

STRATEGIC PLANNING IN ACHIEVING OPTIMAL QUALITY OF EDUCATION WITH SCHOOL BASED MANAGEMENT: A SYSTEMATIC LITERATURE REVIEW

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ABSTRACT

School Based Management (SBM) has been implemented in Indonesia as an effort to improve the quality of education through the granting of autonomy to schools. However, its implementation still faces significant obstacles, such as the gap between expectations and reality on the ground, as well as the low involvement of the school component in decisionmaking. This study aims to evaluate the role of leadership, strategic planning, and management of Human Resources (HR) in supporting the effectiveness of SBM. The research method used is Systematic Literature Review (SLR) by analyzing various scientific articles related to SBM that are relevant in the last 10 years. The results showed that transformative Principal Leadership, Strategic Planning based on SWOT analysis, and optimal human resources management through teacher competency development are important factors in achieving the success of SBM. The implications of this study emphasize the need for education policies that support leadership training, increased community involvement, and external collaboration to accelerate the achievement of equitable education quality in Indonesia. The importance of this study to highlight transformative leadership, strategic planning, and optimal HR management for the future, this study shows how to improve the quality of education equally.

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1. INTRODUCTION

School-based management (SBM) has emerged as a new paradigm in Indonesian school management. However, there are still several barriers to implementing SBM in the field. Many schools struggle to include all school components in decision-making processes, stifling the spirit of autonomy that defines SBM. Furthermore, the anticipated improvement in educational quality as a result of SBM implementation has not been fully realised in all institutions. This suggests a gap between the expectations and the reality of implementing SBM.

As part of the decentralisation initiative in education, the government offers School Based Management as an alternative educational model. The administration of early childhood education units, primary education, and secondary education is conducted in accordance with minimum service standards, adhering to the principle of School Based Management or madrasah, as articulated in Law No. 20/2003 on the National Education System (SISDIKNAS), Article 51, Paragraph 1. School Based Management (SBM) is a national initiative. The legalisation of the implementation of SBM is also present in the derivative regulations of the

SISDIKNAS Law, specifically in Government Regulation No. 19/2005 on national education standards, article 49 paragraph 1. This regulation states that "The management of education units at the primary and secondary education levels implements SBM, which is demonstrated by independence, partnership, participation, openness, and accountability." Article 49 paragraph 2 of Government Regulation No. 19 of 2005 on national education standards also establishes the School Committee as a critical instrument in the implementation of SBM. The head of the education unit attends the school or madrasah committee, which is responsible for decision-making in primary and secondary education units in the nonacademic field.'

Although the concept of School Based Management (SBM) has been established for some time, its implementation across different schools remains inconsistent. Numerous schools encounter challenges in integrating School-Based Management (SBM) into routine operations, particularly regarding the inclusion of all school stakeholders in the decision-making process. The disparity between policy and practice in this domain indicates the necessity for a more profound comprehension of the elements that affect the effective execution of SBM, encompassing the influence of leadership, strategic planning, and human resource management (Nisa, 2022).

Improving the quality of education is one of the main objectives of implementing SBM. However, not all schools that have implemented SBM have achieved significant quality improvement. This indicates that there are other factors that need to be considered besides the implementation of SBM itself. One of the keys to the success of SBM is teacher professional development. However, many teachers still feel underprepared and undertrained for the demands of SBM (Meilani et al., 2022).

Issues related to leadership, strategic planning and human resource management in the implementation of SBM are not addressed immediately, which will have a serious impact on the overall quality of education. Schools that fail to implement SBM effectively will find it difficult to improve the quality of learning and student achievement. As a result, the gap in education quality between schools will widen, and the goal of creating a smart and competitive generation will be difficult to achieve.

