The Implementation of School-Based Management (SBM) in Improving the Quality of Learning at MAN 1 Kota Sukabumi

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Abstract: The quality of learning in madrasahs must continually be improved in response to increasingly complex educational demands. This study aims to describe the implementation of School-Based Management (SBM) in improving the quality of learning at MAN 1 Kota Sukabumi. The research method used is qualitative with a field research approach. The research instruments consisted of interview guides, observation sheets, and documentation. Data collection techniques were carried out through in-depth interviews with the principal, teachers, and the school committee; direct field observations; and document analysis. The data were analyzed using data reduction, data display, and conclusion drawing techniques. The results of the study indicate that SBM was implemented through the involvement of all school stakeholders in decision-making, improving teacher competence through training, optimizing learning facilities, and active parental involvement in supporting the learning process. The conclusion of this study shows that SBM plays a significant role in enhancing the quality of learning when implemented in a participatory and sustainable manner.

Key Words: School-Based Management, Learning Quality, School Participation

Abstrak (Indonesia): Mutu pembelajaran di madrasah perlu terus ditingkatkan seiring tuntutan pendidikan yang semakin kompleks. Penelitian ini bertujuan untuk mendeskripsikan implementasi Manajemen Berbasis Sekolah (MBS) dalam meningkatkan mutu pembelajaran di MAN 1 Kota Sukabumi. Metode penelitian yang digunakan adalah kualitatif dengan pendekatan field research. Instrumen penelitian berupa pedoman wawancara, lembar observasi, dan dokumentasi. Teknik pengumpulan data dilakukan melalui wawancara mendalam dengan kepala madrasah, guru, dan komite, observasi langsung di lapangan, serta studi dokumentasi. Data dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi MBS dilakukan melalui pelibatan semua unsur madrasah dalam pengambilan keputusan, peningkatan kompetensi guru melalui pelatihan, optimalisasi sarana pembelajaran, serta keterlibatan aktif orang tua dalam mendukung proses belajar mengajar. Simpulan dari penelitian ini menunjukan bahwa MBS berperan signifikan dalam peningkatan mutu pembelajaran apabila dilaksanakan secara partisipatif dan berkelanjutan.

Kata Kunci: Manajemen Berbasis Sekolah, Mutu Pembelajaran, Partisipasi Sekolah

Introduction

Previous studies have shown that SBM implementation significantly influences the improvement of education quality across various educational institutions. A study by Rofiq and Nuryanto (2020) found that SBM enhances the effectiveness of learning through the active involvement of all school stakeholders. Similar findings by Mulyadi and Amin (2021) revealed that the participatory role of school principals in SBM can foster innovation in teaching and learning. Furthermore, strengthening a culture of quality and managerial transparency is key to the success of SBM. However, many educational institutions still fall

short in fully implementing the principles of SBM. Therefore, contextual studies on the application of SBM at the institutional level are necessary. One such context is in public madrasahs like MAN 1 Kota Sukabumi (Mulyadi & Amin, 2021).

The issue of learning quality remains a central concern in the field of education, particularly in madrasahs. Learning quality is determined not only by curriculum and infrastructure but also by how school management integrates the learning process. Many students still struggle to understand the material, have low academic achievement, and lack 21st-century skills. These problems are often caused by inadequate managerial support in delivering quality learning processes. SBM offers a solution based on the principle of school autonomy in designing contextually relevant learning improvement strategies. Proper implementation of SBM can enhance teacher motivation, encourage innovation in instruction, and improve the overall academic climate. However, issues related to learning quality still persist due to suboptimal SBM practices in some madrasahs (Shofia Hattarina et al., 2022).

In general, SBM emphasizes the participation of all school components, including principals, teachers, education staff, students, and school committees. Such participation fosters a collaborative, transparent, and responsive learning environment that meets the needs of learners. SBM implementation also allows schools to make managerial decisions based on local needs and priorities. However, not all madrasahs are adequately prepared or equipped to implement SBM effectively. This results in minimal improvements in learning quality, despite the existence of decentralized management structures. Limited human resources, weak leadership, and low parental involvement are common obstacles. Hence, an in-depth investigation of SBM implementation practices in madrasahs is urgently needed (Darmawan & Ramadhan, 2023).

As a public Islamic senior high school (Madrasah Aliyah Negeri) with a vision of excellence and religiosity, MAN 1 Kota Sukabumi plays a strategic role in improving the quality of education. However, in practice, this madrasah faces various complex managerial challenges. One of the main challenges is ensuring that SBM implementation has a real impact on the quality of both the learning process and outcomes. Preliminary observations reveal a gap between the planning of SBM programs and their implementation at the classroom level. Teachers are not fully involved in decision-making, and the school committee's engagement remains suboptimal. In addition, support for teacher training and enhancement of learning facilities is still limited. These conditions indicate the need for a comprehensive evaluation of SBM implementation (Rofiq & Nuryanto, 2020).

