

## Implementation of School-Based Management in Public High Schools in Indonesia

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### ABSTRAK

Pendidikan di Indonesia bertujuan untuk menumbuhkan potensi dan karakter individu, sebagaimana ditegaskan dalam Undang-Undang Sistem Pendidikan Nasional. Penekanan khusus diberikan pada masa remaja, yang diakui sebagai periode transisi penting. Sekolah Menengah Atas (SMA) memegang peran krusial dalam membentuk prestasi akademik sekaligus mempersiapkan siswa menghadapi dunia kerja dan integrasi sosial. SMA Negeri dan SMA Swasta memiliki perbedaan dalam sumber pendanaan, fasilitas, kurikulum, dan keragaman siswa, yang berpengaruh terhadap manajemennya. Penelitian ini memberikan gambaran mengenai implementasi Manajemen Berbasis Sekolah (MBS) di SMA Negeri di Indonesia. Metode tinjauan literatur digunakan untuk mengeksplorasi perspektif, teori, dan temuan penelitian tentang MBS di SMA Negeri. Artikel-artikel relevan yang diterbitkan dalam satu dekade terakhir (2013–2023) dipilih untuk dianalisis. Implementasi MBS di SMA Negeri berfokus pada keterlibatan pemangku kepentingan, otonomi sekolah, dan peningkatan mutu, tetapi menghadapi hambatan seperti komitmen pemangku kepentingan, keterbatasan sumber daya, kompleksitas birokrasi, serta kebijakan pendidikan yang kurang mendukung. Partisipasi aktif pemangku kepentingan sangat penting dalam membangun hubungan positif antara sekolah dan masyarakat. Otonomi sekolah dalam pengambilan keputusan dan pengelolaan sumber daya turut mendorong terciptanya budaya peningkatan mutu yang berkelanjutan. Namun, tantangan tetap ada, antara lain kurangnya komitmen pemangku kepentingan, keterbatasan sumber daya, hambatan birokrasi, dan kebijakan yang tidak mendukung. Studi ini menyimpulkan bahwa implementasi MBS di SMA Negeri mendapat manfaat dari keterlibatan pemangku kepentingan dan otonomi sekolah, tetapi menghadapi tantangan terkait komitmen, keterbatasan sumber daya, birokrasi, dan kebijakan. Solusi yang ditawarkan mencakup pendidikan berkelanjutan tentang MBS, dukungan dari pemerintah dan masyarakat, reformasi birokrasi, serta penyesuaian kebijakan.

**Kata Kunci:** Manajemen Berbasis Sekolah, SMA Negeri, SMA Swasta, Pendidikan

### ABSTRACT

Education in Indonesia is aimed at nurturing the potential and character of individuals, as highlighted in the National Education System Law. Special emphasis is placed on adolescence, recognized as a crucial transitional period. High schools (SMA) play a critical role in shaping academic achievement and preparing students for their careers and societal integration. Public (SMA Negeri) and private (SMA Swasta) high schools differ in funding sources, facilities, curriculum, and student diversity, influencing their management. This study provides an overview of School-Based Management (SBM) implementation in public high schools in Indonesia. A literature review methodology was employed to explore perspectives, theories, and research findings on SBM in public high schools. Relevant articles published within the last decade (2013-2023) were selected for analysis. The implementation of SBM in public high schools focused on stakeholder involvement, school autonomy, and quality enhancement, facing barriers such as stakeholder commitment, resource scarcity, bureaucratic complexities, and unsupportive educational policies. Active engagement of stakeholders was crucial in fostering positive school-community relationships, while school autonomy in decision-making and resource management promoted a culture of continuous quality improvement. However, challenges persisted, including stakeholder commitment, resource inadequacy, bureaucratic hurdles, and unsupportive policies. The study concludes that SBM implementation in public high schools benefits from stakeholder engagement and school autonomy but encounters challenges related to stakeholder commitment, resource scarcity, bureaucratic

**complexities, and unsupportive policies. Solutions involve continuous education on SBM, support from the government and the community, bureaucratic reform, and policy alignment.**

*Keywords: school-based management, public high schools, private high schools, education.*

