

Implementation Management Based Improving Education Quality

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ABSTRACT

School-based management (SBM) is an education management approach that gives schools the authority to organize and manage resources and decision-making independently. The main objective of SBM is to improve the quality of education through the active participation of all stakeholders, including principals, teachers, students, parents and communities. This study aims to analyze the implementation of SBM in an effort to improve the quality of education at various school levels. The method used is a literature study of various relevant journals and scientific articles. The results show that effective implementation of SBM can improve learning quality, community participation and school accountability. However, challenges such as limited resources, lack of training for principals and teachers, and lack of school committee participation are still obstacles in implementing SBM. Therefore, a strategy is needed appropriate measures, including managerial training, improving communication among stakeholders and strengthening the role of school committees to support the success of SBM in improving education quality.

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1. INTRODUCTION

In reality, education is not a simple endeavor, but a dynamic and challenging activity. Education will always change along with the changing times, at any time education is always the focus of attention and even not infrequently the target of dissatisfaction because education concerns the interests of all people, not only concerning investment and living conditions in the future, but also concerning the conditions and atmosphere of life today (Munir, 2018). In Indonesia, the centralized and bureaucratic education management system is still dominant, even though it is no longer appropriate in this era of globalization. The national education planning and management system must be open and flexible. Therefore, it requires changes from those that tend to be thick with power to be open and participatory, meaning that planning and management must involve all parties (Usmad, 2014). Then on the other hand, the quality of education is a comprehensive characteristic of education services that includes five dimensions of quality, namely healthy and motivated learners, a healthy and safe environment, a relevant curriculum (content), teachers using active pedagogy and good governance (process), and accurate learning outcomes. Thus education will be tailored to the real needs of people or society (Adolph, 2016).

One of the educational problems faced by the Indonesian nation is the low quality of education in various educational institutions (Hasibuan, 2023). According to MPRS decree No. II of the year 1960 (Zaini, 2021), the purpose of education is to give birth to generations towards realizing human resources in accordance with Pancasila so that they can be responsible as a just

society and have high spiritual power. School-Based Management (SBM) is a manifestation of regional autonomy in the field of education and has been legislated in Law Number 20 of 2003 concerning the National Education System Article 51 Paragraph (1) which reads "Management of early childhood education units, primary education and secondary education is carried out based on minimum service standards with the principle of school-based management" (Wulandari, 2017).

School-based management (SBM) is a model of school management that provides schools with almost total autonomy in motivating decision-making by involving direct participation from all school members, such as teachers, students, principals, school staff, parents and the surrounding community in an effort to improve school quality based on national education policy (Syahputra, 2024). Government efforts to improve the quality of education in Indonesia continue. One of them is the government issued several regulations to improve the quality of education. The implementation of school-based management is expected to be able to find the best solution in overcoming problems (Zai et al., 2022). One of the educational problems faced by the Indonesian nation is the low quality of education in various educational institutions. According to the decree of MPRS No. II of 1960 (Achadah 78), the purpose of education is to give birth to generations towards realizing human resources in accordance with Pancasila so that they can be responsible as a just society and have high spiritual power.

School-Based Management (SBM) basically reflects an awareness that the success of the education process cannot be achieved optimally if all aspects of management are fully controlled by the central government, the management of educational institutions plays a role in realizing excellent schools (Hakim, 2016). Improving school quality is something that needs to be planned and implemented, in accordance with the work targets and targets to be achieved based on the vision, mission and goals set within a specified period of time (Kurniawati et al., 2020). In this context, the revitalization of education policy continues to be a concern of the government. One form of revitalization is the policy of managing the education system from the original centralized policy to decentralized.

As a logical consequence of the decentralization of education is the emergence of school-based management (Ismail, 2005). According to Fauzi (2017a), this approach confirms the importance of decentralization in the education system, where schools are given greater authority to organize and manage their internal affairs. Thus, SBM is a strategy to improve the effectiveness and efficiency of education delivery through direct involvement of schools in decision-making related to the specific needs and conditions in their respective environments. School-Based Management (SBM) is a manifestation of regional autonomy in the field of education and has been legislated in Law Number 20 of 2003 concerning the National Education System Article 51 Paragraph (1) which reads "The management of early childhood education units, primary education and secondary education is carried out based on minimum service standards with the principle of school-based management" (Wijaya 49).