Based on the above explanation, it can be concluded that research on the implementation of School-Based Management at MAN 1 Kota Sukabumi is highly relevant. This study not only aims to assess the extent to which SBM principles are applied but also to identify supporting and inhibiting factors. The results of this research are expected to contribute to improving school management, particularly in enhancing learning quality. Additionally, this study can serve as a reference for other madrasahs in applying SBM more effectively and contextually. Through a qualitative approach, the data obtained will provide an in-depth picture of SBM practices in the field. The findings are also expected to offer internal policy recommendations for school improvement. Therefore, this research is important in supporting the transformation of education quality in madrasahs (Suryadi & Hendarman, 2021).

Method

This type of research is field research. Field research is a study in which data is obtained directly from sources in the field, so the data collected is classified as primary data (Annur, 2018; Sugiyono, 2022). The approach used in this study is a qualitative approach with descriptive methods (Ibrahim et al., 2023). This method attempts to examine a group of individuals, objects, a system of thought, or an ongoing phenomenon. According to Whitney, as quoted by Moh. Nazir, the descriptive method is the achievement of factual conditions with accurate interpretation (Nazir, 2018).

The research informants are individuals who possess specific information about the research subject (Moleong, 2019). There are two types of informants in this study: main informants and supporting informants. The main informant is someone who understands the research problem in technical and detailed terms. In this study, the main informant is the Vice Principal for Curriculum Affairs at MAN 1 Kota Sukabumi. Meanwhile, supporting informants are individuals who can provide additional information to complement the analysis and discussion. In this study, the supporting informants are the school principal, teachers, and students at MAN 1 Kota Sukabumi.

Data collection is one of the most critical steps in research because the main objective is to obtain accurate and reliable data. Without proper data collection techniques, researchers will not obtain data that meet research standards (Sugiyono, 2022). The data collection techniques used in this study include interviews, observations, and documentation. Interviews are face-to-face interactions where the researcher asks respondents about the topic being studied using a pre-structured guide. This research used semi-structured interviews to ensure flexibility and depth. Observation was also employed as a technique with distinctive characteristics compared to other methods (Sugiyono, 2019). The data analysis technique used is a process of organizing data into meaningful patterns so that key findings can be identified and interpreted appropriately (Suryabrata, 2014). In this study, data analysis follows three main steps: data reduction, data display, and conclusion drawing (Ibrahim et al., 2023). To ensure data validity, triangulation was conducted, which includes time triangulation, method triangulation, and source triangulation (Moleong, 2019; Ibrahim et al., 2021).

Result dan Discussion

Implementation of SBM at MAN 1 Kota Sukabumi

The results of interviews with the head of MAN 1 Kota Sukabumi indicate that the school has established a school management team as part of the implementation of School-Based Management (SBM). This team consists of school leaders, competent teachers, representatives of the school committee, and parents of students selected through a deliberative process. The purpose of this team is to strengthen collaboration in making strategic decisions related to the administration of education at the school. These findings are supported by observations and documentation showing minutes of regular school management meetings conducted at the beginning of each semester. This aligns with the view of Astuti and Kurniawan (2019), who stated that SBM requires the active involvement of all school components to realize transparent and participatory governance.

The Vice Principal for Curriculum Affairs stated that the school is granted the flexibility to design and adapt its curriculum according to local needs and student characteristics. A review of curriculum planning documents shows that MAN 1 Kota Sukabumi has incorporated local content subjects based on Islamic values and digital literacy as a response to contemporary challenges. Teachers are also involved in curriculum evaluation through subject teacher deliberation forums (MGMP) at the school level. These findings demonstrate decentralized decision-making, which is a core principle in the implementation of SBM (Sumarsono, 2020). Thus, the school has sufficient space to develop a curriculum that is both adaptive and relevant.

In terms of human resource development, the school principal explained that MAN 1 Kota Sukabumi regularly conducts teacher competency enhancement training, both internally and in collaboration with the Ministry of Religious Affairs. Several interviewed teachers stated that the training helped them design innovative, student-centered learning strategies. Moreover, human resource development also focuses on strengthening leadership capacity and public service within the school environment. These efforts reflect the SBM principle of improving the professional quality of educators as a key to successful learning (Ritonga & Widodo, 2021). With continuous training, the school demonstrates its commitment to systematically improving the quality of education.