## **1. INTRODUCTION**

Education is a deliberate endeavor to foster potential, mold character, and nurture a dignified society within the framework of national enlightenment. The Undang-Undang Sistem Pendidikan Nasional, derived from Article 4 of the Undang-Undang Dasar Republik Indonesia Tahun 1945, also asserts that the primary goal of national education is to unfold learners' potential, guiding them to become individuals of faith and reverence toward the One and Only God. They are to possess noble character, good health, knowledge, capability, creativity, independence, and become democratic, responsible citizens (Kholis, 2014). Particularly, education for adolescents is pivotal as it denotes the transition from childhood to adulthood, demanding guidance and orientation for the development of their personalities and skills. Adolescent education also aims to furnish them with the essential knowledge, skills, and attitudes required to confront future challenges and opportunities (Santrock, 2011)

High schools (SMA) are formal educational institutions providing general education at the secondary level, following on from junior high school, MTs, or equivalent levels. During the high school period, academic achievement becomes crucial, initiating the process of preparing each student's career path and developing their knowledge base (Crosnoe & Benner, 2015). High schools are categorized into study programs based on the needs for further learning and the transition to higher education and societal life (Benner et al., 2017).

Public (SMA Negeri) and private (SMA Swasta) high schools are two types of formal educational institutions providing general education at the secondary level. The primary differences between them lie in their funding sources, facilities, curriculum, student numbers, and social interaction. Public high schools receive funding from the government, making education more affordable, although they have limited facilities and must adhere to the national curriculum. Public high schools also enroll students from diverse backgrounds, resulting in a more heterogeneous social environment (Karlina, 2016). Private high schools obtain funding from students' parents, resulting in higher fees, but they offer more comprehensive facilities and have the autonomy to set their curriculum. Private high schools tend to have students from similar backgrounds, leading to a more homogeneous social environment (Kurniawan, 2020).

Differences in the management of public and private schools lie in their funding sources, autonomy, and community involvement. Public schools receive funding from the government, making education more affordable, but they must follow the national curriculum and education standards (Janan, 2010). Public schools also face limitations in managing human resources, facilities, and infrastructure (Jamil, 2016). Public schools have a school committee that acts as the school principal's working partner in decision-making. Private schools receive funding from students' parents, foundations, or other entities, resulting in higher fees, but granting them the freedom to determine their curriculum, facilities, and educational quality (Kurniawan, 2020). Private schools also have autonomy in managing human resources, facilities, and infrastructure (Karlina, 2016). Private schools have a governing body that oversees and is responsible for educational provision (Janan, 2010). From the above descriptions, it can be concluded that public schools' management is not entirely autonomous and remains reliant on government support in educational management.

One approach to enhancing school management quality is by utilizing School-Based Management (SBM). SBM is a management model that provides autonomy and flexibility to schools while encouraging the participation of school members and the community in managing

the school to improve educational quality based on national educational policies (Leithwood & Menzies, 1998). SBM operates based on six implementation principles: autonomy, decentralization, flexibility, human resource initiative, innovation, and accountability and transparency (Hakim, 2018). SBM aims to improve efficiency, relevance, and equity in education within regions. SBM is a suitable educational provision model in line with regional autonomy and educational decentralization (Risno, 2020).

SBM provides opportunities for competent decision-makers to enhance the learning process according to each school's needs and conditions (Opradesman et al., 2019). SBM enables the involvement of all relevant parties, such as teachers, education staff, committees, parents, and the community, in making significant decisions, fostering a sense of ownership and responsibility toward the school. Additionally, SBM encourages creativity in designing programs, utilizing all available resources, and developing curricula that align with national policies and local demands (Modelu & Pido, 2019). The transparency aspect in managing budgets is also applied in SBM, increasing accountability and efficiency in school resource management. Moreover, SBM plays a role in improving teachers' morality and creates opportunities for emerging new leaders who can further develop the school (Djailani & Ibrahim, 2014).

Implementing SBM in high schools is an effort to provide autonomy and involvement to schools in managing resources, activities, and educational programs based on national standards and local needs. SBM in high schools adheres to six implementation principles: autonomy, decentralization, flexibility, human resource initiative, innovation, and accountability and transparency (Hakim, 2016). SBM in high schools aims to enhance the quality of learning, creativity, professionalism, and responsibility among teachers, providing relevant, quality, and equitable education to students. SBM in high schools also encourages community participation in supporting and overseeing educational provision in schools. SBM in high schools is a school management model in line with the spirit of regional autonomy and educational decentralization (Syam & Mustamin, 2017). Understanding SBM in high schools is crucial as it can benefit schools, teachers, students, and the community in improving national education quality (Rusnayuni & Mashun, 2023).