The inability to overcome the challenges of implementing SBM can be demotivating for teachers and other education personnel. If they feel unsupported in carrying out their duties, their productivity and performance will decline (Lawotan, 2019). This will certainly have a negative impact on the quality of learning in the classroom. In addition, a lack of support from the leadership can lead to instability in school management and hamper efforts to create a conducive learning environment. In the

long run, failure to implement SBM effectively may hinder national education developmen

If many schools are unable to utilise the autonomy granted, the goal of improving the quality of education equally will be difficult to achieve. As a result, Indonesia will find it difficult to compete with other countries in the increasingly competitive era of globalisation. In summary, if the problems in the implementation of SBM are not addressed immediately, it will have a negative impact on the quality of education, teacher motivation, the stability of school management and national education development as a whole. Therefore, more serious efforts need to be made to overcome the challenges faced in the implementation of SBM.

Although much research has been conducted on SBM, there is still a knowledge gap regarding the specific roles of leadership, strategic planning and human resource management in enhancing the effectiveness of SBM. Previous research shows an overview of the various methods and models that can be used to provide an overview of IT resource management in educational settings (Daffa Maulana et al., 2024). Previous research revealed that training and competency development programmes for Islamic teachers and collaboration with higher education institutions contribute positively to improving teacher quality. The limitations of this study lie in the limited data and analyses that are only based on literature review (Noer & Rangga, 2023).

Further research reveals that effective School Based management and good work motivation will affect the higher the effectiveness of the organization (Aprilia et al., 2023). Other research shows that school principals who are effective in implementing SBM have strong leadership skills, good communication, and skills in managing resources (Nada et al., 2024). Other research shows that in the implementation of SBM, there is a need for good socialization about SBM to all staff, both teachers and employees (Akbar, 2019). Previous research has minimally discussed other factors that influence the success of SBM implementation in schools.

The significance of this research stems from the need to solve the issues that arise during the implementation of SBM by analyzing the elements that determine its performance and establishing best practices in strategic planning. This study is aimed to generate more relevant policy recommendations to help improve education quality in Indonesia. This study is also pertinent to the government's attempts to realize the objective of national education, which is to generate graduates with quality, character, and the ability to compete on a global scale.

This study seeks to identify the application of SBM, with a particular emphasis on the function of strategic planning. This study, which will conduct a systematic assessment of the literature, is expected to provide a clearer picture of the best practices in

formulating and implementing strategic planning in schools using SBM. The findings of this study are intended to contribute to the development of education policy, notably to increase the effectiveness of SBM implementation in Indonesia.

2. RESEARCH METHODS

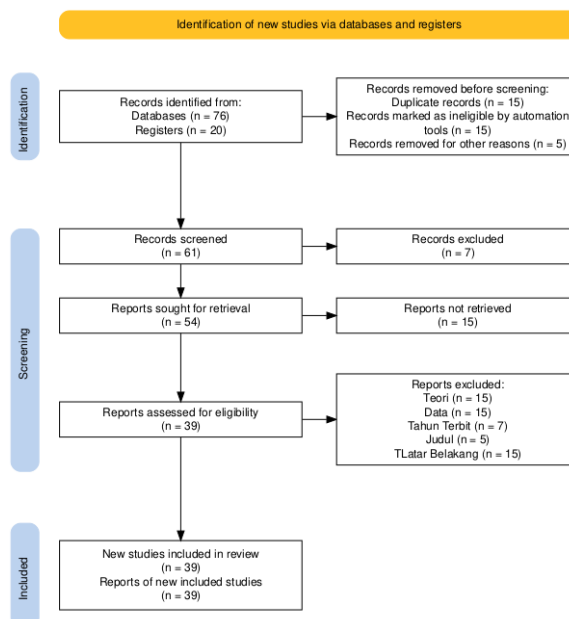
This research employs the Systematic Literature Review (SLR) methodology. The SLR approach is employed to find, assess, evaluate, and interpret all pertinent research within a specified issue area, accompanied by relevant particular research questions (Daffa Maulana et al., 2024). The SLR approach involves carefully evaluating and identifying journals, adhering to specific rules or guidelines for each process. The SLR technique emphasises the identification and analysis of pertinent scientific literature to comprehend the existing knowledge within a particular domain. The outcomes of the systematic literature review can serve as a foundation for enhancing the efficacy and efficiency of knowledge article management through a methodical approach.

