IMPROVING THE QUALITY OF EDUCATION WITH SCHOOL-BASED MANAGEMENT: CHALLENGES AND OPPORTUNITIES

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Abstract

School-based management has emerged as a decentralized approach to improving the quality of education. This article explores the challenges and opportunities of implementing school-based management to enhance the quality of education. This research uses a literature review approach with data collection techniques through documentation studies, namely collecting, reading, noting, and processing relevant literature. The research findings identified vital challenges such as lack of understanding, limited resources, resistance to Change, and lack of community participation. However, school-based management also offers significant opportunities, such as program adjustments to local needs, innovative curriculum development, increased stakeholder engagement, more efficient resource management, and enhanced accountability and transparency. These findings are compared with previous research to provide new insights and a broader perspective. In conclusion, the effective implementation of school-based management requires comprehensive and sustainable efforts, including enhancing understanding, providing adequate resources, community involvement, and applying transparent and accountable management practices.

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INTRODUCTION

Education is the main foundation in the development of a nation. Through education, individuals acquire the understanding and skills necessary

to overcome life's obstacles and develop the essential character and ethical principles for community life. In a broader context, education is crucial in driving economic, social, and cultural progress. Education is vital in developing individuals and society (Kioupi & Voulvoulis, 2019). In Indonesia, the strategic role of education is reflected in various regulations aimed at improving the quality and accessibility of education for all groups. One significant breakthrough in developing domestic learning standards is implementing School-Based Management. School-based management is a new approach that gives schools greater freedom in managing assets and making decisions relevant to local needs. This approach is believed to increase the participation of all related parties in the educational process, including teachers, students, parents, and the surrounding community.

With the implementation of School-Based Management, schools are expected to be more responsive to the specific needs of students and local conditions, thereby creating a more productive and efficient learning atmosphere. Implementing school-based management also aims to foster openness and accountability in school management. It is essential to ensure that every policy is carefully considered and that the programs implemented truly provide maximum benefits for improving educational quality. As time goes by and interests become increasingly complex, education must continue to adapt and evolve. The implementation of school-based management has become an essential step in that process. School-based management not only brings changes in administrative and managerial aspects but also transforms the paradigm of education organization. Teachers and educational staff must be more brilliant and critical in designing and implementing the educational process, while students are encouraged to be more active and independent in learning.

Implementing School-Based Management also opens up broader opportunities for collaboration between schools and various external parties, including local governments, the business world, and non-governmental organizations. This collaboration is expected to strengthen the support and assets the school needs to achieve higher educational targets. However, like any change, implementing School-Based Management also faces various challenges. Not all schools have the same capacity to manage the autonomy granted. Therefore, continuous support and guidance from the government and relevant parties are required so that each school can implement School-Based Management effectively. In addition, a change in mindset among educators and the community is also needed to accept and support this Change. Overall, School-Based Management is a progressive step in improving the quality of Education in Indonesia. With more decentralized management, it is hoped that schools can focus more on developing students' potential and achieving higher educational standards. Through school-based management, we hope to create a generation that possesses not only intellectual intelligence but also a strong character and is ready to face global challenges.

In recent years, it has been found that education has undergone significant changes with the introduction of School-Based Management. According to (Khanal & Guha, 2023), School-Based Management is an approach that focuses on the decentralization of decision-making and the increase in autonomy granted to individual schools. School-based management aims to enhance the reputation of education by providing schools with the space and freedom to develop curricula and educational strategies tailored to each individual's needs and priorities according to the students' conditions (Rini et al.,2020).

METHOD

This study will use qualitative methods through literature analysis. According to (Bungin, 2020), the literature review is the initial step in qualitative research, where data is collected from various kinds of literature, including books, journals, and other reliable sources, reports, and other library sources, and analysis of previous research relevant to this article and produces different findings. The data analysis process conducted in this research shows an abstraction or theory based on the patterns and themes that emerge from the collected data. In this approach, researchers do not start with a specific hypothesis or theory but rather let the data speak and guide the findings and conclusions of the research. Researchers can better understand the phenomenon being studied by analyzing data in depth and identifying hidden relationships and meanings. In the study, the analysis will begin with reading and understanding the literature, then identifying and categorizing information relevant to the challenges and opportunities of implementing school-based management. Next, the information will be interpreted and synthesized to conclude. To validate the data, this research will conduct source triangulation by comparing and confirming information from various pieces of literature.

Additionally, data examination and interpretation will be conducted by experts or specialists in Education and Islamic education management to ensure the accuracy of the research findings. It is expected that by using a qualitative approach and literature review methodology, this research will provide a comprehensive overview of the obstacles and potential for improving education quality through Islamic education management. The findings of this research can help shape future educational policies and practices related to School-Based Management.

RESULT

The research results show that human resources should be aware of the meaning of duties and responsibilities as managers of educational institutions, which will provide quality as a benchmark for the trust of the community or education observers today. This is pretty evident in the lack of understanding

and managerial skills. One of the main challenges in implementing School-Based Management in underdeveloped areas like Papua is the minimal understanding and organizational skills among critical stakeholders, such as school principals, teachers, and parents. The shift towards decentralization in decision-making requires a significant paradigm change and managerial skills many parties do not yet possess. The (Hamengkubuwono's 2021) study shows that the lack of training and effective communication is the main factor causing this limited understanding.

Principals often find it challenging to understand the new autonomy they have and the responsibilities that come with it. They are also confused when making decisions and involving stakeholders in the process. Teachers are also less trained in their new roles under the school-based management system, which requires them to participate in school governance and decision-making (Wahyu et al., 2021). The limitations of these skills impact the success of school-based management implementation in schools in Papua.