From the previous explanations, it is evident that high school educational institutions play a vital role in preparing adolescents for careers and transitioning them into the workforce. Challenges in managing high schools typically occur in public high schools, as they usually lack the autonomy of private high schools in managing the educational process. One effort made in high school management is through SBM. Therefore, this research aims to provide an overview of the implementation of SBM in public high schools in Indonesia

## **2. RESEARCH METHOD**

The methodology utilized in this research is a literature review, a method aimed at gathering, analyzing, and synthesizing information from various pertinent sources on the research topic (Zed, 2008). The literature review method is employed to explore perspectives, theories, and research findings from relevant experts in the field of education. Its application focuses on literature sources discussing school-based management in public high schools. The article search process was conducted through journal web databases such as ResearchGate, EBSCO, Garuda, and Google Scholar, using keywords "school-based management" and "school-based management in public high schools." The search yielded article results from each journal web database: ResearchGate: 100 articles, EBSCO: 10,796 articles, Garuda: 157 articles, Google Scholar: 12 articles.

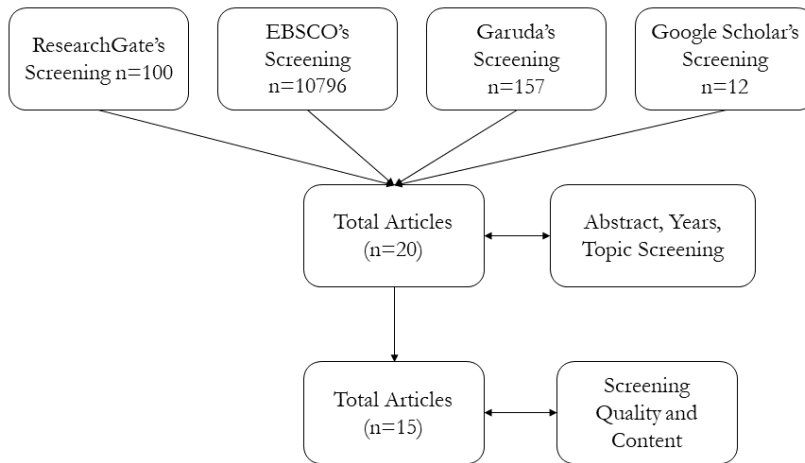


Figure 1 The Research Article Screening Process

The total number of articles found was 11,065. From this total, 20 articles were selected based on specific criteria, namely research on school-based management in public high schools conducted in the last ten years from 2013 to 2023. Subsequently, these 20 articles were further screened based on quality criteria such as clarity of objectives, methodology, results, and conclusions, resulting in 15 articles deemed suitable as data sources for this research.

### 3. RESULT AND DISCUSSION

Table 1 Literature Review Findings

Researcher (Year)	Title	Place of Study	Findings
Awalludin (2021)	Implementasi Manajemen Berbasis Sekolah (MBS) untuk Meningkatkan Kompetensi Profesional Guru di SMA Negeri 2 Lubuk Pakam	SMA Negeri 2 Lubuk Pakam	The implementation of School-Based Management (SBM) in SMA Negeri 2 Lubuk Pakam enhances teacher competence and student learning outcomes. There's a need to improve the quality of teachers in teaching methods, technology, and assessment while addressing challenges such as teacher welfare, inadequate community support, and the crucial role of the school principal as a leader and educator.
Wilka & Bulkani (2019)	Pelaksanaan manajemen berbasis sekolah (Studi kasus pada SMA Negeri 2 Katingan Hilir)	SMA Negeri 2 Katingan Hilir	The implementation of SBM at SMAN-2 Katingan Hilir emphasizes the principal's flexibility in managing resources and encourages school community participation. The principal plays a crucial role in effective educational objectives, empowering

