new ways or restructuring the data differently: (5) Concluding: The final stage, considered a closure, involves drawing conclusions from the overall research analysis. To ensure data validity, this study employs technique triangulation and source triangulation.

RESULTS AND DISCUSSION

Results

The results of data analysis indicate that the implementation of School-Based Management at SMA Negeri Linggang Bigung aligns with the SBM management standards outlined in Minister of Education and Culture Regulation No. 47 of 2023 and the indicators of School-Based Quality Improvement Management. The results of the data analysis in this study can be observed in the following table.

Table 1 School-Based Quality Improvement Management Model at SMA Negeri Linggang Bigung

Aspect	Findings
Planning	<ol style="list-style-type: none"> Analyzing students' needs through data analysis and satisfaction surveys. Formulating the school's vision, mission, and objectives/targets. Conducting infrastructure analysis. Involving stakeholders in program development and decision-making.
Organizing	<ol style="list-style-type: none"> Autonomy: Decision-making, policy determination, resource management, budget management, and program planning. Partnerships: Collaboration with parents and alumni. Community participation: School committee meetings and school events. Transparency and accountability: Regular meetings, information sharing through activity programs and planning, social media updates, and written reports.
Implementation	<ol style="list-style-type: none"> School environment: Security measures including guards, CCTV, and strict regulations. Mission and quality targets: Dynamic, excellent, and trustworthy education with character development, emotional skills enhancement, and infrastructure improvement. Leadership: No central intervention, adherence to guidelines and policies, alignment with school vision and mission, and stakeholder involvement. Expectations: Academic and character achievement, teacher quality improvement, parental satisfaction, a positive learning environment, and higher acceptance rates into universities. Staff development: Training, workshops, seminars, monitoring, MGMP collaborative learning groups, and digital media utilization. Evaluation: Formative and summative assessments, routine audits, and parental satisfaction surveys. Intensive communication and support: Regular meetings, community involvement, partnerships, and social media engagement.
Supervision	<ol style="list-style-type: none"> Content standards: Graduate competencies, curriculum design, and teacher involvement.

2. Process standards: Lesson planning, innovative teaching methods, media and models, infrastructure, and teacher quality.
3. Competency standards: Implementation of active, interactive, and varied teaching methods; teacher training and professional development; and academic mentoring.
4. Educational staff and personnel standards: Training and workshops, certification and further education, mentoring, and involvement in professional communities.
5. Infrastructure standards: Classrooms, laboratories, libraries, teaching materials, health units (UKS), computers and projectors, prayer rooms, sports fields, and sanitation systems.
6. Management standards: Well-planned learning quality, technology integration, teacher professional development, conducive learning environments, increased parental involvement, and periodic evaluations.
7. Financial standards: Budgeting based on needs and priorities, routine financial reports, monitoring, and periodic evaluations.
8. Educational assessment standards: Formative and summative assessments, cognitive, affective, and psychomotor assessments, measurable criteria and rubrics, and valid, objective, fair, integrated, transparent, comprehensive, continuous, systematic, and accountable assessment practices.

Source: Processed Data (2024)

Table 1 above illustrates that the School-Based Management model for improving the quality of education at SMA Linggang Bigung can be observed based on four aspects: planning, organizing, implementation, and supervision. These four aspects are assessed using the indicators of School-Based Management (MBS), School-Based Quality Improvement Model (MPMBS), and school quality. The detailed descriptions of each aspect are as follows.

1. Planning of the School-Based Management Model at SMA Negeri Linggang Bigung

The management model implemented at SMA Negeri Linggang Bigung is the School-Based Quality Improvement Model (MPMBS). Based on the interview results, the planning conducted at SMA Negeri Linggang Bigung includes: a) analysis of student needs, b) formulation of vision, mission, and objectives/targets, c) infrastructure analysis, and d) involvement of stakeholders. The student needs analysis is carried out by examining student grades, input from students and teachers, as well as parent satisfaction surveys. Through this needs analysis, areas that are already good, need improvement, and need to be supplemented can be identified.

