

IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT IN IMPROVING STUDENT PERFORMANCE

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Abstract

The implementation of School-Based Management (SBM) is an administrative strategy that gives schools greater autonomy in the management of their own resources, with active participation from teachers, parents, and the community. The main objective of SBM is to improve the quality and effectiveness of the educational process, which ultimately aims to improve student performance. By giving schools greater authority and responsibility, it is expected to create a learning environment that is more responsive and suited to local needs. This research shows that effective implementation of SBM can increase the involvement of various stakeholders in decision-making and oversight of the teaching and learning process. The end result of this strategy is increased student motivation and academic achievement, along with the availability of more optimised and quality resources.

Keywords: Implementation, School-Based Management, Student Performance

Introduction

Education plays a vital role in the development of human resources and the welfare of society. Through quality education, the younger generation is expected to develop into competent, creative and productive individuals. Education plays a fundamental role in shaping individuals who are knowledgeable, competent and competitive. Through education, an individual acquires basic skills, such as reading, writing and counting, as well as more complex critical abilities (Sartika & Fransiska, 2024); (Irwan et al., 2024); (Juliani & Aslan, 2024). Not only does education equip individuals with academic knowledge, it also teaches moral, ethical and social values necessary to live harmoniously in society. In addition, education is a key factor in driving a country's economic, social and cultural progress, as educated individuals are better able to contribute positively and productively, which in turn supports sustainable development and improved shared prosperity (Mariska & Aslan, 2024); (Fiteriadi et al., 2024); (Antika et al., 2024). However, in reality, many schools in various regions still face significant challenges in improving their students' performance. One of the efforts to overcome these challenges is to implement School-Based Management (SBM).

School-based management (SBM) is an approach to education management in which schools are given greater autonomy to manage their own resources, including in

terms of planning, budgeting, and decision-making (Sultana, 2021). With SBM, schools - consisting of principals, teachers, parents and school committees - are empowered to be more responsive to local needs and characteristics, thus promoting participation and accountability. The main objective of SBM is to improve the quality of education by optimising the effective and efficient use of resources and ensuring the involvement of the school community in decision-making processes that have a direct impact on learners' learning and well-being (Rohyatun et al., 2020).

School-based management is a new paradigm in education management that gives schools greater autonomy in managing and organising education. This concept aims to improve the effectiveness and efficiency of education delivery through increased participation from all stakeholders, such as principals, teachers, students and parents. In other words, schools have more control over decision-making related to curriculum, resource management, and education programme planning (Sundari et al., 2023).

With the implementation of MBS, it is expected to improve the quality of education and student performance. More independent school management is expected to tailor educational programmes to the needs and characteristics of students, thus having a positive impact on their learning motivation and academic achievement. Various studies have shown that the implementation of SBM in various countries can improve student performance, both in academic and non-academic aspects (Simon, 2023).

However, the implementation of SBM also faces a number of challenges and obstacles. Lack of understanding and managerial skills among school principals and teaching staff, limited resources, and resistance from some parties are some of the factors that can hinder the effectiveness of SBM. Therefore, this study aims to analyse the implementation of SBM in the context of schools, identify its impact on student performance, and find factors that influence the effectiveness of SBM implementation (Park, 2020).

This research is expected to contribute to the world of education in improving the quality of school management and student performance. In addition, the results of this study are also expected to provide practical recommendations for school managers and policy makers in supporting the effective and sustainable implementation of MBS.

This is the background of the problem that can provide an overview of the importance of this research in the context of improving the quality of education and student performance.

Research Methods

The study conducted in this research uses the literature method. The literature research method is a research approach that prioritises the collection and analysis of information from various existing written sources such as books, journal articles, reports, and other relevant documents. In this method, the researcher systematically traces, evaluates, and interprets the existing literature to gain a deep understanding of the topic under study (Sahar, 2008); (Arikunto, 2000). The main purpose of the literature research method is to identify existing knowledge gaps, formulate a strong theoretical framework, and develop hypotheses that can be further tested through empirical research. By using this method, researchers can save time and resources and obtain a solid theoretical foundation before proceeding to further research stages (Fadli, 2021).

Results and Discussion

Implementation of SBM in Schools

School-based management (SBM) is an approach that places autonomy and accountability at the school level, giving greater authority to principals, teachers and school committees in managing and making decisions related to school operations. The implementation of SBM in schools allows each party involved to tailor school policies and programmes according to local needs and potential. This makes school management more responsive to the needs of students and the surrounding community and improves the overall quality of education (Barbieri & Scherer, 2020).

The first step in implementing SBM is to provide training and capacity building to school stakeholders, including principals, teachers and administrative staff. This training includes financial management, strategic planning, performance evaluation and data-based decision-making. By having adequate skills and knowledge, schools can design and implement programmes that are more effective and efficient in achieving education goals (Andersen & Zarifa, 2020).

Partnership and collaboration between schools and communities are also important components of SBM. Through the formation of school committees consisting of parent representatives, community leaders and teacher representatives, schools can seek input and support from various parties to improve the quality of education. Active participation of the community in the decision-making process can also strengthen a sense of ownership and shared responsibility for school progress (Torche & Mizala, 2020).

The use of data in decision-making is a crucial element in SBM. Schools should develop good systems to collect, analyse and use data related to students' academic performance, attendance, readiness to learn, as well as feedback from parents and the community. This data is then used to design improvement strategies, measure results

and conduct continuous evaluation of programmes. This data-driven approach ensures that every policy made is based on accurate and relevant information (Gentry, 2021).

