



# **Educational Strategy through School-Based Management**

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## **ABSTRACT**

*Education is one of the critical concerns of society, and the education sector will be required to make an essential contribution to preparing qualified human resources in the future. On the other hand, the low quality of human resources in Indonesia still gives rise to various polemics and problems of its own, which have an impact on reducing the quality of education and human resources. In this era of regional autonomy, all aspects of community life which were initially regulated centrally or centrally have changed to a decentralized system, including education. Implementing centralized or centralized policies causes educational units or schools to lose their independence, creativity, and initiative in making the necessary policies.*

*This research aims to describe the implementation of school-based management and the factors driving and inhibiting its successful implementation. This research uses a qualitative approach with research procedures that produce descriptive data. The research location is in one of the private high schools in Malang City. Determining research subjects in this study used purposive sampling and snowball sampling techniques. Data was collected using several techniques: observation, interviews, questionnaires, documentation, and field notes. Data analysis techniques in this research were carried out by condensing, presenting, and drawing conclusions or verification. The research results show that school-based management has been running quite well. However, several things still need to be considered in terms of communication, resources, disposition, and bureaucracy.*

**Keywords:** Education, Implementation, Policy, Management.

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## **1. INTRODUCTION**

In the current era of globalization, the education sector has become one of the critical concerns of society, and it will be required to make an essential contribution to preparing qualified human resources in the future. On the other hand, the low quality of human resources in Indonesia still gives rise to various polemics and problems of its own, which have an impact on reducing the quality of education and human resources.

Building strong human resources by being dynamic, productive, skilled, mastering science and technology, and supported by industrial cooperation and global talent is one of the keys to the direction of human resource development. It is one of the seven national development agendas for 2020-2024 (BPS, 2022). Human resources are one of the main pillars in implementing national development, but they still face many obstacles. One of the obstacles to the realization of national development in the education sector is the decline in the quality of education carried out by schools, which still needs to be toned to meet sufficient quality, competence, and professionalism (Khirunnisa, 2019). This will undoubtedly affect the continuity of the education process, quality, and employee performance and loyalty.

The quality of education in each country certainly differs from country to country. In Indonesia, the quality of education is still considered to be worrying. Several data prove this, namely UNESCO data (2000) regarding IndFormer Human Development, which shows that the human development index in Indonesia is decreasing, namely among 174 countries in the world. Indonesia was in 109th place in 1999, according to the Political and Economic Risk Consultant Survey. The quality of Indonesian education is at the bottom, namely at 12th out of 12 countries in Asia,

and according to The World Economic Forum Sweden (2000), Indonesia is in the 37th position out of 57 countries surveyed in the world (Agustang et al., 2021).

Implementing management school-based elements described in Government Regulation Number 57 of 2021 led to a new education system, which interprets the Regional Autonomy policy in the education sector, namely Decentralization of Education. Authority in education and culture has been given to the local government since the implementation of regional autonomy, known as the decentralization of education. Educational decentralization is implemented through a system called school-based management. School-based management is a form of autonomous educational management at the education unit level that aims to redesign school management by giving authority to schools to improve the performance of school principals, teachers, students, and community participation.

With regional autonomy, educational problems will be handled directly by the respective regions or the educational institutions concerned. So, the government can easily control how education runs in the era of regional autonomy, and development programs will be able to run well according to educational development goals.

Implementing Educational Strategies through School-Based Management In reality, we still experience various obstacles that hinder the achievement of national education goals. The decline in education in schools/madrasahs, especially private ones, still needs to improve adequate quality, competence, and professionalism in terms of management, curriculum insight, skills, and innovation (Khirunnisa, 2019). The face of education in Indonesia is constantly changing and even seems inconsistent with the initial plan for educational development. This can be seen from various problems, such as accusations of low-quality output and damage to community morals caused by the failure to develop educational values and morals (Pradana & Ma'ruf, 2020).