2. Organization of the School-Based Management Model at SMA Negeri Linggang Bigung

The organization of the School-Based Management Model at SMA Negeri Linggang Bigung reflects efforts to improve educational quality through autonomy and active participation from all stakeholders. Interview results show that there are four key aspects in organizing the School-Based Management Model at the school. These four aspects include independence, partnership, active community participation, and transparency and accountability. This can be observed in figure 1.

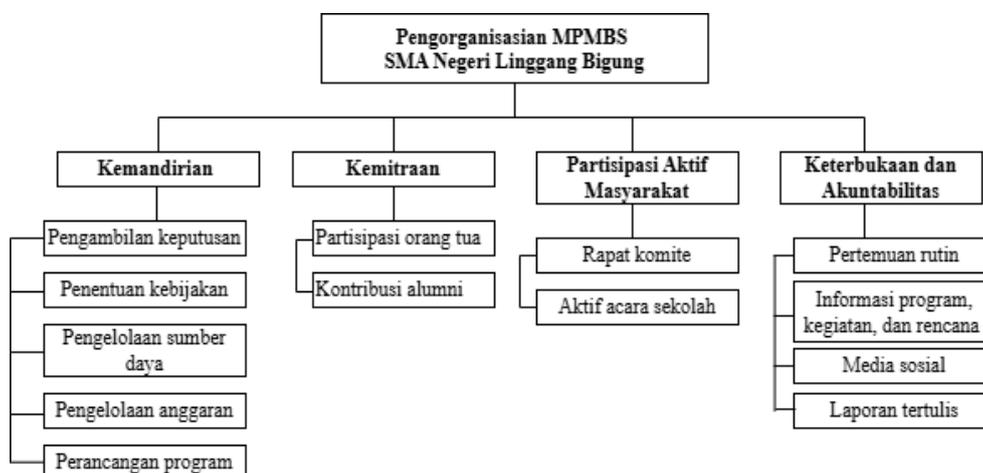


Figure 1 Organization of the School-Based Quality Improvement Management Model (MPMBS)

"The independence of SMA Negeri Linggang Bigung is reflected in its autonomy in decision-making, policy determination, resource management, budget management, and program design.

3. Implementation of the School-Based Management Model at SMA Negeri Linggang Bigung

The School-Based Management (MBS) model includes a safe and orderly school environment, the school having a mission and quality targets to achieve, strong leadership, high expectations from the school personnel (principal, teachers, and other staff including students) to perform well, continuous staff development in line with the demands of science and technology, ongoing evaluation of various academic and administrative aspects, and intensive communication and support from parents/community.

