

School-Based Management in Improving the Quality of Education at Public Senior High Schools in West Aceh

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ABSTRACT

School-Based Management (SBM) is a policy shift from the central government to schools, granting them full responsibility over educational management. This approach significantly affects the quality of education. This study aims to describe and analyze SBM in improving education quality at Public Senior High Schools in West Aceh, using a qualitative case study approach. Participants include the principal, vice principals, class advisors, and administrative heads, with data collected through interviews, observations, and documentation.

Findings indicate that the SBM program is aligned with the school's vision and mission, focusing on enhancing teacher competency and student learning quality. Implementation shows strong commitment and smooth program operation, though facility limitations present a challenge. The school culture supports student comfort and positive community relations, contributing to effective SBM outcomes. While SBM positively impacts school quality, challenges include limited facilities for developing student talents and low parental involvement. To address these, the principal plans regular evaluations, more diverse programs, and enhanced parental engagement.

Keywords: School-Based Management (SBM); Educational management; Quality of education; Aceh Barat; Public Senior High Schools; Teacher competency; Student learning quality; Facility limitations; School culture; Parental involvement.

1. Introduction

1.1. Background

The development of a country is closely linked to the quality of its education system, making education a fundamental benchmark for national advancement. As highlighted by Nandika (cited in Kurniawati, 2022), since 1972, UNESCO has emphasized that education plays a pivotal role in building and strengthening a nation. Education is essential in enhancing human resource quality, enabling individuals to cultivate their potential to become ethical and responsible citizens, in line with Indonesia's National Education Law No. 20 of 2003, which states that education is a conscious and planned effort to create an environment for students to actively develop their potential, spiritual strength, self-discipline, intelligence, and noble character.

The quality of human resources can be improved through high-quality education. Schools, as primary institutions for learning, play a crucial role in shaping students' character and cognitive abilities. School leaders, particularly principals, bear the responsibility for managing and guiding these institutions effectively, as noted by Mulyasa (2021), who emphasized that principals are instrumental in elevating educational quality. According to the Indonesian Ministry of National Education Regulation No. 13 of 2007, principals are expected to possess five competencies: personal, managerial, entrepreneurial, supervisory, and social skills (Lisnawati, 2021).

However, the responsibility for educational quality is shared among all school stakeholders, with effective school management critical to achieving educational goals and nurturing student potential. Sallis (cited in Fadhli, 2017) identifies key indicators of quality education, including strong moral values, high academic performance,

community support, abundant resources, technology integration, purposeful leadership, and a balanced curriculum. These indicators are interrelated and directly impact a school's educational outcomes.

In Indonesia, educational quality challenges stem from various macro- and micro-level factors. Macro issues include complex curricula, uneven education distribution, teacher placement issues, teacher quality, and high costs; micro issues include monotonous teaching methods, inadequate facilities, and low student performance (Suncaka, 2023). Addressing these challenges requires implementing School-Based Management (SBM) and entrepreneurial principles in schools, as outlined in the Ministry of National Education Regulation No. 13 of 2007. SBM transfers policy-making authority from the central government to schools, empowering principals, teachers, students, and parents to have greater control over educational activities (Damanik, 2019). This model enables schools to manage resources and make decisions that meet specific educational needs, leading to higher quality outcomes. In the context of West Aceh, where no prior studies on SBM implementation at public high schools exist, this study aims to examine SBM's effectiveness in enhancing educational quality in the region's public senior high schools.

1.2. Research Objectives

(a) Analyze various aspects of the School-Based Management (SBM) program within the context of improving the quality of education in Senior High Schools (SMA) in Aceh Barat, (b) Identify how the implementation of SBM can enhance the quality of education in Public Senior High Schools in Aceh Barat, and (c) Evaluate the effectiveness of SBM implementation in improving the quality of education at these schools.

2. Materials and Methods

2.1. Research Approach

This study utilizes a qualitative research approach, aimed at understanding phenomena through data gathered in spoken or written form. According to Rukin (2021), qualitative research emphasizes comprehension, interpretation, and situational reasoning. This case study design, as described by Ramadhan (2021), investigates specific phenomena in depth to gain insights for potential hypothesis testing. In this study, the researcher employs theoretical frameworks to guide the exploration of School-Based Management (SBM) across public high schools in Aceh Barat.

2.2. Research Location and Timeline

The research takes place in several public senior high schools in Aceh Barat from July to September 2024. Activities include interviews, observations, and documentation at SMA Negeri 2 Meulaboh, SMA 1 Arongan Lambalek, and SMA Negeri 1 Woyla Timur.

2.3. Research Subjects

Subjects include primary sources, such as principals, vice principals, teachers, and administrative staff, as well as secondary sources collected through observation and documentation. The study uses cluster sampling to select three schools in Aceh Barat as representatives.

2.4. Research Instruments

The research instruments include guides for semi-structured interviews, observation checklists, and documentation records to systematically examine SBM implementation.