This research will attempt to highlight a process implementation of school management in one of the private schools under the auspices of the Islamic Education Foundation in the city of Malang, which is one of the private schools that was known as a "favorite" school at that time in the ears of the public, especially the people of Malang city. However, behind the word "favorite" private school, there have been drastic changes over the last few years. The most prominent change is in the number of students, which shows a yearly decline. This relates to how the school and students are managed and administered to teaching and learning activities.

The topic in this research is essential because in the era of autonomy, all aspects of society's life, which were initially regulated centrally or centrally, have changed to a decentralized system, including in the field of education. Implementing centralized or centralized policies causes educational units or schools to lose their independence, creativity, and initiative in making the necessary policies.

This research aims to describe the implementation of School-Based Management and the driving factors and obstacles to the successful implementation of School-Based Management in one of the Private High Schools in Malang City. The benefit of this research is that it is hoped that it will be helpful for educational institutions, both in Malang City and in other cities, to be able to carry out education management as well as possible so that the level of employee loyalty will increase along with the improvement in the management of educational institutions.

## **2. THEORETICAL BASIS**

### **2.1 School-Based Management Concept**

School-based management is one of the methods launched by the government to improve the quality of national education. In educational management, the scope is not only limited to schools Formal only. Nonformal schools are also included in the discussion regarding education management, such as private tutoring, extracurricular activities, and school catch-up packages. In this case, education-based management can be applied by school principals and heads of institutions overseeing formal and nonformal education.

According to the Department of National Education (in Achadah, 2019), school-based management is a management model that provides freedom in an educational institution where the educational institution can make full decisions through deliberation and consensus between all elements of the educational institution. Law Number 20 of 2023 concerning the National Education System article 52 paragraph (1) also explains that what is meant by school-

based management is a form of educational autonomy in educational institutions in managing educational activities, in this case, namely the school principal, teachers, and assisted by the school committee. Based on this, the government wants education to be implemented independently by regions where the activities created involve elements within the school or educational institution.

Education experts also define the concept of School-Based Management. Mallen, Ogawa, and Kranz (in Duhou, 2002) view School-Based Management as a form of decentralization that assumes that educational institutions are a basic unit of development that relies on the redistribution of authority in decision-making. On the other hand, Candoli (in Tilaar, 2004) views school-based management as a tool that 'pressures' schools to make decisions. Responsibility for what happens to their students. Based on this, educational institutions or schools have the authority to independently create and develop educational programs tailored to the conditions and needs of students at the educational institution or school. Myers and Stonehill (in Nurkholis, 2003) also define the concept of school-based management as a strategy to improve the quality of education by transferring decision-making authority from the central government to regional governments and educational institutions. So, school-based management will increase the control of school principals, teachers, students, and parents over the educational process. Brown (1990) (in Hasbullah, 2006) mentions that in its implementation, School-Based Management has several characteristics or principles, namely School Autonomy, Flexibility, Cooperation, and Increased Participation.

### **3. RESEARCH METHOD**

#### **3. 1 Research design**

The research design used in this thesis uses a qualitative research approach. This qualitative research does not use a standard research design because the research design will develop during the research process. This research will explore implementing School-Based Management by Government Regulation Number 57 of 2021 through observations and in-depth interviews conducted by researchers as the primary tool in the data collection process.

#### **3. 2 Research sites**

This research was located in one of the private high schools in Malang City. The scope of this research is a Study of the Implementation of Government Regulation Number 57 of 2021 concerning National Education Standards and Their Impact on Employee Loyalty Orientation.

#### **3. 3 Determination of Research Subjects**

Determining research subjects in this study used purposive sampling and snowball sampling techniques. The purposive method determines which subjects are appropriate for the researcher's objectives, while the snowball method expands information related to research objectives.

#### **3. 4 Data collection technique**

In research on educational strategy through school-based management, researchers collected data using several techniques, namely observation, interviews, questionnaires, documentation, and field notes.

#### **3. 5 Technique Analysis Data**

In this research, researchers used qualitative data analysis, which referred to the analysis syntax according to Milles, Huberman, and Saldana (2014), which includes three stages: Data Condensation, Data Presentation, and Conclusion Drawing or Verification.