The budget management at MAN 1 Kota Sukabumi also reflects the application of efficiency and accountability principles in school-based management. Documentation shows that budgeting is carried out participatively, involving the school management team and aligned with the school's annual activity plan. One teacher interviewed stated that the procurement of instructional aids and the development of digital media are now fulfilled more quickly due to a transparent and responsive budgeting system. From the students' perspective, they directly benefit from improved learning facilities and more diverse extracurricular activities. This is consistent with SBM theory, which emphasizes the importance of autonomous and effective financial resource management to support the improvement of learning quality (Hasanah & Sudrajat, 2020).

The implementation of School-Based Management (SBM) at MAN 1 Kota Sukabumi is carried out through several stages, namely planning, implementation, evaluation, and follow-up in a participatory manner. The planning stage is conducted through regular meetings involving the principal, vice principals, teachers, and the school committee to develop the annual work program and budget management based on the needs of the school. During the implementation stage, programs such as teacher training, the development of local-based curricula, improvement of learning facilities, as well as the strengthening of religious activities and digital literacy are carried out with the involvement of all school components. Concrete evidence of these activities includes the availability of the School Work Plan (RKM) documents, transparent reports on the use of BOS funds, official records of teacher training sessions, and school activity documentation regularly uploaded on the school's official website. The evaluation and follow-up stage is evident through mid-semester and end-of-semester evaluation forums, in which the principal and management team review program achievements and formulate recommendations for continuous improvement, reflecting the principles of accountability and quality enhancement in SBM.

Table of School-Based Management (SBM) Job Descriptions

Table 1. Observation Results at MAN 1 Kota Sukabumi

No	Position	Activities Reflecting SBM Implementation	Scope and Performance Boundaries
1	Principal	– Coordinates school management meetings – Develops school vision, mission, and strategic plan – Facilitates collaboration with committee and parents	Strategic decision-making, overall supervision of school activities, external relations with stakeholders
2	Vice Principal for Curriculum	– Designs and develops a curriculum based on local needs – Conducts evaluations of teaching implementation – Coordinates MGMP (teacher forums)	Academic planning and development, instructional supervision, and curriculum innovation
3	Vice Principal for Student Affairs	– Designs student character-building programs – Manages student council (OSIS) and extracurricular activities – Builds communication between students and teachers	Development of students' interests, talents, character, and school culture enhancement
4	Vice Principal for Facilities & Infrastructure	– Manages planning and maintenance of school facilities – Prepares reports on infrastructure needs – Ensures the adequacy of learning environments	Procurement, maintenance, and arrangement of educational infrastructure supporting the learning process
5	Teacher	– Designs lesson plans collaboratively and independently – Conducts teaching reflection and evaluation – Participates in professional development trainings	Classroom teaching implementation, material development, and improvement of teaching competencies
6	Student	– Actively engages in learning and school activities – Participates in character education programs – Involved in student forums and discussions	Recipients of educational services, participants in learning activities, and agents of personal potential development

The successful implementation of School-Based Management (SBM) requires strong collaboration among all school members, including the principal, vice principals, teachers, education staff, and students. Each role must contribute actively and responsibly to support the planning, execution, and evaluation of school programs. When collaboration is fostered, school decisions become more democratic, transparent, and responsive to real educational needs. This collective effort ensures that SBM truly enhances the quality and effectiveness of learning in the school environment.

Strategies for Improving Learning Quality

The strategy to improve the quality of learning at MAN 1 Kota Sukabumi is carried out systematically and sustainably within the framework of School-Based Management (SBM). One of the key steps taken is strengthening the role of the internal Subject Teacher Working Group (MGMP) as a professional forum for teachers in developing teaching materials. The MGMP serves as a collaborative platform that supports the development of lesson plans (RPP), teaching modules, and assessment instruments that are contextual and adaptive. MGMP activities are conducted on a scheduled basis and facilitated by the vice principal for curriculum to ensure alignment with national curriculum policies and local needs. Strengthening the MGMP, therefore, contributes to enhancing the quality of lesson planning and consistency in classroom teaching standards.

In addition, MAN 1 Kota Sukabumi regularly organizes teacher competency development training as part of its quality improvement strategy. These training programs cover a variety of topics, ranging from 21st-century pedagogy and digital-based learning to differentiated instruction approaches. Teachers are encouraged to participate in both internal and external training, including partnerships with the Ministry of Religious Affairs and higher education institutions. These activities enhance teachers' capacity to deliver relevant and engaging content while also improving their skills in formative and summative assessments. Strengthening teacher competencies is a fundamental pillar in creating an effective and meaningful learning process.