Researcher (Year)	Title	Place of Study	Findings
			teachers, and ensuring task completion.
Jumari (2017)	Implementasi manajemen berbasis sekolah (mbs) dalam peningkatan mutu pendidikan di SMA Negeri 1 Raman Utara Kabupaten Lampung Timur	SMA Negeri 1 Raman Utara Kabupaten Lampung Timur	The implementation of SBM at At SMA Negeri 1 Raman Utara, Lampung, Indonesia, the focus is on empowering teachers, facility management, and education fund management. The school principal encourages the enhancement of teacher professionalism through various activities and provides mentoring for those in need, boosting teachers' dedication for the best outcomes for the school.
Usman et al. (2016)	Implementasi Manajemen Berbasis Sekolah pada SMA Negeri 5 Banda Aceh	SMA Negeri 5 Banda Aceh	The implementation of SBM at SMA Negeri 5 Banda Aceh yields positive results with education quality meeting stakeholders' expectations. Community involvement in decision-making, curriculum adaptation, and effective student management, supported by the school principal's leadership, is key to success. Flexibility in educational development to align with global advancements while maintaining the school's character and Total Quality Management principles is emphasized.
Suniati (2015)	Hubungan Implementasi Manajemen Berbasis Sekolah dengan Efektivitas Sekolah Menengah Atas Negeri se-Kota Palangka Raya	Sekolah Menengah Atas Negeri se-Kota Palangka Raya	The implementation of school-based management has a significant correlation with school effectiveness, indicated by a significant correlation coefficient, highlighting its crucial role in achieving school objectives effectively and efficiently.
Risno (2020)	Implementasi Manajemen Berbasis Sekolah pada Aspek Peran	SMA Negeri 1 Padang	The SBM implementation at SMA Negeri 1 Padang shows an "Good" assessment in community participation and school

Researcher (Year)	Title	Place of Study	Findings
	Serta Masyarakat di SMA Negeri 1 Padang		committee involvement, yet experiences a lack of cooperation between the school and the community, particularly involving parents. Recommendations include better communication channels, public accountability, and building school trust. Further research on community participation in high schools is needed. SMA Negeri 1 Padang could serve as a positive example for SBM research in other schools with different focal points.
Suaeb (2019)	Manajemen berbasis sekolah sebagai upaya peningkatan mutu pendidikan (Studi di Sekolah Menengah Atas Negeri 1 Belo Bima)	Sekolah Menengah Atas Negeri 1 Belo Bima	SMA Negeri 1 Belo Bima is active in implementing SBM through benchmarking visits, expert invitations, and emphasis on management transparency. Supporting factors include teacher cohesion and management transparency, but are hindered by technological gaps, bureaucracy, and limited community participation. Efforts to improve teacher quality are made through workshops, seminars, training, and visits to other schools.
Sukei (2017)	implementasi kebijakan manajemen berbasis sekolah (MBS) dan berbudaya mutu di SMA Negeri 1 Sidoarjo	SMA Negeri 1 Sidoarjo	The quality culture-based SBM implementation at SMA Negeri 1 Sidoarjo succeeds in planning, organizational culture development, and quality socialization. However, attention is needed on stakeholder participation, maintaining quality culture, sustainable excellence development, and structured evaluation. Qualitative approaches provide in-depth insights into quality culture-based MBS management at the school. Despite its success, there is room for enhancing the effectiveness

Researcher (Year)	Title	Place of Study	Findings
			of this policy implementation.
Yanis (2020)	Penerapan Manajemen Peningkatan Mutu Berbasis Sekolah di SMU Negeri 1 Kecamatan Pasir Penyu Kabupaten Inhu	SMU Negeri 1 Kecamatan Pasir Penyu Kabupaten Inhu	SMU Negeri 1 Kecamatan Pasir Penyu faces educational dilemmas and requires improvement strategies. Challenges include lack of teacher confidence, insufficient SBM socialization to parents and the community, and a need for educator quality improvement. Recommendations encompass teacher motivation, SBM socialization, educator quality, school-community relationships, school facilities, and addressing SBM implementation challenges like time limitations and inefficient participative decision-making.
Wulandari et al. (2023)	Implementasi manajemen berbasis sekolah dalam meningkatkan mutu pendidikan di SMA Negeri 1 Toba Kabupaten Sanggau	SMA Negeri 1 Toba Kabupaten Sanggau	The implementation of SBM at SMA Negeri 1 Toba Kabupaten Sanggau focuses on planning, autonomy, and program evaluation. Supporting factors include facilities, qualified staff, and a positive culture, while hindrances involve resource shortages such as water within the school environment.
Jallaludin et al. (2015)	Implementasi Manajemen Berbasis Sekolah (MBS) di SMA Kabupaten Aceh Utara	SMA Kabupaten Aceh Utara	SBM in SMA Kabupaten Aceh Utara has been executed well in accordance with policies, planning, and implementation, with the school principal always seeking solutions to each issue in running SBM.
Muflikhah & Habib (2020)	Pengaruh evaluasi dalam implementasi manajemen berbasis sekolah menggunakan pendekatan balanced	SMA Negeri 5 Yogyakarta	The Balanced Scorecard (BSC) approach significantly impacts school quality improvement, surpassing SBM evaluation with the BSC approach.