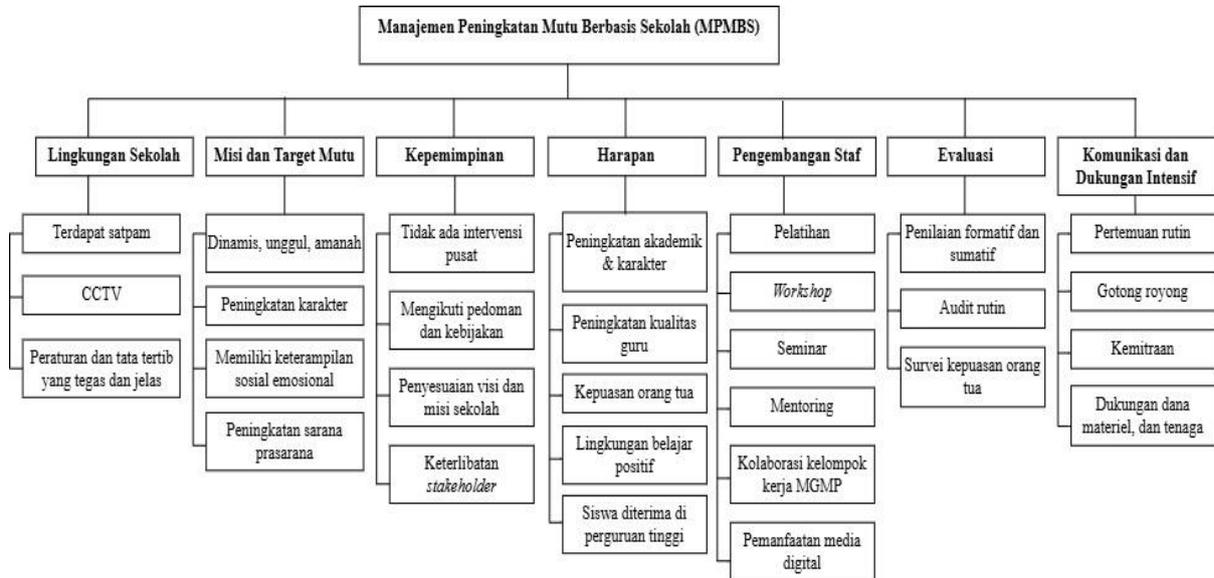


Figure 2 Implementation of the School-Based Quality Improvement Management Model (MPMBS)

The research findings show that the implementation of the MPMBS model at SMA Negeri Linggang Bigung meets the indicators outlined by Parakasi (2015). In terms of a safe and orderly school environment, SMA Negeri Linggang Bigung has security guards, CCTV, as well as clear and firm rules and regulations.

4. Supervision of the School-Based Management Model at SMA Negeri Linggang Bigung

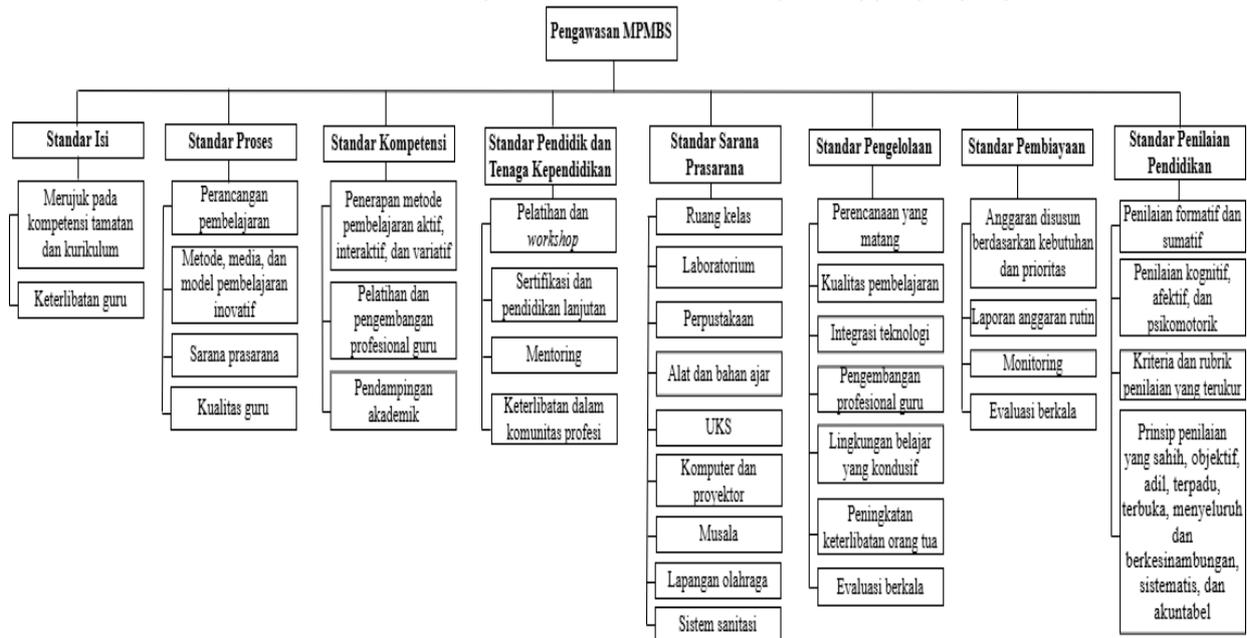


Figure 3: Supervision of the School-Based Quality Improvement Management Model (MPMBS) at SMA Negeri Linggang Bigung

The supervision of the MPMBS model at SMA Negeri Linggang Bigung is intended to optimize the implementation of school programs. The supervision of this MPMBS model is measured using the indicators of the National Education Standards as outlined in Government Regulation No. 4 of 2022, which includes content standards, process standards, education and educator standards, infrastructure standards, management standards, financing standards, and assessment standards.