## **4. RESULTS AND DISCUSSION**

### **4.1 Implementation of School-Based Management in One of the Private High Schools in Malang City**

Communication is an activity or activity carried out by a person, group of people, body, organization, or agency to convey information to other audiences regarding a policy implemented to achieve clear goals. In this research, communication refers to how school leaders convey and socialize policies regarding school-based management, which is part of the decentralization of education. This is very important to do to support the achievement of national education goals. The communication variable in this research was successful in showing that the implementation of

School-Based Management in one of the Private High Schools in Malang City was carried out through two types of communication, internal and external. The results of this research are by the theory of public policy implementation put forward by George C. Edward III, who explains that aspects or variables of communication in the implementation of public policy can be seen through the transmission of good communication processes/information distribution which can also produce exemplary implementation because communication is often which has passed through several levels of bureaucracy, there is a misunderstanding or miscommunication regarding the information conveyed, the clarity of communication and information received by policy implementers must be clear and not confusing to other parties. This will minimize errors in receiving information or misperceptions, and the consistency of orders given in communication must be consistent to be implemented so that it will be clear for implementers.

Resources are implementers who have a vital role in implementing policies. Therefore, it is necessary to be relevant and appropriate experts in implementing policies because the policy implementation process will only run effectively if it is handled by experts who are relevant to their duties and roles. Resources related to the availability of supporting resources such as human resources, financial resources, and facility resources. In the resource variable, this research succeeded in showing that there are human resources, which include the Principal, Deputy Principal for Curriculum, Staff and Employees as well as parents/guardians of students, then financial resources obtained through the government in the form of school operational assistance and operational support costs for providing education.

In implementing school-based management, in line with the theory of public policy implementation by George C. Edward III, resources can be identified through staff. The leading resource in policy implementation is human resources or staff. Often, failures in policy implementation occur because human resources are inadequate or even incompetent in their field. There are two types of information in policy implementation: information related to how to implement policies and information regarding data on compliance with government rules and regulations and authority in general. The authority must be formal so that orders can be implemented. Facilities: Physical facilities are also needed to support the policy implementation process, in this case, facilities and infrastructure.

Disposition is the desire or agreement made by policy implementers to implement policies effectively; policy implementers not only know what should be done but must also be able to implement the policy. In this research, a disposition is defined as the attitude of school leaders, teachers, and staff in carrying out their respective duties. The implementation of School-Based Management shows that the school has carried out recruitment based on the school's needs and by the field of study or knowledge it has in recruiting teachers, staff, and school principals by the Foundation.

The results of this research are in line with the theory of public policy implementation put forward by George Edward III that the disposition to implement public policy can be seen through the appointment of bureaucracy: the disposition or attitude of implementers is defined as the selection and appointment of policy implementers who must be people who are dedicated to the policies that have been set and incentives: in The meaning of manipulating incentives is that it is done by increasing sure profits or costs which become a driving factor in the implementation of policies carried out by policy implementers. This is done to fulfill personal or organizational interests.

In this research, bureaucratic structure is defined as an order, division of work, and hierarchy that exists in an institution or organization to carry out its duties in a more structured manner. This research showed that the implementation of School-Based Management was carried out through the implementation of duties and responsibilities by each stakeholder in an excellent and organized manner. So that a competent bureaucracy has implemented the implementation policies, the results of this research are in line with the theory of public policy implementation by George C. Edward III that several things can improve the performance of bureaucratic or organizational structures, such as SOP, which is a routine planned procedure or activity that allows employees to carry out their activities every day by established standards. Fragment has been determined and performed to distribute responsibilities as activities, activities, or programs in each sector. Implementation will run effectively if a competent organization carries out the fragmentation of the bureaucratic structure.

#### **4.2.1 Encouraging and Inhibiting Factors for Successful Implementation of School-Based Management**

#### **4.2.2 Supporting factors**

According to George C. Edward III, communication determines success in achieving the goals of implementing public policy. Implementation is likely effective if the decision-makers know what they have done. Knowledge of what is being done can work if communication also goes well. The policy communicated must also be precise, clear, and consistent so that policy implementers can implement the policy appropriately.