Researcher (Year)	Title	Place of Study	Findings
	scorecard terhadap mutu sekolah di SMA Negeri 5 Yogyakarta		
Ali (2015)	Implementasi model manajemen berbasis sekolah (MBS) di SMA Negeri 2 Unggulan Daerah Sangatta Utara	SMA Negeri 2 Unggulan Daerah Sangatta Utara	SMAN 2 Sangatta Utara successfully explores internal and external school potentials and involves the school principal, teachers, and community participation in SBM implementation with synergy and good coordination.
Jamil (2016)	Implementasi manajemen berbasis sekolah (MBS) pada sekolah menengah atas negeri di Kabupaten Aceh Besar	Sekolah Menengah Atas Negeri di Kabupaten Aceh Besar	The implementation of SBM at SMA Negeri 1 Darul Imarah involves stakeholders in decision-making, supported by a conducive school environment, exemplary teachers, and parental trust. Constraints include limited textbooks and difficulties engaging students actively.
Opradesman et al. (2019)	Implementasi Manajemen Berbasis Sekolah Di SMA Negeri 1 Teluk Kuantan Kabupaten Kuantan Singingi Provinsi Riau	SMA Negeri 1 Teluk Kuantan Kabupaten Kuantan Singingi Provinsi Riau	The implementation of SBM at SMA Negeri 1 Teluk Kuantan involves planning, execution, and monitoring through the involvement of various school parties. Supporting factors include autonomy, community participation, and professional development, while inhibiting factors encompass students, educators, facilities, and community participation.

### 3.1 Description of Implementation

#### Stakeholder Involvement and All Relevant Parties

Based on various literature findings, the involvement of stakeholders and relevant parties becomes the primary foundation in implementing SBM. School principals, supervisors, teacher counselors, and education personnel are identified as agents of change who optimize the school's potential. They play a crucial role in fostering positive relationships with the community and educational stakeholders for institutional development (Jalaluddin et al., 2019). The planning process across different schools involves multiple parties such as teachers, school committees, community leaders, and parents (Opradesman et al., 2019; Suaeb, 2019). Strong collaboration among various school components becomes the main asset in realizing better educational

programs (Opradesman et al., 2019; Rasyid, 2013). Performance evaluations of school principals show positive assessments, with responsibilities encompassing managerial duties, supervision, innovation, and motivation (Ali, 2015; Awaluddin, 2021). The school committee also actively participates in overseeing various school activities (Suaeb, 2019). The importance of teachers' role in the learning process is highlighted, emphasizing that the involvement of quality teachers is key to educational success (Rasyid, 2013).

The implementation of SBM in several Indonesian Public High Schools shows that active participation from various parties forms a strong foundation for the development of better education. A good relationship between schools and their surrounding communities is vital in organizing relevant and adequate programs for students (Jalaluddin et al., 2019; Risno, 2020). The collaboration between principals, teachers, school committees, and the community in planning, program implementation, and supervision becomes a crucial foundation for the success of School-Based Management (Jamil, 2016; Opradesman et al., 2019; Suaeb, 2019). Through active involvement from all relevant parties, including school stakeholders and the community, the realization of focused and effective educational programs becomes more feasible (Jamil, 2016; Opradesman et al., 2019).