2.5. Data Collection Techniques

Data are collected through semi-structured interviews, observation, and documentation. Semi-structured interviews allow flexibility to explore SBM in depth, while observations help validate data, focusing on SBM components like curriculum, personnel, finance, and community relations.

2.6. Data Analysis Techniques

Data analysis follows Miles and Huberman's model, involving three stages: data reduction, data display, and conclusion drawing. Data are systematically categorized and analyzed through continuous review, enabling verification and comprehensive insights into SBM practices in Aceh Barat.

3. Results and Discussion

3.1. Result

1. School-Based Management (SBM) Program for Enhancing Education Quality in Aceh Barat Senior High Schools

This study explores the implementation of School-Based Management (SBM) to improve educational quality in Aceh Barat public high schools, specifically SMA Negeri 2 Meulaboh, SMA Negeri 1 Arongan Lambalek, and SMA Negeri 1 Woyla Timur, based on interviews conducted with principals from July to September.

a. SBM Implementation

a. At SMA Negeri 2 Meulaboh, SBM is implemented effectively with a structured role distribution, where the principal acts as the main manager, and staff are assigned specific duties.

b. At SMA Negeri 1 Arongan Lambalek, SBM is based on quality data analysis and priority programs from the previous year, adjusted according to school members' feedback.

c. At SMA Negeri 1 Woyla Timur, SBM operates collaboratively, involving the principal, teachers, and administrative staff.

b. Program Planning

a. SMA Negeri 2 Meulaboh focuses on aligning SBM programs with the school's vision, aiming for quality graduates through improved teaching, teacher development, infrastructure, and character-building.

b. SMA Negeri 1 Arongan Lambalek's program addresses the eight education standards, emphasizing student affairs, finance, and teacher professionalism.

c. SMA Negeri 1 Woyla Timur plans annual quality enhancement programs that include teacher training and student skill development.

c. Implementation Strategies

a. SMA Negeri 2 Meulaboh emphasizes inclusive planning meetings involving all school stakeholders to ensure commitment to SBM programs.

b. SMA Negeri 1 Arongan Lambalek prioritizes input from school members to tailor programs.

c. SMA Negeri 1 Woyla Timur employs intensive collaboration and discussion with teachers to find the best solutions for quality improvement.

d. Stakeholder Involvement

a. SMA Negeri 2 Meulaboh involves the school committee, educators, administrative staff, and other school members in SBM program planning.

b. SMA Negeri 1 Arongan Lambalek includes the committee, teachers, and student organizations.

c. SMA Negeri 1 Woyla Timur involves the principal, deputy heads, and school committee in program formulation.

e. Supporting and Inhibiting Factors

a. At SMA Negeri 2 Meulaboh, support from the school community is strong, but external support is limited, especially in terms of funding and facilities.

b. SMA Negeri 1 Arongan Lambalek faces budget constraints, relying mainly on government funding and limited parental support.

c. SMA Negeri 1 Woyla Timur benefits from strong school community support, though it faces challenges with facility maintenance.

SBM programs in Aceh Barat public high schools are crafted to align with educational improvement goals, focusing on teacher competency and student learning quality. Implementation is collaborative, with involvement from principals, teachers, administrative staff, and school committees. Although the schools demonstrate collective commitment, they encounter challenges such as limited external support, funding constraints, and facility issues, which need to be addressed for optimizing SBM execution across the region.

2. The Implementation of School-Based Management in Improving the Quality of Education in State Senior High Schools in West Aceh

The study on the implementation of School-Based Management (SBM) in improving educational quality at public high schools in West Aceh was conducted through interviews with various school officials, including principals, vice principals, administration, and teachers. Key findings from interviews at three high schools, SMA Negeri 2 Meulaboh (ME), SMA Negeri 1 Arongan Lambalek (AL), and SMA Negeri 1 Woyla Timur (WT), revealed several points:

a. Curriculum: Schools have largely implemented the Merdeka Curriculum for lower grades, with the K13 curriculum still in use for the final grade in most cases.

b. Teaching Programs: Principals reported that teaching programs are well-structured and mostly align with regulations, with some schools integrating IT-based innovations and collaborative learning methods.

c. Student Conditions and Achievements: Student conditions across all grades are satisfactory, with high academic and non-academic achievements recorded at these schools, and graduation rates have consistently been high.

d. Teacher Duties and Teaching Processes: Schools ensure that educators and administrative staff adhere closely to their duties as per regulations, and teaching processes are effectively managed.

e. Training and Development: Regular webinars and training sessions are held to improve teachers' skills, with positive feedback on their relevance for educational quality.

f. Funding and Facilities: Funding primarily comes from BOS (School Operational Assistance) funds, and allocation follows school budgeting plans. Facilities are generally adequate, though some older equipment and infrastructure need maintenance.

g. Community and Parental Involvement: Schools maintain strong relationships with parents and local communities, often involving them in school activities and meetings.

h. School Culture: Schools emphasize a positive, clean, and respectful environment to support learning.