To align learning with technological developments, MAN 1 Kota Sukabumi optimizes the use of educational technologies such as e-learning platforms and Learning Management Systems (LMS). Teachers are encouraged to utilize digital platforms as interactive media to deliver content and provide real-time feedback. The LMS is used to manage assignments, quizzes, and the collection of students' digital portfolios, making the learning process more organized and efficient. Technology is also employed as a tool to monitor student engagement in both online and offline learning environments. This initiative supports the principles of SBM by promoting innovation and adaptability in learning strategies.

The evaluation of learning outcomes at MAN 1 Kota Sukabumi is conducted periodically and data-driven to ensure learning quality. Teachers analyze exam results, assignments, and formative assessments to identify student achievements and learning challenges. The evaluation data are then used as a basis for improving lesson plans, teaching methods, and providing individualized student guidance. This evaluation process also serves as a discussion topic in MGMP forums and school management meetings to formulate targeted follow-up strategies. The data-based evaluation approach reflects the accountability spirit of SBM and supports the continuous improvement of the teaching and learning process.

By integrating these various strategies, MAN 1 Kota Sukabumi demonstrates a strong commitment to improving learning quality through the SBM approach. The synergy between teacher capacity building, the use of technology, and data-based evaluation creates a sustainable cycle of learning improvement. The implementation of these strategies not only enhances student learning outcomes but also strengthens a collaborative and responsive learning culture. The participation of all school elements—including the principal, teachers, and students—is the key to the success of this quality improvement strategy. Therefore, MAN 1 Kota Sukabumi serves as a model of best practices in SBM implementation to promote excellence in education quality.

Solutions and Innovations

One of the innovative solutions in the implementation of School-Based Management (SBM) is establishing strong partnerships with external stakeholders such as the Ministry of Religious Affairs (Kemenag), universities, and educational NGOs. These collaborations provide access to broader resources, expert mentoring, and relevant training programs for school development. According to Sumarsono (2020), external partnerships can significantly strengthen school capacity and enhance innovation in educational management. By working with universities and NGOs, madrasahs can also implement research-based interventions and policy recommendations that align with local educational challenges. Thus, external cooperation becomes a strategic step to support continuous improvement in quality education. Another solution is the development of a performance-based incentive program for teachers as part of SBM's commitment to improving learning outcomes. Incentive programs motivate teachers to innovate, improve classroom practices, and engage more in professional development. Research by Ritonga and Widodo (2021) suggests that performance-based systems foster a culture of accountability and encourage continuous improvement in teaching quality. In this context, schools must ensure the evaluation system is transparent, fair, and tied to clear performance indicators. Providing both financial and non-financial rewards helps boost teacher morale and strengthens their role as central actors in educational transformation.

In addition to improving teacher performance, SBM innovation can also be seen through the active involvement of parents in supporting the learning process. Socializing the role of parents through meetings, workshops, and parent forums helps strengthen the school-home partnership. Shofia Hattarina et al. (2022) argue that parent engagement in school activities directly contributes to students' motivation and academic achievement. Schools need to provide structured opportunities for parents to participate in curriculum discussions, school planning, and feedback mechanisms. Through sustained collaboration, parents feel more invested in school success and contribute to a supportive learning environment. Finally, successful SBM implementation requires a culture of innovation that is embraced by all school stakeholders. Schools must create a shared vision of improvement that includes regular self-evaluation and responsive action plans. As highlighted by Darmawan and Ramadhan (2023), innovation in SBM is not merely about new programs, but about how schools adapt, collaborate, and grow through internal reflection and external support. Therefore, continuous professional learning, inclusive decision-making, and evidence-based practices should be prioritized. When supported by committed leadership and active community involvement, SBM becomes a dynamic and transformative management model.

Conclusion

The implementation of School-Based Management (SBM) at MAN 1 Kota Sukabumi has been carried out systematically through participatory planning, execution, evaluation, and follow-up. The school involves all stakeholders—school leaders, teachers, education staff, students, and parents—in decision-making processes, reflecting the core principles of autonomy, transparency, and accountability. Evidence from field data shows that SBM practices such as regular management team meetings, curriculum adjustments, and the use of school-based budgeting have created a more responsive and collaborative school environment. In improving the quality of learning, MAN 1 Kota Sukabumi employs strategies such as strengthening subject teacher forums (MGMP), enhancing teacher competencies through ongoing training, and integrating digital technology into classroom practices. These efforts are supported by innovative solutions, including external partnerships, performance-based teacher incentives, and structured parental involvement. The study concludes that the successful implementation of SBM—when supported by inclusive leadership and adaptive strategies—can significantly enhance the quality of learning. MAN 1 Kota Sukabumi thus serves as a model for effective school-based management in the context of Islamic secondary education.

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