### **School Autonomy**

The implementation of SBM has provided a strong foundation for the concept of autonomy in the educational environment. School autonomy lies at the core of SBM principles, enabling schools to independently manage their policies, teaching, and resources (Rasyid, 2013). This is reflected in curriculum management oriented towards the needs, potentials, and capacities of teachers in schools, supported by leadership and managerial collaboration from principals and school committees (Usman et al., 2016). Autonomy is also evident in the management of human resources, where SBM implementation promotes more effective staff development, administration, and computerized approaches, as well as performance-based rewards (Jumari, 2017).

Moreover, aspects of managing school facilities and finances also highlight the presence of autonomy in SBM (Jumari, 2017). Principals direct the prioritization of resource management, focusing on maximal utilization and involving teachers in addressing infrastructure-related issues. The school's financial management process also demonstrates autonomy through income and expenditure planning and involving multiple treasurers in school fund management (Jumari, 2017).

The concept of school autonomy in SBM also supports granting greater authority to schools in managing their internal and external potentials in strategic activities (Ali, 2015). The expected benefits of SBM implementation, such as increased decision-making involvement, improved decision quality, and enhanced school effectiveness, all resonate from the applied autonomy principle (Wilka & Bulkani, 2019). School autonomy principles in SBM not only support efficiency but also enable greater community participation in the educational process, leading to improved efficiency and quality of education at the local level (Rasyid, 2013).

### **Quality Improvement in Education**

Enhancing educational quality lies at the core of implementing SBM (Ali, 2015). This concept brings significant changes in education management, focusing on effective school management, active and creative learning, and active community participation (Ali, 2015). Various studies indicate that SBM application positively correlates with school effectiveness and educational quality improvement (Sunati, 2015). SBM is not just a school management method; it significantly impacts school quality improvement (Muflikhah & Habib, 2020).

SBM implementation emphasizes a culture of quality as the basis for educational development (Sukesi, 2017). Schools engage in socializing quality cultural values to all

stakeholders and maintain commitment to these values (Sukesi, 2017). Active collaboration between principals, staff, and other stakeholders is key to planning programs that support educational quality improvement (Opradesman et al., 2019).

Tangible evidence of SBM effectiveness in improving educational quality can be seen in previous studies, where measurable improvements occurred in various aspects such as curriculum, student affairs, finances, facilities, and teacher performance (Wulandari et al., 2022). SBM implementation in these schools aligns with its principles, including autonomy, partnerships, participation, openness, and accountability (Wulandari et al., 2022). Overall, SBM implementation in Public High Schools indicates that this management model has the potential to enhance education quality (Ibrohim, 2018). However, achieving success requires commitment and cooperation from all involved parties.

### **3.2 Challenges and Remedial Efforts**

#### **Lack of Understanding and Commitment from All Relevant Parties**

Challenges related to the lack of understanding and commitment from all involved parties pose a major obstacle in implementing SBM (Awaluddin, 2021; Jumari, 2017; Risno, 2020; Rasyid, 2013; Suaeb, 2019; Wulandari et al., 2022). The lack of school committee participation and indifferent attitudes from some parents toward their children's school progress are significant obstacles (Jumari, 2017). Efforts to overcome these hurdles involve principals providing an understanding of SBM to students' parents and delivering written reports to school committees (Jumari, 2017). However, other challenges arise from the community's low interest in the school program (Suaeb, 2019). Although there are communication channels through stakeholders and efforts to improve teacher quality and the crucial role of school committees as educational information sources (Risno, 2020), inhibiting factors persist, such as inadequate infrastructure and teachers' limited opportunities for self-development (Awaluddin, 2021). Research also highlights that some involved parties show a lack of interest in adopting SBM (Wulandari et al., 2022).

To address challenges related to the lack of understanding and commitment from all involved parties, a crucial solution is to conduct continuous socialization and training on SBM for all relevant parties. This step can be taken through joint efforts between the government, education departments, schools, and related organizations in organizing socialization and training programs. Thus, a deeper understanding and strong commitment to SBM principles can be uniformly instilled among education stakeholders.