In this initial stage, the researcher used a *Research Question* to start the SLR. Research Question is used to answer the formulation of the problem / research question that will be made. Through this stage the researcher can collect and evaluate research sources that are suitable for the topic to be researched. The topic taken is about Strategic Planning in Achieving Educational Quality. After finding the articles that have been searched for, they need to be *screened* using the inclusion and exclusion table and the quality assessment that has been made.

Table. 1 Research Question and Paper Criteria

RQ 1	How can leadership effectively direct and motivate schools in implementing SBM?	
RQ 2	How strategic planning can support the achievement of optimal education quality through SBM?	
RQ 3	How can optimal human resource management contribute to the successful implementation of SBM?	
Criteria	Eksklusion	Inklusion
1	Paper under the last 10 years.	Paper published 2014-2024.
2	The article does not discuss Strategic Planning in Achieving Quality Education.	There is a connection with Strategic Planning in Achieving Quality Education.
3	Nonaccredited articles, Minimum sinta 6 and International Journals.	The full paper article is a journal accredited by Sinta, International Journal and Scopus.

Based on *Research Question*, then filter again using the inclusion and exclusion table that the researcher has made above and clarified by using the Prism diagram as follows:



Picture 1 Prisma SLR

At this stage, we started the search for literature relevant to the research topic, namely 'School Based Management'. Using Google Scholar, Garuda and Scopus databases. Based on these databases, scientific articles published between 2016 and 2024 with keywords such as 'School Based Management', 'Strategic Planning', 'Education Quality', and 'Principal Leadership' were collected. The collected articles will then be carefully selected for identification, review and evaluation. This selection process aims to ensure that only the most relevant and quality research will be used in this study. To conduct a systematic selection, we used the Systematic Literature Review (SLR) method. The results of this SLR will be the basis for us to develop a better framework or model in managing knowledge in the field of Education Management.

3. RESULTS AND DISCUSSION

Leadership effectively direct and motivate schools in implementing SBM

The first research question, it was found that the answer to the question "How can leadership effectively direct and motivate schools in implementing SBM?" can be seen in the following table:

Table 2 Research Question

References	How can leadership effectively direct and motivate schools in implementing SBM?
(Peng & Pei, 2022)	This paper emphasises the role of data in guiding the decisionmaking process in schools. Leaders can use data management systems, such as the mentioned Decision Support System (DSS), to analyse student performance and teaching effectiveness. This helps in making informed decisions based on realtime data, promoting better resource allocation and prioritisation in an SBM setting.

(Uhbiyati, 2015)	Effective leadership begins with careful planning and organisation. Leaders need to set clear goals and objectives for implementing SBM, aligning them with the school's vision and mission. The planning stage includes identifying school needs, forming teams and organising resources to support the implementation of SBM. Leaders should focus on improving the professional, personal and social competencies of teachers (ustadz). This can be achieved through continuous professional development, which not only improves their teaching skills but also motivates them by recognising their growth and contributions.
(Yusuf et al., 2022)	Good planners always think thoroughly. When designing something, they follow these steps: identifying all relevant components, deeply understanding each component, grouping components based on similarities, determining the order of importance of each component, giving weight to each component based on its order, and finally implementing the plan. In education, lesson planning aims to help students adapt to their environment and develop the skills needed to live in society.
(Achadah, 2019)	SBM is a management model that gives freedom to the school and leads to decisionmaking by consensus among all school parties including the principal, teachers, and student guardians in an effort to improve school quality based on national education policy.
(Aliyyah et al., 2021)	The SBM programme at Mahmudiyyah Integrated Islamic High School goes through three main stages: planning, implementation and evaluation. In the initial stage, the school develops various plans and conducts meetings to organise activities. The implementation stage focuses on improving the quality of school management, learning and accreditation, and ensuring all education standards are met. After that, the school evaluates the entire programme through meetings and examining existing documents. Strong support from parents, school committees and the business community greatly helps the school in carrying out its daily activities.
(Amri et al., 2022)	The quality of education can be seen from the academic and nonacademic achievements of students in the national and international arena. So the successful implementation of education can be seen from the results of the process of implementing the principal's academic supervision.
(Angelliza Chantica et al., 2022)	Commitment affects Supervisory Management; 2) Planning affects supervisory management; and 3) employee capability affects supervisory management.
(Babullah et al., 2024)	Teacher professional development, the integration of educational technology, the establishment of an inclusive learning environment, and parental and community involvement are important components that school leaders need to pay attention to. Teacher training and development is a key cornerstone in ensuring the quality of teaching and learning in schools.
(Kartika & Arifudin, 2020)	A characteristic of School Based management is that the principal must apply a participatory leadership style that involves all relevant parties in the determination of policies to be implemented. As a result, the success or failure of the policy implementation will be a shared success or failure.
(Lawotan, 2019)	The results of this study show that principals conduct discussions in making policies that will be implemented by schools, principals conduct evaluations by checking learning tools, teacher attendance, student learning achievements and teacher activeness in training activities (diklat), seminars, workshops, and technical guidance to broaden teachers' insights in improving their professional competencies through the implementation of School Based Management (SBM). Principals supervise learning administration, classroom administration, evaluate the results of supervision, and follow up on the results of supervision.
(Lestari & Mariah, 2018)	The right strategy to implement is the SO (Strengths Opportunities) strategy, which consists of: a) school principals implement government regulations used as the basis for implementing the Academic Information System; b) utilise the services of Information System providers in accordance with government regulations; c) school principals seek and implement partnerships with parties that can support school development; and d) school principals make proposals for funding