DISCUSSION

School-Based Management has various models. The model used by SMA Negeri Linggang Bigung is the School-Based Quality Improvement Management (MPMBS) model. MPMBS is a management model that provides greater autonomy to schools and encourages participatory decision-making, directly involving all school members to improve school quality based on national education policies (Modelu & Asiah, 2019).

The MPMBS model is measured using several indicators. Parakasi (2015) stated that the MPMBS indicators are: a. A safe and orderly school environment; b. The school has a mission and quality targets to achieve; c. The school has strong leadership; d. There are high expectations from school personnel (principal, teachers, and other staff including students) to perform well; e. Continuous staff development according to the demands of science and technology; f. Continuous evaluation of various academic and administrative aspects; and g. Intensive communication and support from parents/community.

The MPMBS model at SMA Negeri Linggang Bigung is used to improve educational quality. Educational quality can be understood as an effort to maintain the quality of education related to the level of excellence in the implementation of educational management efficiently and effectively to create excellence in both academic and non-academic fields (Mashar, 2019). Government Regulation No. 4 of 2022 on National Education Standards indicates that educational quality consists of content standards, process standards, graduate competency standards, educator and educational staff standards, infrastructure standards, management standards, financing standards, and assessment standards.

The planning of the school-based management model implemented at SMA Negeri Linggang Bigung is carried out through: a) analysis of student needs, b) formulation of vision, mission, and goals/targets, c) infrastructure analysis, and d) involvement of stakeholders. This result aligns with the research conducted by Haryati et al. (2021) which shows that strategic planning is necessary in the implementation of school-based management to determine the needs and objectives of applying the management model.

The analysis of student needs during the planning phase helps the school design targeted learning programs and ensure that all aspects of education are optimally accommodated. The analysis of student needs is done by looking at student performance results, feedback from students and teachers, as well as parent satisfaction surveys. Through this needs analysis, the planning of the school-based management model can be adjusted to the characteristics and potential of the students, thereby creating a more inclusive and effective learning environment.

The organization of the MPMBS model is measured based on the MBS indicators outlined in the Ministerial Regulation No. 47 of 2023, Article 22, which includes independence, partnership, active community participation, openness, and accountability. This result aligns with the research conducted by Janan (2020) which stated that the implementation of school-based management requires independence, partnership, active community participation, and openness and accountability.

The research findings show that the form of independence at SMA Negeri Linggang Bigung includes independence in decision-making, policy determination, resource management, budget management, and program design. In addition to independence, SMA Negeri Linggang Bigung also establishes partnerships with parents, alumni, the community, and other institutions.

In practice, the MPMBS model at SMA Negeri Linggang Bigung can be measured based on the indicators proposed by Parakasi (Parakasi, 2015), which include a safe and orderly school environment, the school having a mission and quality targets to achieve, strong leadership, high expectations from school personnel (principal, teachers, and other staff including students) to perform well, continuous staff development according to the

demands of science and technology, ongoing evaluation of various academic and administrative aspects, and intensive communication and support from parents/community. This result aligns with the research conducted by Kurniawati et al. (2020), Malaikosa (2021), and Prihanto et al. (2020) which shows that the application of SBM can improve school quality through strong leadership, performance expectations, staff development, evaluation, communication, and support from various parties.

A safe and orderly school environment has a significant impact on improving educational quality (Modelu & Asiah, 2019). When students feel safe, they will be more focused on learning and willing to participate in class activities. An orderly environment also creates a conducive atmosphere for learning, reduces distractions, and enhances students' concentration. Furthermore, a school that has a clear mission and quality targets provides direction and goals for the entire school community (Yudhistira et al., 2023). This mission not only guides the teaching staff in designing curricula and teaching methods but also motivates students to achieve success. By setting quality targets, the school can periodically evaluate progress and make necessary improvements.