School-Based Management (SBM) is a model of school management that gives schools greater autonomy in motivating decision-making by involving the direct participation of all school members, such as teachers, students, principals, school staff, parents and the surrounding community in an effort to improve school quality based on national education policy (Pasaribu 12). The implementation of school-based management is expected to be able to find the best solution in overcoming problems. MBS is a school management concept aimed at improving the quality of education in the era of decentralization of education (Sunanto, 2015).

School management at the primary and secondary education levels is implemented using the School-Based Management (SBM) approach, which is reflected through the principles of independence, partnership, participation, transparency and accountability. In line with this, Irianto (2011:159) states that the implementation of SBM opens up broad opportunities for stakeholders to be actively involved in formulating school directions and policies. This view shows that the involvement of various parties in the implementation of education is a positive step in increasing school empowerment.

2. METHOD, DATA, ANALYSIS

The method used is a qualitative research method. Here the author takes a literature study to be used as a research method in this article. The literature study method is an approach used to examine various literature sources that are relevant to the research topic. According to

(Kartiningsih, 2015) literature study includes a series of activities that include collecting library data, reading and recording important information, and organizing the materials that have been obtained to serve as the basis for the analysis and conclusion process.

In the context of this research, a literature study was conducted to explore and analyze references related to the implementation of School-Based Management (SBM) in an effort to improve the quality of education. The method used is a qualitative research method. Here the author takes a literature study to be used as a research method in this article. The literature study method is an approach used to examine various literature sources that are relevant to the research topic. In the context of this research, the literature study was conducted to explore and analyze references related to the implementation of School-Based Management (SBM) in an effort to improve the quality of education. Researchers utilized various sources such as academic books, articles in scientific journals, reports on previous research results, and official documents from educational institutions that discuss related topics.

3. RESULT AND DISCUSSION

Definition of Implementation

In general, implementation can be interpreted as the real stage of the planning that has been prepared, where ideas or policies are poured into concrete actions. Implementation supports the success of a plan or policy which is highly dependent on how the implementation is carried out. According to several expert opinions, implementation is an application in the implementation stage which refers to the action of this action which also aims to make decisions in an operational form that realizes various changes, both large and small, which are adjusted to the decision.

Implementation also reflects the process of understanding what should happen after a program is implemented (Hendri, 2023). Thus, implementation can be defined as a series of activities related to the implementation of tasks through the utilization of various means (tools) in order to achieve the desired results.

Definition of School-Based Management

The term school-focused management is a translation of 'school-based management'. School Based Management (SBM) is a managerial framework, which is school-focused, student-centered and quality-oriented. By distributing responsibility, schools are given authority balanced with flexibility and independence in managing their resources and operations for the purpose of institutional development, creating an environment that supports sustainable growth (Hendri, 2023).

In Government Regulation No. 19 of 2005 concerning National Education Standards, article 49 paragraph 1 explains that: Management of education units at the primary and secondary levels implements a school-focused management system, which is characterized by independence, cooperation, participation, transparency and responsibility (pp no 19 of 2005). School-focused management is the government's move to advance the community and country in the education and technology sectors, so that education in Indonesia is able to develop and continue in an effort to improve the quality of human resources. In general, the goal of MBS implementation is the continuous improvement of education quality (Efriani et al., 2021). This quality improvement is done gradually with measurable goals through effective school management.

The implementation of MBS provides greater freedom for schools to design programs that are more in line with their needs and potential, to maintain the existence of schools in the midst of increasing competition and public trust in the school schools are increasing (Jumari, 2017). With the implementation of SBM, schools become more autonomous in management, and are able to channel creativity by utilizing existing resources, funds, and teaching materials to improve the quality of education in schools. SBM involves a number of entities, including educational institutions, communities, and the government. In the implementation process, each of these entities has different functions but they help and collaborate with each other.

A school-based management system is an approach to education management that gives freedom to schools, and this model encourages all members of the school community to be involved in decision-making, while still focusing on achieving national education goals (Ummah, 2019). School-based management is a very popular education policy. Officials often discuss it on various

occasions, including in front of teachers and principals. In fact, many parents are familiar with it from the School Committee board or received the information through training.

School-based management is an approach to education management that gives autonomy and authority to educational institutions to manage their lives according to the capabilities, demands, and needs of the school itself (Mustakim & Saberan, 2019). It is a management framework that offers more freedom to educational institutions and motivates decisions that involve the participation of all members of the school community (teachers, students, principals, staff, parents, and community) to improve school quality in accordance with national education guidelines.