	Academic Information System activities.
(Meilani et al., 2022)	The School-Based Management approach is implemented in accordance with the regulations of the school and the government. Principals implement management strategies that foster school autonomy and adaptability, while simultaneously encouraging students and the community to contribute to the improvement of school quality. The execution of SBM is impeded by insufficient financial resources and inadequate facilities, and community engagement remains suboptimal.
(Nisa, 2022)	The leadership model relevant to SBM is transformative leadership, which has the characteristics of working to change the situation. The principles of transformative leadership are simplicity, motivation, facilitation, innovation, mobility, readiness and determination.
(Purwanto, 2022)	Strong leadership has a forwardlooking vision and a high commitment to always build quality in the institution. Quality is the key to a successful programme. Lack of attention to quality will lead to failure in the long run.
(Setiawan et al., 2022)	(1) The principal makes plans by involving school management staff and the school committee based on the vision, mission and goals to be achieved. These include short, medium and longterm planning, which includes planning for school programme development, human resources, infrastructure, funding, curriculum and community participation.
(Nisa, 2022)	One important aspect of SBM is the principal leadership model that is applied. One of the leadership models relevant to SBM is transformative leadership, which has the characteristics of working to change the situation. The principles of transformative leadership are simplicity, motivation, facility, innovation, mobility, readiness, and determination. Transformative leadership if applied in educational institutions, namely, schools, will bring significant contributions and influences in the progress of these educational institutions.

The success of School Based Management (SBM) is highly dependent on the leadership qualities of the principal. Effective leaders act as guides and motivators, able to direct the school to achieve the goals of SBM by providing a clear vision. School principals who have strong leadership can motivate teachers and staff to commit to the decisionmaking process and the implementation of school programs. One model of leadership that is widely supported in research is transformative leadership, in which the leader serves as an agent of change that encourages innovation, simplicity, and perseverance in every aspect of school management. This transformative leadership enables principals to inspire teachers through professional development, providing moral support, as well as fostering overall staff commitment in the implementation of SBM. Based on this approach, leaders not only facilitate more effective work processes, but also develop inclusive school environments and are oriented towards improving the quality of Education.

To ensure the effectiveness of School Based Management (SBM), the principal, as the primary facilitator, must guarantee the involvement of all school constituents, including teachers, administrative personnel, students, and parents, in the decision-making process. This engagement is achieved by the establishment of a school team with representatives from diverse stakeholders, responsible for formulating an inclusive school policy tailored to the needs of each constituent. Moreover, the primary emphasis in efficient School-

Based Management is the enhancement of teachers' professional competence. Principals are required to offer continuous training opportunities that enable instructors to enhance their pedagogical skills. This method enhances the overall quality of education while sustaining teacher motivation through acknowledgment of their significant role in the educational setting.