Supervision of the MPMBS model is measured using the indicators of National Education Standards as outlined in Government Regulation No. 4 of 2022, which includes content standards, process standards, educator and educational staff standards, infrastructure standards, management standards, financing standards, and assessment standards. This result aligns with the research conducted by Sari et al. (2018) which states that school-based management supervision must comply with the National Education Standards.

Supervision of content standards in the School-Based Quality Improvement Management (MPMBS) model is crucial because these standards serve as the main reference in curriculum development and learning material preparation. At SMA Negeri Linggang Bigung, teachers' involvement in preparing learning materials based on graduation competencies ensures that the educational content is relevant and aligned with students' needs. By adhering to content standards, the school ensures that all students receive quality and well-structured materials, which in turn enhances their understanding and skills in achieving the established educational goals (Pricilia et al., 2024).

CONCLUSION

Planning of the MPMBS model is done by: a) Analyzing student needs by looking at student performance, feedback from students and teachers, and parent satisfaction surveys; b) Formulating vision, mission, and goals/targets. In general, the mission to be achieved includes dynamic, excellent, trustworthy, character development, social-emotional skills, and improvements in infrastructure; c) Analyzing infrastructure where SMA Negeri Linggang Bigung has various infrastructures supporting learning activities. However, there are still several facilities that need improvement such as sports fields, laboratories, and internet networks; d) In program formulation and decision-making, the school involves parents, the school committee, parents, and the community through regular meetings. In addition, the school collaborates with educational institutions and communities outside the school when conducting activities.

The organization of the MPMBS model at SMA Negeri Linggang Bigung includes: a) Independence consisting of decision-making independence, policy determination, resource management, budget management, and program design; b) Partnership including the participation of parents and alumni contributions; c) Active community participation, including committee meetings and active school events; d) Openness and accountability, including regular meetings, information on programs, activities, and plans, social media, and written reports.

The implementation of the MPMBS model at SMA Negeri Linggang Bigung includes: a) A safe and orderly school environment, as it has security personnel, CCTV, and strict and clear rules and regulations; b) Mission and quality targets include dynamic, excellent, and trustworthy, with character development, social-emotional skills, and infrastructure improvements; c) Strong leadership, such as no intervention from the central office, adherence to guidelines and policies, alignment of the school's vision and mission, and stakeholder involvement; d) Expectations consist of improvements in academics and character, enhanced teacher quality,

parent satisfaction, a positive learning environment, and students being accepted into universities; e) Staff development includes training, workshops, seminars, mentoring, collaboration through teacher groups (MGMP), and the use of digital media; f) Evaluation includes formative and summative assessments, routine audits, and parent satisfaction surveys; g) Intensive communication and support, including regular meetings, gotong royong (mutual cooperation), partnerships, and support in terms of funds, materials, and manpower.

Supervision of the MPMBS model at SMA Negeri Linggang Bigung is conducted through: a) Content standards referring to graduation competencies and curriculum, as well as teacher involvement; b) Process standards including lesson design, methods, media, and innovative teaching models, infrastructure, and teacher quality; c) Competency standards including the application of active, interactive, and varied teaching methods, teacher training and professional development, and academic mentoring; d) Educators and educational staff standards including training and workshops, certification and further education, mentoring, and involvement in professional communities; e) Infrastructure standards including classrooms, laboratories, libraries, teaching tools and materials, health units (UKS), computers and projectors, prayer rooms (musala), sports fields, and sanitation systems; f) Management standards including thorough planning, learning quality, technology integration, teacher professional development, conducive learning environments, increased parental involvement, and periodic evaluations; g) Financial standards including budgets prepared based on needs and priorities, routine budget reports, monitoring, and evaluations; h) Education assessment standards including formative and summative assessments, cognitive, affective, and psychomotor assessments, measurable assessment criteria and rubrics, as well as assessment principles that are valid, objective, fair, integrated, transparent, comprehensive, sustainable, systematic, and accountable.