Based on the description above, the application of SBM in educational institutions in schools is clearly seen through the way school regulations are set by each school. With the MBS approach, each school is required to establish regulatory procedures with all parties involved. In addition, the principal must apply a leadership style that involves the participation of all relevant groups in the process of determining the regulations to be implemented. In the end, both the success and failure of the regulation implementation will be a shared responsibility.

Purpose of MBS

The implementation of SBM aims to strengthen or empower schools through the autonomy given to each school and encouraging participation in the decision-making process. In more detail, SBM has the following objectives :

1. to improve the quality of education with school independence and initiative in managing and utilizing existing resources,
2. to increase the participation of school and community members in the implementation of education through a process of collective decision-making
3. to strengthen the school's responsibility to parents, communities and government for the quality of education offered, and
4. to promote healthy competition among schools regarding the quality standards of education to be achieved.

According to another opinion, the purpose of implementing MBS is to give freedom to education managers that should be exercised by every school. Education managers do not need to wait for direction from the government when making decisions. MBS changes the way decisions are made by distributing power in the decision-making and management process to all relevant parties at the local level (Efriani et al., 2021). In addition, SBM has the ability to improve student performance because there is an increase in the ability of teachers, increased efficiency in the use of resources and manpower, implementation of curriculum updates, and increased community involvement in the education sector (Ummah, 2019b). In order for a society or nation to make changes or reforms, it is necessary to improve the quality of human resources. One of the vehicles for improving the quality of human resources is through education, and training in the broadest sense. Efforts to improve the quality of education must include all levels, pathways and types of education as contained in the Education System of a nation. Many factors influence the quality of education, but one that is thought to have a major influence is education management, especially School-Based Management (Pratiwi, 2016).

Considering these narratives, we can conclude that the purpose of SBM is to develop and improve the quality, efficiency and distribution of education. More importantly, it aims to strengthen various aspects of school management, make schools more autonomous and accountable, and increase community involvement in educational institutions.

Benefits of School-Based Management Implementation

Below are some of the benefits of implementing school-based management (Drs. Aminuddin et al., n.d.) :

1. MBS gives schools the freedom to customize the curriculum, human resource development, and management of the teaching and learning process based on local needs and situations. This makes policies more targeted and effective.
2. MBS can increase community involvement in school management, foster a sense of belonging and shared responsibility, so that they are more concerned and actively support various school activities.

3. MBS gives the community the freedom to contribute ideas, energy or other resources that support school progress in a creative and innovative manner.

With self-management through MBS, schools can improve professionalism, efficiency and effectiveness of services, so that educational outcomes become more optimal and satisfying for all parties.

Strategic Steps for Implementing School-Based Management

1. Preparation stage

In implementing school-based management, preparation is needed because careful preparation will ensure that school-based management achieves the set goals (Ummah, 2019a). There are several activities that must be done in implementing MBS in the preparation stage as follows :

a. Socialization of MBS

The first activity that must be done is to inform/socialize all school members including parents about the implementation of school-based management. This socialization will make all school members have the same thinking and understanding related to SBM. When socialization has been carried out, there will be no more obstacles and misunderstandings from all school members about the implementation of SBM.

b. Establish a School Quality Development Team

After socialization, the next activity is to form a team to develop and improve quality in the school. Usually the school quality development team consists of the principal, vice principal, teachers and experts in school-based management. After the formation of the team, the team will begin its work by making careful planning, developing quality, conducting regular monitoring and evaluation, compiling quality standards and compiling indicators for the success of quality improvement.

The things that the school quality development team should do are as follows :

1) School Output Goal Review

The school quality development team should identify the difference between the current state and the expected output as the basis for quality improvement.

2) Formulation of Quality Objectives

Furthermore, the school quality development team sets quality objectives that refer to the school's vision, mission and goals.

3) SWOT Analysis

In the SWOT analysis, the school quality development team will analyze the strengths, weaknesses, opportunities and threats of the school components to assess their readiness.

4) Quality Programming

Finally, the quality improvement program is developed collaboratively with the development team and school committee.

5) Implementation Stage

In this stage, information will be collected from various sources regarding quality improvement in schools, after these stakeholders have received sufficient information, processing will be carried out. The processing referred to at this stage is to turn the information obtained into a report. This report will be submitted to the parties who are directly or indirectly involved in the implementation of School-Based Management.

The parties involved in MBS such as principals, teachers and staff will be invited to be proactive in using the resources within themselves optimally. This makes it easier to achieve quality goals in schools because of experience and creativity. School leaders will direct and provide support to teachers to freely innovate, and school leaders must be able to be responsible for always supervising teachers and always monitoring regularly.