Consensusbased leadership models are a hallmark of successful School Based Management (SBM), where principals are expected to hold joint discussions to reach collective decisions. Through deliberation, all school members can provide input and actively participate in the decisionmaking process, which ultimately increases the sense of ownership of the resulting policy. With a strong commitment from all components of the school, the implementation of the agreed plan becomes more effective and targeted. In addition, this approach also prioritizes full transparency in decision making. The principal provides open information about the reasons behind each policy taken, which aims to increase accountability and build trust among all school members.

The study's findings to the initial question affirm that leadership quality is a critical aspect in the effective implementation of School Based Management (SBM). Principals that implement transformative leadership models, endorse data-driven decision-making, and engage all facets of the school throughout the process, are demonstrably capable of effectively guiding schools to attain optimal educational objectives. The study emphasizes the significance of continuous support from government policies, teacher training, and sufficient resources as critical variables for leadership success in School-Based Management (SBM), alongside the role of school administrators. The partnership between the government and the school can optimize leadership quality. The findings underscore significant implications for education policy in Indonesia, specifically the necessity to enhance transformative leadership training for principals and to broaden access to data-driven decision-making support systems. These methods are anticipated to promote a more efficient and sustainable execution of SBM.

Strategic planning support the achievement of optimal education quality through SBM

Strategic planning plays an important role in School Based management (SBM), particularly in setting longand shortterm goals that align with the vision, mission, and specific needs of the school. Through good planning, schools can set appropriate priorities, allocate resources efficiently, and implement programs that directly support improving the quality of Education. One method often used in this process is the SWOT analysis, which involves an indepth evaluation of the school's internal strengths and weaknesses as well as external opportunities and

challenges. With this approach, school principals can develop adaptive and realistic strategies, so that schools are able to take advantage of existing opportunities, overcome various weaknesses, and effectively manage challenges. This process not only provides a clear direction for the implementation of SBM, but also strengthens the school's ability to optimally achieve educational goals.

Tabel 3 Research Question

References	How can strategic planning support the achievement of optimal education quality through SBM?
(Diva & Astuti, 2022)	In this study, human resource management, namely, planning, organizing, actuating and controlling, problems.
(Isamuddin et al., 2021)	In Educational Management the most fundamental thing is the analysis from various angles pandang both internal and external, which we are familiar with the SWOT analysis (strengths, weaknesses,opportunities, and threats), in the SWOT analysis by looking at the strengths, weaknesses of the internal environment of the school and then see the opportunities and obstacles of the external environment of the school.
(Nabila, 2022)	Quality is the degree / level of characteristics inherent in the product that meet the requirements or desires.and while the quality management of education is the science and art to manage resources through an activity undertaken to obtain the degree of excellence of a product or work results both visible and invisible but can be felt which shows its ability to satisfy the expected needs.
(Suharti, 2021)	In the implementation of Education Management in the line bersar there are four common are input, process, output, and outcome.
(Rahman et al., 2023)	An integrated management system aimed at enhancing educational quality has been adopted at SD Sekolah Alam Bogor, encompassing planning, organisation, execution, and oversight.
(Setiawan et al., 2022)	The execution of SBM to enhance school quality encompasses personnel development and empowerment via diverse training sessions, seminars, MGMP, local curriculum development tailored to the needs and qualifications of educators, and augmented community involvement through school committees that facilitate voluntary contributions at the commencement of each academic year. The organisation involves structuring the school's organisational framework, the school committee, and coordinating all areas within the institution, including Student Affairs, Infrastructure, and curriculum management.
(Mahmudah & Putra, 2021)	This article has found that the main review of Education Management era 4.0 in its involvement to improve the quality of education, including: human resources, curriculum, learning, financing, infrastructure, public relations, and graduate competence.
(Bafadal et al., 2019)	The more proficient the implementation of School-Based Management, the greater the effectiveness of the school. Several components greatly contribute to the school's effectiveness, including the design of its vision and goal, the development of school programming, and community engagement in the educational process.
(Bandur, 2018)	Stakeholders residing in Kota kabupaten A in this study confirmed that SMK policies and programs without adequate training and workshops from experts and the government, school boards do not have a significant impact on improving the teachinglearning environment and as a consequence, school quality efforts. it depends on the principal and the teacher.
(Siregar et al., 2023)	To make good planning, leaders or planners need to understand the conditions of the surrounding environment well and have the ability to predict future possibilities. Planning also provides an opportunity to choose the best alternatives, set priorities, and provide measurement tools for surveillance.