Based on the findings from the previous research, the recommendations in this study are as follows : (1) SMA Negeri Linggang Bigung should focus on improving the facilities and infrastructure that support learning activities, particularly the internet, (2) To address confusion regarding new roles and responsibilities arising from the implementation of the MPMBS model, it is important for the school to organize comprehensive training and socialization for all related parties, including the principal, teachers, administrative staff, and school committee members, (3) The school can enhance collaboration with local institutions or non-governmental organizations, which can help increase financial support and resources for educational activities.

REFERENCES

- Aminah, S., Salsabillah, T., & Azura, N. (2022). School-Based Management in Improving School Quality. *Journal of Engineering, Social and Health*, 1(2), 115–126.
- Amini, Pane, D., & Akrim. (2021). Analisis Manajemen Berbasis Sekolah dan Kepemimpinan Kepala. *Jurnal Pendidikan Tambusai*, 5(3), 11148–11159.
- Azainil, A., Apriliani, N. U., & Suandie, S. (2018). Policy Evaluation Total Quality Management (TQM) School Applying International Organization for Standardization (ISO) in the City of Samarinda. *Journal of Educational Review and Research*, 1(1), 25. <https://doi.org/10.26737/jerr.v1i1.506>
- Aziz, A. Z. (2015). Manajemen Berbasis Sekolah: Alternatif Peningkatan Mutu Pendidikan Madrasah. *el-Tarbawi*, 8(1), 69–92. <https://doi.org/10.20885/tarbawi.vol8.iss1.art5>
- Devi, A. D., & Subiyantoro, S. (2021). Implementasi Manajemen Berbasis Sekolah dalam Meningkatkan Kualitas di Sekolah Menengah Pertama. *Edukatif: Jurnal Ilmu Pendidikan*, 3(3), 963–971. <https://doi.org/10.31004/edukatif.v3i3.481>
- Dwiyono, Y. (2018). *The Effect Of Leadership Style. Professional Competence, And Work Discipline Toward Work Effectiveness*. 144, 126–130. <https://doi.org/10.2991/icedutech-17.2018.25>
- Ela, A., Ismanto, B., & Iriani, A. (2023). School-Based Management: Participation in Improving the Quality of Education. *Jurnal Imiah Pendidikan dan Pembelajaran*, 7(1), 93–102. <https://doi.org/10.23887/jipp.v7i1.58286>
- Hadi, L. (2017). Peran Kepala Sekolah dalam Mengimplementasikan Total Quality Management (TQM) untuk