Overall, the implementation of MBS in schools is expected to create a more dynamic and adaptive learning environment, which ultimately contributes to improving the quality of education. By granting autonomy to schools and prioritising community participation, SBM not only improves the effectiveness of school management but also builds a closer relationship between schools and communities. This creates an education ecosystem that is holistic and orientated towards improving the quality of education for all students.

The Effect of MBS on Student Performance

The implementation of School-Based Management (SBM) has a significant influence on student performance. One of the main influences is the improvement of learning quality in the classroom. With greater autonomy, schools can customise the curriculum and teaching methods according to students' needs and characteristics. Teachers have the freedom to adopt more innovative and relevant pedagogical approaches that attract and sustain students' attention. These more appropriate learning activities can increase students' motivation and engagement, which in turn has a positive impact on their academic achievement (Hakim, 2023).

Furthermore, SBM allows schools to be more responsive to individual student issues. With more decentralised management, schools can design specific assistance or intervention programmes for students who experience learning difficulties. For example, the formation of study groups, additional tutorials, or personal counselling can be more easily implemented. This more personalised approach helps students to understand the material better and overcome their learning barriers, resulting in a significant improvement in academic performance (Vanichchinchai, 2023).

Active participation of parents and communities in school management also strengthens support for students. When parents and communities are directly involved in school planning and evaluation, they tend to have a higher commitment to their children's educational success. Moral and material support from parents and the community can create a more conducive learning environment at home and school. With the synergy between school and home environment, students feel more supported and motivated to achieve better (Fitriani et al., 2024); (Zakiah & Aslan, 2024); (Hayani et al., 2024); (Irwan et al., 2024).

In addition, the effective use of data in SBM allows schools to conduct regular and thorough evaluations of student performance. Data generated from various performance indicators, such as exam results, attendance rates and participation in extracurricular activities, are used to analyse the progress of each student. Based on these analyses, teachers and school authorities can make the necessary adjustments to ensure that each student receives the learning that best suits their needs. This

continuous evaluation ensures that no student is left behind in the learning process (Abdunosirovna, 2024).

Overall, the implementation of SBM creates a more adaptive educational environment that supports the optimal development of students' potential. With an emphasis on autonomy, community participation and data-driven decision-making, schools can provide richer and more meaningful learning experiences for students. This leads to increased student motivation, engagement and academic performance, in line with the educational mission to produce individuals who excel and are ready to face future challenges.

Factors supporting and inhibiting the effectiveness of MBS

School-based management (SBM) requires a number of supporting factors to be effective. One of the main factors is the quality of the principal's leadership. Principals who have a clear vision, good managerial skills and effective communication skills can direct and motivate all school members to actively participate in the implementation of SBM. Strong leadership will help create a collaborative and conducive working environment, which is critical to the success of SBM (Ryu, 2023).

Teacher capacity and competence are also important supporting factors in SBM. Teachers who are well-trained, proficient in innovative learning methods, and committed to continuous professional development are able to deliver high-quality education to students. With ongoing training and professional development programmes, teachers can continuously improve their skills and knowledge, which in turn will increase the effectiveness of the learning process in schools (Padilla, 2023).

Community and parent participation is another important supporting factor. When communities and parents are involved in various aspects of school management, they can make valuable contributions in the form of moral, financial and other resources. This involvement creates a sense of ownership among the community towards the school, which will encourage them to participate in maintaining and improving the quality of education provided (Mashudi & Adi, 2024).

However, there are also some inhibiting factors that can reduce the effectiveness of MBS. One of them is resistance to change. Implementing SBM often requires significant changes in the way of working and organisational culture in schools. If teachers, staff and other related parties are not ready or willing to adapt to these changes, the implementation of SBM can be hampered. This cultural issue must be addressed with good training and communication approaches, so that all parties are willing to accept and support the necessary reforms (Sufrida et al., 2022).

Finally, limited resources are also a common obstacle in implementing SBM. Many schools face problems of lack of funds, inadequate facilities and limited human resources. These constraints can hinder the implementation of programmes planned within the MBS framework. The government and related parties need to ensure that

schools receive sufficient resource support to implement SBM effectively (Sihite et al., 2023). Thus, these barriers can be minimised and the goal of improving education quality can be achieved.

Overall, the effectiveness of SBM depends on the synergy of various supporting factors and the ability to overcome barriers. With strong leadership, competent teachers and active participation from the community, schools can effectively implement SBM. However, there also needs to be a sustained effort to address challenges such as resistance to change and limited resources. Only with a holistic approach and full support from all parties can SBM achieve optimal results in improving the quality of education in schools.

Conclusion

The implementation of school-based management (SBM) aims to give schools greater autonomy in managing educational resources and processes, with the hope of increasing flexibility and responsiveness to local needs. The policy encourages the participation of various stakeholders, including teachers, parents and communities, in planning and decision-making. As such, SBM is expected to create a school environment that is more conducive to learning, improve the quality of the learning process and, ultimately, improve student performance.

Effective implementation of SBM can result in a number of positive impacts on student performance. With the active involvement of all stakeholders, monitoring and evaluation of the teaching and learning process becomes more comprehensive and sustainable. The presence of various stakeholders in the decision-making process also ensures that policies are better suited to the specific needs of students and the local context. As a result, students become more motivated and facilitated to achieve better. In addition, improved education quality management through SBM can result in more optimised resources, be it in the form of trained teaching staff or adequate facilities, all of which contribute to improved student academic performance.

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