Implementation of school needs based programs is an important aspect of effective strategic

planning. Research shows that careful planning allows schools to develop programs tailored to their unique needs and conditions. For example, schools can design more targeted learning programs based on student profiles, or develop curricula that are more relevant to local needs. In addition, the professional development of teachers is a key focus in this strategic planning. Schools that successfully implement School Based management (SBM) often have teacher competency development programs integrated in their planning. This includes trainings, workshops, and mentoring activities aimed at improving the quality of teaching. This approach not only contributes to the improvement of teaching abilities, but also serves to maintain the motivation and performance of teachers in the long term, thus supporting the overall success of the school.

Further findings address the participation and commitment of the school community, particularly from parents and school committees, playing a crucial role in supporting School Based management (SBM) strategic planning. The findings suggest that community involvement provides not only material support but also significant moral support. By actively involving parents and school committees, schools can gather valuable input, so that planned policies and programs can be tailored to the needs of students. In addition, support from the business world is also an important element in the implementation of SBM. Schools can establish partnerships with the business sector, for example through sponsorship or facility assistance, which aims to improve the quality of educational facilities and infrastructure. This cooperation not only enriches the resources available to schools, but also strengthens the link between education and the world of work, thus supporting more effective teaching and learning processes.

The significance of strategic planning as a factor in the improvement of educational quality is underscored by the discussion of the results of this study. The results indicate that schools can optimise the organisation of the critical stages necessary to achieve educational objectives through effective planning. Schools can support efforts to achieve the expected quality of education by designing more targeted and relevant educational programs that are based on defined long-term objectives. Moreover, the findings of this investigation suggest that the quality of instruction is enhanced by a strategic plan that incorporates teacher professional development. The improvement of student achievement is ultimately influenced by the creation of a more productive and innovative learning environment, which is facilitated by the increase in teacher competence. The implications of these discoveries underscore the necessity of enhancing education policies to promote leadership and management training for school principals. Furthermore, it is crucial for education policy to encourage the active involvement of the school community and parents in the strategic

planning process to guarantee the continuous support of the quality of education.

Optimal human resource management contribute to the successful implementation of SBM

The effective management of Human Resources (HR) is essential for the successful execution of School Based Management (SBM). The enhancement of teacher competency and motivation is a critical factor in this situation. Research indicates that teacher training and professional development, including competency training, seminars, and technical guidance, significantly enhance the quality of teaching and learning (Noprika et al., 2020). Teachers are more motivated and committed to enhancing the quality of education when they receive periodic evaluations of their performance and assistance with their ability development requirements, which is a critical component of effective human resource management. Additionally, the principal's leadership position is crucial in guiding educators and staff to assist in the attainment of school objectives. Principals who are engaged in mentoring, providing technical support and motivation, are capable of establishing an environment that fosters the success of SBM (Setiawan et al., 2022).

The involvement of the principal in managing human resources, various obstacles can be overcome collaboratively, and teachers and other staff will be more empowered in carrying out their duties. In addition, support from the government and collaboration with the community also contribute to the successful management of human resources. Financial assistance, School Committee participation, and additional training provided by the government as well as cooperation with the business world are important supporting elements (Annisa & Haryadi, 2023). This synergy not only provides material but also moral support, so that schools can implement SBM programs more optimally and sustainably. Overall, optimal human resource management in the implementation of SBM includes continuous training for teachers, Leadership Coaching by principals, as well as external support from the government and the community. This approach not only increases the motivation and capacity of teachers, but also strengthens the culture of collaboration in achieving the goals of improving the quality of education in schools.