#### **Insufficient Availability of Resources**

Obstacles in SBM implementation are often associated with insufficient available resources (Jamil, 2016; Opradesman et al., 2019; Suaeb, 2019; Wulandari et al., 2022). The main constraints are seen in inadequate facilities and infrastructure, such as limited availability of textbooks in school libraries, restricting students' access to materials outside of class hours (Jamil, 2016). Additionally, information or technological disparities also pose significant barriers (Suaeb, 2019). Factors such as inadequate infrastructure support and human resource limitations affect the school's ability to implement SBM (Opradesman et al., 2019). Even the quality of young human resources and limited resources such as clean water and electricity pose their own obstacles (Wulandari et al., 2022). However, principals play an active role in seeking solutions to overcome these hurdles, demonstrating proactive efforts to tackle educational quality challenges despite limited resources.

To address challenges related to the insufficient availability of resources, a crucial step is the solid support from the government, education departments, the community, and other related

parties. The government plays a pivotal role in providing financial assistance and necessary infrastructure to schools. While education departments can provide guidance and mentoring to schools to more effectively manage their existing resources. Through active participation from the community and other related parties, contributions in the form of finances and infrastructure can be provided to schools to support unmet needs. With strong collaboration from all parties, an increase in resource availability in the educational environment can be expected.

### **Complex Bureaucracy**

Obstacles often encountered in SBM implementation are related to complicated and convoluted bureaucracy (Suaeb, 2019; Opradesman et al., 2019; Wilka & Bulkani, 2019). The presence of rigid bureaucratic rules often impedes decision-making processes, slows down innovative program execution in schools, and hampers flexibility in executing innovative programs (Suaeb, 2019). Additionally, difficulties in managing administrative tasks also become problematic, where complex administrative processes consume time and energy that should be allocated towards educational quality improvement efforts (Opradesman et al., 2019). Complexity in participatory decision-making also occurs, where coordination in a complex model becomes difficult to implement (Wilka & Bulkani, 2019). All these indicate that convoluted bureaucracy can hinder the speed and smoothness of implementing SBM in the educational environment.

To address obstacles related to convoluted bureaucracy, necessary steps involve reforming educational bureaucracy. This reform should focus on simplifying procedures and requirements for schools. By simplifying convoluted rules and procedures, schools can be more efficient in carrying out educational activities without being hindered by excessive bureaucracy. This reform enables schools to focus more on improving educational quality and managing resources effectively.

### **Unsupportive Education Policies**

Challenges in SBM implementation related to unsupportive education policies can significantly impede efforts to improve educational quality (Ali, 2015; Awaluddin, 2021). Education policies that focus on processes, regulated implementation, innovation, and independence can be strengths. However, if existing policies do not support SBM principles, it can become a hindrance. Changes in education policies can also be a challenge, as these changes often do not align with the principles necessary to support effective school-based management approaches (Awaluddin, 2021). While the school committee plays an active role, the community participation orientation in educational policies can also influence SBM implementation (Ali, 2015).

To overcome obstacles related to unsupportive education policies, the creation of synergy between the government, education departments, and schools is crucial. Close cooperation among these three entities is key in formulating and implementing education policies that strengthen the implementation of SBM. Formulated education policies must accommodate SBM principles and provide clear support for efforts to improve the quality of education at the school level.

## **4. CONCLUSION**

The findings of this research conclude that in implementing SBM in Public High Schools, active involvement from various parties serves as the primary foundation in building positive relationships between schools and their surrounding communities. Collaboration among school principals, teachers, school committees, and the community is pivotal in planning better educational programs. Furthermore, the principle of school autonomy within SBM has brought about changes in education management, focusing on effective school management, active and creative learning, and community participation. Obstacles in SBM practices, such as the lack of understanding and commitment from involved parties, insufficient availability of resources,

complicated bureaucracy, and unsupportive education policies, pose major challenges. Addressing these issues involves continuous socialization and training on SBM, government and stakeholder support to provide resources, educational bureaucracy reform, and synergy in formulating supportive education policies.

For future research, it is important to observe SBM implementation in other equivalent high school levels, such as private high schools or Islamic schools, to understand differences in SBM application based on resources and systems. Further studies can provide a comprehensive overview of challenges and successes in SBM implementation across various school contexts at equivalent levels. Additionally, exploring SBM application in primary and middle schools is crucial. Understanding its application across diverse educational levels provides a complete picture of the adaptation process, challenges, and successes. Therefore, identifying optimal practices at each education level is key to strengthening and enhancing the overall effectiveness of the education system.

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