6) Evaluation and Follow-up Stage

To measure the success of a program, schools need to conduct regular evaluations, both short-term evaluations (e.g. every semester) aimed at identifying progress and obstacles encountered, as well as long-term evaluations (e.g. at the end of each year) aimed at measuring the achievement of quality targets. This evaluation is important to identify the strengths and weaknesses of the program, which will be used as a basis for improvement in the following year. Principals are expected to involve all elements of the school, including

teachers, staff, parents and school committees, in the evaluation process. For the sake of alignment of assessment between the school and the community, the establishment of mutually agreed evaluation standards is crucial.

The results of this evaluation are then followed up by the principal, teachers and parents to set priorities, set more targeted school goals and targets, and design effective work programs to improve the quality of education in the future.

Characteristics of School-Based Management (SBM)

School-based management has characteristics that need to be understood by schools that will implement it. In other words, if schools want to succeed in implementing SBM, then some of the characteristics of SBM need to be studied and understood well (Hamid, 2018). There are several characteristics of SBM that must be understood by schools that want to implement it. It is expected that schools that pay attention to and have the characteristics of SBM are able to implement SBM successfully (Dolong, 2018). In his book *School-Based Management*, Nurkolis outlines that there are eight characteristics of School-Based Management, including :

1. Schools that implement MBS have a clear vision and mission, reflecting the expectations, values and beliefs shared by all school members. This mission guides educational activities and forms an organizational culture that is committed to improving the quality of educational services.
2. Learning activities are tailored to the characteristics and needs of the school, marking a shift from an external control system to internal school-based management.
3. The implementation of SBM requires changes in the way schools view their organization, leadership styles, decision-making patterns, and the development of managerial skills that are appropriate to the needs of the school.
4. Schools are given the freedom to manage resources effectively, be it educational personnel, finances, or others, in order to achieve educational goals and solve various existing problems.
5. The implementation of MBS encourages collaboration between teachers, principals, parents, school committees and other educational institutions. All parties are expected to play an active role in developing students' potential and solving educational problems according to the character of each school.
6. MBS encourages an open organizational climate, a spirit of teamwork and mutually supportive working relationships to achieve school effectiveness.
7. School administrators play an important role in the success of SBM. Their leadership and management qualities determine the effectiveness of SBM implementation.
8. School effectiveness is measured through various indicators at the school, group and individual levels. The assessment also covers aspects of educational inputs, processes and outputs, as well as students' academic development.

Challenges in the Implementation of School-Based Management (SBM)

There are several challenges in the implementation of school-based management, namely (Islam & Islam, 2024) :

- 1 lack of managerial capacity of school principals and teaching staff.
Many principals do not have adequate competencies in strategic leadership, budget planning, performance evaluation and data-based decision making. In fact, MBS requires principals to act as education managers who are able to manage school resources efficiently and effectively.
- 2 Limited human resources (HR)
Most Islamic educational institutions still lack managerial personnel who truly understand the principles and practices of SBM. This situation is exacerbated by the lack of specialized training for principals and teachers in MBS implementation.
- 3 Resistance to Change
Some managers and educators feel that SBM is a policy that is too complicated and difficult to implement. As a result, they tend to maintain old management patterns and are reluctant to adapt to new approaches.
- 4 Low level of community and school committee participation
One of the main principles of SBM is to increase community participation in school planning and supervision. However, in many schools, the involvement of school committees is

still a formality and has not functioned optimally in providing input and control over school policies. This could be due to the low educational literacy of the community or the lack of transparency from the school.

Supporting and inhibiting factors

1. Supporting Factors

One innovation that aims to democratize and improve the quality of education is school-based management. Since school-based management is a new reform, a lot of preparation must be done (Jumari, 2017). There are four important factors that must be considered when implementing school-based management, namely;

- a. School authority used The principal has more power in school-based management to decide on policies that support the desired goals.
- b. A clear information system, meaning clear information about transparent education programs is essential for schools implementing school-based management as it will help people understand the state of the institution.
- c. Reward system. Establishing a reward system for outstanding individuals is necessary for schools implementing school-based management as it is anticipated that this will increase student enthusiasm and productivity.

Therefore, the implementation of school-based management can only be done successfully and efficiently with authority in school management, a system for developing human resources, transparency, and efforts to reward those who excel.

As for agreeing with previous research with the title "Implementation of School Management to Improve the Quality of Education at the Junior High School (SMP) Level" (Efriani et al., 2021) and other research with the title "Implementation of School-Based Management (MBS) in Improving Student Learning Achievement at SMP 10 November Sidoarjo" (Fauzi, 2019).