Next, my resources have an important role in policy implementation, including human, financial, and facility resources. At the same time, the disposition or attitude of policy implementers is also an essential factor in policy implementation. Implementers must not only know what will be done but must also have the ability to implement it so that there will be minimal deviations when implementing the policy. Finally, the bureaucratic structure is also an essential factor in policy implementation. The existence of sufficient resources, the attitude of implementers who know what must be done, and the ability of policy implementers to implement policies will not be implemented well if there are weaknesses in the bureaucratic structure.

#### **4.2.3 Supporting factors**

Regarding the inhibiting factor variables, this research showed that in implementing School-Based management, there are many things, namely the public's perception or opinion regarding the school, lack of active participation from teachers, limited budget, disorganized archives, and delays and employee regeneration. The results of this research align with the policy implementation theory by George C. Edward III, which explains that policy implementation failure can occur if there is a lack of support from communication indicators, resources, disposition, and bureaucratic structure. In the communication indicator, there is a conflict between policy implementers and orders issued by policymakers, namely, a need for more active participation from policy implementers. In the resource indicators, there are limitations, both financial or budget resources, and human resources, which are obstacles to the success of policy implementation. Furthermore, in disposition, the attitude of policy implementers who need to implement policies by instructions or orders creates obstacles in implementing policies. The process of appointing bureaucratic staff must also be done by needs and scientific fields so that the policy implementation process can be implemented and handled according to the abilities of policy implementers. Finally, regarding the bureaucratic structure, decision-makers must make arrangements in the workforce recruitment process according to their abilities and appropriate scientific factors. This is important so that the policies can be implemented appropriately and well by the goals to be achieved.

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Conclusion**

The conclusion from this research based on the results and discussion of the research presented is that the implementation of school-based management shows that two dimensions of communication occur, namely internal and external communication. Internal communication is carried out through the formulation of school programs with stakeholders, discussions between the Deputy Principal for Curriculum and the teachers regarding the development of the learning process, and conducting socialization of programs or activities that the school will hold. Meanwhile, external communication is carried out through collaborative efforts with the Malang City Water Quality Monitoring Communication Network in extracurricular development, one of the Islamic Boarding Schools in Malang Regency, the Subject Teachers' Deliberation forum, and inviting micro, small, and medium enterprises in Malang City.

In the Resource variable, the implementation of School-Based Management shows that there are three resources, namely human resources, financial resources, and facilities and infrastructure resources. In terms of human resources, this is done by recruiting teaching staff from the school principal, and the foundations, facilities, and infrastructure are checked at the beginning of each new school year. Regarding financial resources, the school gets income from the Education Foundation and the Government through fee school operations, the Student Participation Fund, and external parties, namely Alumni.

In the Disposition variable, the implementation of School-Based Management shows that in terms of programs and budgets, it is carried out through an attitude of closed transparency. In the curriculum system, schools design using strategies based on students, school conditions, and school capabilities regarding infrastructure and financing or budget. The implementation of the curriculum is also adjusted to conditions and situations. The school also fully supports every subject teacher who wants to increase teacher potential and professionalism through self-development programs.

In the Bureaucratic Structure variable, the implementation of School-Based Management shows that the school principal carries out the evaluation of work programs and teacher performance concerning work program guidelines, the relevance of the curriculum is adjusted to educational developments, and the learning process carried out by teachers is based on learning tools.

## **5.2 Suggestions**

Based on the conclusions from the research results stated above, suggestions can be given, including that schools need to carry out socialization regarding school programs or school activities to the Malang city community on a regular and continuous basis to eliminate the public's perception that the school is no longer is still operating. This can be done by providing routine weekly programs to promote and socialize the program, which can occur in public places such as Car Free Day. Staff and teachers must archive essential files and documents that may be needed. Many online file and document storage media, such as Google Drive. So that it will be easier for teachers and staff to have a regular file filing system. This can be done by utilizing Google Drive technology for the file archiving system.

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