The implementation of School-Based Management (SBM) in Senior High Schools in West Aceh reflects a strong commitment to improving education quality, despite varying challenges across schools. Facilities in most schools are generally adequate, though some institutions still require improvements, particularly in specific rooms and amenities. Administratively, the schools maintain organized systems with efficient use of government funding through BOS, aligned with school activity and budgeting plans. The teaching programs align with standards, and there is a smooth integration of curriculum, although some adjustments are needed with the introduction of new curricular changes. Each school fosters a positive culture and environment, prioritizing comfort, cleanliness, and community involvement, which supports effective learning and solid school-community relationships. Overall, West Aceh's Senior High Schools are committed to providing quality education, supported by structured management and a supportive school culture.

3. Evaluation of School-Based Management Implementation in Improving Education Quality at State High Schools (SMA) in West Aceh

The evaluation of School-Based Management (SBM) implementation in improving the quality of education at West Aceh high schools has shown positive impacts, especially in school management and teaching quality. Interviews with school principals, vice principals in curriculum, student affairs, public relations, facilities, administrative heads, and teachers from SMA Negeri 2 Meulaboh, SMA Negeri 1 Arongan Lambalek, and SMA Negeri 1 Woyla Timur reveal the following:

a. Positive Impacts: SBM has contributed to school quality improvement, enabling schools to manage and develop programs according to students' needs, and enhancing student achievements in both academic and non-academic areas.

b. Challenges: Key challenges include limited facilities for student talent and interest development and a lack of parental involvement in supporting school activities. These issues hinder the optimal implementation of SBM.

c. Follow-Up Actions: To address these challenges, schools plan to conduct regular monitoring and evaluation, design more varied and targeted programs to develop student potential, and increase parental involvement in school activities.

Overall, this evaluation concludes that SBM has positively impacted school quality in West Aceh, but challenges remain that require targeted programs and increased parental engagement for optimal SBM implementation.

3.2. Discussion

Program, Implementation, and Evaluation of School-Based Management (SBM) in Improving Educational Quality at State High Schools in West Aceh

1. School-Based Management Program for Improving Educational Quality

Research findings show that the SBM program at West Aceh state high schools is designed to align with the vision of improving education, focusing on teacher competency and student achievement.

SBM implementation is collaborative, involving principals, teachers, staff, school committees, and input from the school community. Despite a strong collective spirit, challenges remain, including limited external support, funding, and inadequate facilities. However, systematic efforts reflect a commitment to achieving educational goals, even as schools continue to address challenges for optimizing SBM.

2. SBM Implementation for Improving Educational Quality

SBM in West Aceh high schools is committed to quality education delivery, with organized administration and effective education programs, although implementing new curricula presents some challenges.

SBM allows schools greater autonomy in managing resources, such as budgets, facilities, and teaching staff, enabling them to design programs tailored to local needs. This approach fosters active participation from all school stakeholders and enhances the learning environment and students' academic and non-academic experiences. Nevertheless, schools face challenges, including limited resources and a lack of parental involvement. Continuous evaluation and better communication with the community and parents are necessary to maximize SBM's effectiveness.

3. Evaluation of SBM Implementation for Improving Educational Quality

The evaluation of SBM in West Aceh state high schools indicates positive impacts on school quality, especially in management and teaching.

However, challenges include limited facilities for developing student talents and low parental involvement. Principals plan to conduct regular monitoring, create diverse and targeted programs, and boost parental engagement. This evaluation suggests SBM can further enhance school quality, provided that obstacles are addressed through continued program improvement and increased stakeholder involvement.

4. Conclusion

1. SBM Program Design

The SBM program at West Aceh state high schools is designed to align with the school's vision and mission, focusing on improving teacher competence and student education quality. This program is implemented collaboratively, involving the entire school community and school committees.

2. SBM Implementation

SBM implementation shows a strong commitment to educational programs, though infrastructure remains inadequate. Administrative systems are well-organized, and educational programs run smoothly despite challenges with the new curriculum. The school culture fosters a comfortable environment for students and maintains good relations with the community.

3. SBM Evaluation

The evaluation of SBM reveals positive impacts on school quality, especially in management and teaching. However, challenges include limited facilities for developing students' talents and low parental involvement. To address this, principals plan regular evaluations, the development of more diverse and targeted programs, and increased parental engagement in school activities.

Based on the conclusions derived from this research, the following recommendations can be made for the future:

- 1. Enhance School Infrastructure:** Allocate additional funding and resources to improve school infrastructure, including upgrading facilities, providing modern teaching aids, and ensuring adequate resources for extracurricular activities.
- 2. Foster Parental Engagement:** Develop strategies to actively involve parents in their children's education through regular parent-teacher meetings, workshops, and community events, creating a stronger partnership between the school and families.
- 3. Diversify and Evaluate Programs Regularly:** Continuously diversify the School-Based Management (SBM) programs to address the diverse needs and interests of students, and implement regular evaluations to assess the effectiveness of these programs and make necessary adjustments.

Declarations

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Competing Interests Statement

The authors have not declared any conflict of interest.

Consent for publication

The authors declare that they consented to the publication of this study.

Authors' contributions

All the authors took part in literature review, analysis, and manuscript writing equally.

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