- Meningkatkan Mutu Pendidikan Agama Islam di SMKN I Donorojo. *Transformasi: Jurnal Studi Agama Islam*, 10(2), 44–54.
- Haryati, W., Kristiawan, M., & Puspita, Y. (2021). School Principal Strategy in Improving the School Based Management Through the Quality of Education. *Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)*, 565(INCoEPP), 611–618. <https://doi.org/10.2991/assehr.k.210716.114>
- Hidayat, L., & Marwiji, M. H. (2022). Manajemen Peningkatan Mutu Berbasis Sekolah. *Epistemic: Jurnal Ilmiah Pendidikan*, 1(1), 24–52. <https://doi.org/10.70287/epistemic.v1i1.3>
- Inayah, I., Halimah, S., Suhaeni, Y., & Ramadhanty, R. R. (2022). Manajemen Peningkatan Mutu Berbasis Sekolah (MPMBS) sebagai Upaya Efektif Meningkatkan Kinerja Sekolah. *Jurnal Pendidikan dan Konseling*, 4, 1349–1358.
- Ismanto, H., Murtafi'ah, N. H., & Lestari, S. (2021). Pelaksanaan Manajemen Berbasis Sekolah. *Jambura Journal of Educational Management*, 01(01), 491–501. <https://doi.org/10.37411/jjem.v2i1.622>
- Iswan, Suradika, A., Priharta, A., Bahar, H., & Miyati, E. (2021). The Influence of School-Based Management Implementation on Employees' Performance. *International Journal of Research and Innovation in Social Science*, 05(10), 692–697. <https://doi.org/10.47772/ijriss.2021.51031>
- Janan, M. (2020). Penerapan Manajemen Berbasis Sekolah untuk Meningkatkan Kualitas Pendidikan di SMA Swasta Kota Langsa. *EduTech: Jurnal Ilmu Pendidikan dan Ilmu Sosial*, 6(1), 70–77. <https://doi.org/10.30596/edutech.v6i1.4397>
- Komariyah, L., Haryaka, U., & Wulandari, T. (2021). The Effect of School Principal Supervision, School Organizational Culture and Teacher'S Self-Efficiency on Teacher Performance At Smk Negeri Tenggara Kota. *Pendas Mahakam: Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, 6(2), 126–133. <https://doi.org/10.24903/pm.v6i2.883>
- Kurniawan, A. (2020). Apakah Total Quality Management Meningkatkan Mutu Sekolah Menengah Atas Di Kota Cirebon? *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 4(2), 79–90. <https://doi.org/10.33650/al-tanzim.v4i2.1234>
- Kurniawan, S., & Sarah, Y. S. (2023). Meningkatkan Literasi Digital di Sekolah Menengah Atas: Tantangan, Strategi dan Dampaknya pada Keterampilan Siswa. *INSOLOGI: Jurnal Sains dan Teknologi*, 2(4), 712–718. <https://doi.org/10.55123/insologi.v2i4.2321>
- Kurniawati, E., Arafat, Y., & Puspita, Y. (2020). Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan melalui Manajemen Berbasis Sekolah. *Journal of Education Research*, 1(2), 134–137. <https://doi.org/10.37985/joe.v1i2.12>
- Maghfiroh, L. (2018). Strategi Peningkatan Mutu Pendidikan Madrasah melalui Total Quality Management (TQM) di Madrasah Ibtidaiyah Wahid Hasyim Yogyakarta. *TA'LIM: Jurnal Studi Pendidikan Islam*, 1(1), 19–39. <https://doi.org/10.52166/talim.v1i1.623>
- Malaikosa, Y. M. L. (2021). Strategi Kepala Sekolah Dalam Mengimplementasikan Manajemen Berbasis Sekolah Untuk Meningkatkan Mutu Sekolah. *Idaarah: Jurnal Manajemen Pendidikan*, 5(1), 1. <https://doi.org/10.24252/idaarah.v5i1.20270>
- Mardiyati, B., & Yuniawati, R. (2015). Perbedaan Adaptabilitas Karir Ditinjau dari Jenis Sekolah (SMA dan SMK). *Empathy: Jurnal Fakultas Psikologi*, 3(1), 31–41.
- Mashar, A. (2019). Manajemen Strategik Kepala Madrasah dalam Peningkatan Mutu Lembaga Pendidikan. *Jurnal Isema*, 4(1), 39–54. <https://doi.org/10.15575/isema.v3i2.5268>
- Modelu, R., & Asiah, S. (2019). Manajemen Peningkatan Mutu Berbasis Sekolah (MPMBS): Antara Harapan dan Realita di SMA Negeri 3 Atinggola. *Al-Minhaj Jurnal Pendidikan Islam*, 2(1), 128–142.
- Mulawarman, W. G., Heriman, H., & Pratama, P. A. (2022). Effectiveness of School Management through Strengthening the Managerial Ability of School Principals in the Field of Education Financing. *EduLine: Journal of Education and Learning Innovation*, 2(4), 465–471. <https://doi.org/10.35877/454ri.eduline1285>