Tabel 4. Research Question

References	How can optimal human resource management contribute to the successful implementation of SBM?
(Noprika et al., 2020)	Enhancing the calibre of educators, academic performance, and non-academic students. The implementation involves engaging teachers in training activities and educational seminars, conducting tutoring sessions, offering specialised remedial and extracurricular programs in sports and arts development, organising trial examinations, and providing additional study hours for students preparing for national and school exams.
(Setiawan et al., 2022)	The principal supervises the school personnel through coaching, teacher performance assessment, in the field of infrastructure and funding through periodic checks.

	(5) supporting factors for the implementation of SBM are the professionalism of the principal, educators and education personnel who are good enough, complete infrastructure, a strategic and conducive school environment and sufficient community participation to support each school program.
(Reni et al., 2023)	That the School Transformation Program is a Program to improve the quality of Education, one of which is to encourage the process of transformation of educational units in order to improve the achievement of learning outcomes of students, as well as improve the quality of teaching and learning activities in schools. This Program provides benefits for schools, including improving the quality of education, ensuring equitable distribution of educational quality with a program to increase the capacity of school principals in order to achieve quality learning.
(Pratiwi, 2016)	Schools in the current era of autonomy, much needed increase in improving human resources, the existence of a School Based management pattern gives great hope for schools to be able to develop and improve abilities in accordance with school conditions. Therefore, the results of the implementation of SBM in every school can not be the same.
(Noer & Rangga, 2023)	Training programs and competency development of Islamic religious teachers as well as collaborations with higher education institutions contribute positively to improving the quality of teachers.
(Nasution et al., 2022)	The quality of services in the form of infrastructure, bureaucracy, curriculum, teaching skills, competence of school leaders and employees, culture and supportive school environment will enable an educational institution to be trusted and become the choice of the community.
(Ginanjari & Herman, 2019)	Efforts to overcome the obstacles faced by principals in implementing School Based Management include holding a general assessment in schools about quality and quality, knowing the needs of students and teachers, identifying problems that arise based on studies, preparing planning designs, schools seek communication for sudden school needs the school communicates back with the school committee.
(Annisa & Haryadi, 2023)	The supporting factors for the implementation of Education Management are financial assistance from the central government, socialization of school programs, education and training to add insight to educators and education personnel, as well as concern and attention from parents and students who want to progress, dignity and character.
(Akbar, 2019)	In the implementation of SBM, it is necessary to have a good socialization about SBM to all staff (both teachers and employees). In this case, prioritizing independence, good service, transparency and accountability must be implemented.
(Bafadal et al., 2019)	The efficacy of the school is directly proportional to the efficiency of its implementation of School-Based Management. The school's effectiveness is significantly influenced by a variety of factors, such as the development of school programming, the design of its vision and objective, and community engagement in the educational process.
(Gilmour et al., 2017)	Teachers may require different amounts and types of coaching support depending on their individual characteristics, context and intervention.
(Aturupane et al., 2022)	Local administrative control (principals), professional control (teachers), and community control are frequently combined in existing school-based management models, as is the case in Sri Lanka. Local community involvement is a feature of nearly all iterations, irrespective of the model. Secondly, the positive effects of any school-based management program may not be immediately apparent. In general, vocational institutions may require up to five years to implement significant changes at the school level and up to eight years to enhance test scores. Third, the evidence for a positive impact on academic test scores remains inconsistent; however, certain studies that incorporate supplementary interventions, such as reduced class sizes, have a substantial effect.
(Bandur et al., 2022)	Analysis of quantitative and qualitative data reveals that delegating authority to decision-makers at the school level has enhanced engagement and commitment, resulting in an improved teaching and learning environment. This study illustrates the significance of ongoing empowerment by school

boards and leadership training for school principals to effectively execute SMK policies and practices in developing nations.