Explaining that there are several supporting factors in school-based management, including;

- a. Strong community support, including participation in the maintenance of school security, assistance in various school activities, and the provision of various inputs and innovative ideas that can benefit the school, In addition, there are other parties who help in preparing the requirements for competitions that the school participates in.
- b. Democratization in all policy and decision-making processes. This means that there is active participation from all school members and related parties in planning, implementing and evaluating policies or decision-making.
- c. Dedication and professionalism of teaching staff involved in school development. The main force behind school development is educators who have a strong commitment and professional attitude. Teaching readiness, classroom management skills, involvement in personal development activities and dedication to student achievement are signs of professionalism.
- d. The availability of adequate infrastructure and facilities that can help the success of the teaching and learning process at school. Good facilities and infrastructure can support the implementation of the teaching and learning process effectively and efficiently. The availability of these facilities can also motivate student learning.
- e. Support from the community, both material and moral. School-based management (SBM) highly values community involvement, especially from the parents of children. Support can be in the form of financial aid, school supplies or donations for construction, or it can be moral support, which includes involvement in monitoring, positive school publicity and participation in school events. With solid collaboration between the community and the school, this support ensures that the school does not have to work alone to achieve its goals.

2. Inhibiting Factors

In line with previous research with the title "Implementation of School Management to Improve the Quality of Education at the Junior High School (SMP) Level" (Efriani et al., 2021) and other research with the title "Implementation of School-Based Management (MBS) in

Improving Student Learning Achievement at SMP 10 November Sidoarjo" (Fauzi, 2019). Explaining that there are several inhibiting factors in school-based management, including:

- a. The education personnel's lack of understanding of SBM has led to a tendency for the implementation of SBM to be less than optimal. Many educators and school personnel lack an understanding of school-based management (SBM), its functions and their responsibilities within it. Unsure of what to do or how to make their own decisions, they are unable to fully implement SBM. If knowledge of SBM is uneven, school programs will not run as planned.
- b. There is still interference from the central government (education office) in school decision-making. One of the principles of mbs is to give schools the autonomy to manage and run their schools. However, in practice, the central government or the education department still often intervenes, for example in terms of allocating funds, choosing the school curriculum, or assigning teachers. As a result, schools cannot freely make judgments that reflect their actual needs and circumstances.
- c. Lack of parental awareness to supervise and guide their children. Many parents are not very involved in their children's education. Without supervising or helping their children at home, they completely leave learning issues to the school. In fact, parents play an important role in a child's educational achievement, especially when it comes to providing direction, encouragement and discipline. The school's efforts may not have much impact if parents don't care.
- d. Some people do not like the school and do not want to help its progress, and there are some people who are not supportive of the rules set in this institution.

Lack of funding, which resulted in inadequate infrastructure and facilities. In addition, the school had difficulty finding teachers to teach the scheduled extracurricular activities due to a lack of human resources, which caused many extracurricular activities to be neglected.

4. CONCLUSION

From the explanation of the material, it can be concluded that implementation is the process of implementing a policy or program so that it can run in accordance with the predetermined objectives. In the context of education, the implementation of School-Based Management (SBM) means the implementation of school management that gives schools greater authority to organize and manage resources independently. MBS aims to improve the quality of education through empowering schools to respond flexibly and effectively to local needs. The benefits of SBM include increased efficiency of school management, increased participation of school and community members, and increased accountability and transparency in decision-making. The implementation strategy of SBM is carried out through several steps such as increasing the capacity of principals and teachers, involving the community in decision-making, strengthening school management information systems, and continuous monitoring and evaluation. SBM has key characteristics such as school autonomy, active participation of all school members, performance accountability, and flexibility in resource management. However, the implementation of SBM also faces challenges, such as a lack of understanding of the concept of SBM, limited competent human resources, and resistance to change from some parties. For SBM to run optimally, a number of supporting factors are needed, such as strong leadership, support from the government and community, and a sustainable training system. Conversely, barriers such as a rigid bureaucratic culture, weak coordination, and lack of infrastructure can hinder the achievement of MBS goals. MBS. Therefore, the implementation of SBM must be planned, comprehensive and involve all school components and the community actively. Contains conclusions and suggestions. Conclusions include answers to research questions. Suggestions refer to the results of the study and take the form of practical actions, mention to whom and for what advice is intended. Written in essay form, not numerical form.

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