- Mulawarman, W. G., & Srihandari, A. P. (2021). Manajemen Kepemimpinan Kepala Sekolah Perempuan: Analisis Model CIPP. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 7(1), 1. <https://doi.org/10.37905/aksara.7.1.1-14.2021>
- Pangesti, P. W., & Hanifuddin, I. (2021). Optimalisasi Manajemen Berbasis Sekolah dalam Peningkatan Kualitas Sumber Daya Manusia pada MTsN 1 Ponorogo. *Excelencia: Journal of Islamic Education & Management*, 1(02), 15–30. <https://doi.org/10.21154/excelencia.v1i02.208>
- Parakasi, U. (2015). *Manajemen Peningkatan Mutu Berbasis Sekolah*. UMM Press.
- Pricilia, M., Fadilatul Ikhsan, F., & Indah Putri, M. (2024). Pengaruh Kompetensi Pedagogik Guru Dalam Meningkatkan Mutu Pembelajaran Siswa. *Dewantara: Jurnal Pendidikan Sosial Humaniora*, 3(1), 56–62.
- Prihanto, P. W., Sudjarwo, & Sinaga, R. M. (2020). The Implementation of School Based Management (MBS) in Improving the Quality of Education. *International Journal of Research and Innovation in Social Science (IJRISS)*, 4(4), 316–323.
- Rosadi, N. A., Alwi, R., & Riva'i, F. A. (2024). Implementasi manajemen berbasis sekolah dalam upaya meningkatkan mutu pendidikan di MTs AL-Falahiyah Puraseda. *Tadbiruna*, 3(2), 35–49.
- Rosyida, I., & Purwanto, N. A. (2022). Implementation of School-Based Management to Improve Education Quality at MAN 6 Pidie. *Proceedings of the 5th International Conference on Current Issues in Education (ICCIE 2021)*, 640(Iccie), 404–408. <https://doi.org/10.2991/assehr.k.220129.074>
- Rubandiyah, H. I., & Nugroho, E. (2018). Pembentukan Kader Jumantik Sebagai Upaya Peningkatan Pengetahuan Siswa di Sekolah Dasar. *Higeia Journal of Public Health Research and Development*, 2(2), 216–226.
- Sa'diyah, R., Shofiyah, S., Siregar, N., & Nurananda. (2019). Manajemen Peningkatan Mutu Berbasis Sekolah (MPMBS). *SSRN Electronic Journal*, 2(2), 1–12.
- Sari, D. N. A., Bafadal, I., & Wiyono, B. B. (2018). Pelaksanaan Supervisi Manajerial Dalam Rangka Implementasi Manajemen Berbasis Sekolah. *Jurnal Administrasi dan Manajemen Pendidikan*, 1(2), 213–221. <https://doi.org/10.17977/um027v1i22018p213>
- Setiawan, F., Gio, M., Iza, S. N., & T, H. A. (2022). Manajemen Sekolah sebagai Wadah dalam Peningkatan Pendidikan Bermutu. *Arzusin*, 2(1), 98–110. <https://doi.org/10.58578/arzusin.v2i1.235>
- Suhermanto, S., & Anshari, A. (2018). Implementasi Tqm Terhadap Mutu Institusi Dalam Lembaga Pendidikan. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 2(1), 107–113. <https://doi.org/10.33650/al-tanzim.v2i1.259>
- Susanti, K. (2024). Manajemen Berbasis Sekolah Dalam Peningkatan Kualitas Pendidikan. *UNISAN JURNAL: JURNAL MANAJEMEN DAN PENDIDIKAN*, 03(03), 94–106. <https://doi.org/10.35194/jpphk.v11i1.1285>
- Widyanto, I. P. (2019). Partisipasi Masyarakat dalam Perkembangan Pendidikan melalui Manajemen Berbasis Sekolah (MBS). *Satya Sastraharing*, 03(02), 93–112.
- Yudhistira, F., Pangestu, A. D., Akbar, A., Hayatunnisa, M., Utari, L., Pratama, Y., & Noviyanti, I. (2023). Fungsi Dan Pengaruh Visi Misi Pada Sebuah Organisasi SD Negeri 02 Pulau Besar. *OPTIMAL Jurnal Ekonomi dan Manajemen*, 3(3), 178–189. <https://doi.org/10.55606/optimal.v3i3.1816>