Optimal management of Human Resources (HR) is a key factor in achieving the successful implementation of School Based Management (SBM). In this context, the development of teacher competence and motivation becomes a crucial aspect. Studies show that teacher training and professional development, such as competency training, seminars, and technical guidance, play an important role in improving the quality of teaching and learning (Noprika et al., 2020). Effective human resource management includes periodic assessment of teacher performance and support for their ability development needs, so that teachers are more motivated and committed to improving the quality of Education. Furthermore, the leadership role of the principal is also important in directing educators and staff to support the achievement of school goals. Principals who are active in coaching and providing technical support and motivation are able to create an environment that supports the success of SBM (Setiawan et al., 2022). With the involvement of principals in managing human resources, various obstacles can be overcome collaboratively, and teachers and other staff will be more empowered in carrying out their duties. In addition, support from the government and collaboration with the community also contribute to the successful management of human resources. Financial assistance, School Committee participation, and additional training provided by the government as well as cooperation with the business world are important supporting elements (Annisa & Haryadi, 2023). This synergy not only provides material but also moral support, so that schools can implement SBM programs more optimally and sustainably. Overall, optimal human resource management in the implementation of SBM includes continuous training for teachers, Leadership Coaching by principals, as well as external support from the government and the community. This approach not only increases the motivation and capacity of teachers, but also strengthens the culture of collaboration in achieving the goals of improving the quality of education in schools.

Based on the findings above, it can be seen that optimal management of Human Resources (HR) is an important factor in the successful implementation of School Based Management (SBM). Optimization of human resources, especially teachers and education personnel, is a foundation that supports the overall quality of Education. This discussion highlighted three important aspects of HRM management in the context of SBM, namely teacher competency development, the role of principals in HR development, and the involvement of external support. Teacher competency development one of the main things that support the implementation of SBM is the improvement of

teacher competency through continuous training, such as seminars, workshops, and skills development programs. This training not only improves teaching ability but also motivates teachers in their duties. Various studies have shown that teachers who get additional training tend to be more motivated and able to create a more effective and inclusive learning environment. The development of these competencies is also relevant in preparing teachers for the demands of SBM, which often involve collaborative decisionmaking and innovation in teaching methods. Leadership role of the principal this discussion also emphasizes the importance of the role of the principal as a leader who supports and directs the management of human resources. Principals who are actively involved in coaching and monitoring teacher performance are able to create a collaborative and productive work culture. Principals need to have inclusive leadership skills and support the growth of human resources in schools through a transformative approach that is able to respond to the needs of teachers and staff. With this leadership model, schools can achieve SBM goals more effectively, especially in ensuring that school decisions are based on deliberation and involvement of all school members. External support from the government and community external factors such as support from the government and community also influence the effectiveness of Human Resources Management in SBM. The government can provide resources through funding and training assistance, which serves to strengthen the capacity of human resources in schools. In addition, the involvement of the school committee and collaboration with the corporate world provide additional support in the form of material and moral. This partnership with the external sector allows the school to enrich its resources and open up opportunities for more sustainable improvement in the quality of Education. This is in line with the SBM principle which encourages active participation of various stakeholders in school management.

The implications of these findings suggest that education policy needs to focus on providing ongoing training and support for teachers and principals to optimize the implementation of SBM. In addition, strengthening community participation and involving support from external parties is a strategic component that can accelerate the achievement of the expected quality of Education. By integrating optimal human resources management, strong leadership roles, and adequate external support, SBM can be applied more effectively and deeply in the school environment, thereby significantly improving the quality of Education.

4. CONCLUSIONS

The results of this study confirm that the successful implementation of School Based Management (SBM) in order to achieve the highest

quality of education is contingent upon three primary factors: the quality of school principal leadership, the efficacy of strategic planning, and optimal human resource management. The active participation and data-driven decision-making of principals who possess transformative leadership can facilitate the convergence of all school components in the pursuit of shared objectives. In addition to aligning existing objectives and resources, a mature and adaptive strategic planning that is prepared based on internal and external analysis of the school also supports the attainment of educational quality.

The effective management of human resources, particularly among educators, through training and skill enhancement, is crucial for sustaining motivation and elevating the quality of instruction. External support, encompassing contributions from the government and the educational community, fortifies the educational ecosystem through the provision of material and moral assistance. The findings of this study underscore the significance of educational policies that promote leadership development, community engagement, and collaboration with other sectors. This synergy is anticipated to considerably enhance the quality of education in Indonesia through the implementation of SBM.

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