Resource limitations in educational institutions in some regions of Papua have become obstacles to the success of school-based management, which also heavily depends on the availability of adequate financial, human, and material resources. However, many schools in Papua face resource limitations regarding funding and competent educators. Inadequate funding hinders the school's ability to implement the initiatives required by school-based Management (Jihan et al., 2023). Human resources are also limited, making it difficult to find quality school leaders and teachers who can perform managerial tasks alongside their teaching duties. The urban areas of Papua, especially the cities, have experienced an equitable distribution of human resources. However, in the past two years, human resources have become a contentious issue, with private institutions facing a shortage of teachers due to teachers transitioning to civil servants assigned to designated schools.

Resistance to Change Implementing school-based management of ten faces resistance from principals and teachers who feel burdened by new responsibilities. Many principals and teachers fear the increased workload and greater responsibilities without adequate training and support (Pulita et al., 2021). Fear of burnout and lack of time to focus on teaching are the main reasons behind this resistance. Then, the involvement of community participation, parental involvement, and community engagement, which are important components in the success of school-based management, have not yet been maximized. However, in Papua, parental participation in school activities and decision-making is often low (L. Roque Jonathan, 2023). This is caused by various factors, such as time constraints and a lack of understanding of the importance of their role in their children's education.

The opportunity for implementing School-Based Management in Papua is relatively wide open because every education manager has the same time to advance their institution. However, most of these opportunities have not been maximized, so this remains a primary task for policymakers in educational institutions.

1. Improvement of Education Quality One of the opportunities MBS offers is the ability to tailor educational programs to local needs. School-based management allows schools in Papua to develop a curriculum suitable for the local geographical and socio-economic conditions. For example, schools in rural areas can focus on agricultural skills or local entrepreneurship (Asad, 2021). This adjustment can potentially enhance the relevance of education and student learning outcomes.

2. The development of teacher and staff professionalism through school-based management autonomy allows schools to enhance the capacity of their teachers and staff. Under the school-based management system, schools have greater flexibility in organizing teacher training and professional development. This allows teachers to develop managerial, leadership, and data-driven decision-making skills (Purwaningsih et al., 2021).

3. Transparent and Accountable Management: School-based Management provides opportunities to implement more transparent and accountable management practices. Schools can enhance public trust in the education system with better transparency and accountability. In addition, this can also encourage more active participation from stakeholders, such as parents and the local community, in the decision-making process (Elsa et al., 2023).

DISCUSSION
Lack of Understanding and Managerial Skills

One of the main challenges in implementing School-Based Management is the lack of understanding and managerial skills among key stakeholders, especially school administrators, teachers, and parents. School-based management represents a significant shift from the traditional top-down approach to educational management towards decentralizing the decision-making process and granting greater autonomy to schools. However (Hamengkubuwono, 2021), this transition requires a fundamental change in mindset and a comprehensive set of skills that those tasked with implementing it ten do not possess. The success of implementing School-Based Management depends on a deep understanding of its concepts and fundamental principles. Unfortunately, many school administrators, teachers, and parents have a limited knowledge of what School-Based Management means. This lack of understanding can be caused by various factors, including inadequate training, ineffective communication, and resistance to change (Haryanti & Kesumawati, 2022).

School administrators, who play a crucial role in leading the School-Based Management process, may struggle to fully understand the extent of their new autonomy and the accompanying responsibilities. They are also uncertain about the scope of their decision-making power, how far they can deviate from established policies, and the appropriate channels to engage stakeholders in the

decision-making process. Similarly, teachers, who are expected to take an active role in school governance and decision-making under School-Based Management, may have a limited understanding of their revised responsibilities and how to contribute their insights and expertise. The practical implementation of school-based management requires diverse managerial and leadership skills often lacking in school administrators and teachers. These skills are crucial for navigating the complexities of decentralized decision-making, managing resources effectively, and fostering collaboration among stakeholders (Wahyu et al., 2021).

School administrators, who were previously accustomed to following directives from higher authorities, may feel unprepared to handle the increased autonomy and decision-making responsibilities under School-Based Management. They may struggle with strategic planning, budgeting, resource allocation, and personnel management, which are essential components of effective school governance under SBM. Additionally, school administrators may lack the necessary leadership skills to engage and collaborate effectively with teachers, parents, and community members. Building consensus, managing conflict, and promoting a shared vision for the school can be challenging without adequate training and experience in participatory leadership styles (Pulita, Fitri, and Rohana, 2021).

Teachers also sometimes feel unprepared for the expanded roles and responsibilities expected of them under School-Based Management. Although they may have expertise in their respective subject areas, many teachers lack formal training in curriculum development, instructional leadership, and data-driven decision-making, which are crucial for effective participation in school governance (Ansori et al., 2021). Furthermore, administrators and teachers often struggle to communicate and collaborate effectively with parents and community members, who bring diverse perspectives and priorities into the decision-making process. Without the necessary skills to facilitate meaningful dialogue and build consensus, the potential benefits of school-based management can be compromised.

Resource Limitations
The success of implementing School-Based Management heavily depends on the availability and effective utilization of resources, including financial, human, and material resources. However, one of the significant challenges schools and educational authorities face is limited resources, which can hinder a smooth transition to MBS practices and their sustainability. These resource limitations can manifest in various forms and have a wide-ranging impact on the quality of education and the overall effectiveness of the School-Based Management model. The decentralization of decision-making and the increased autonomy granted to individual schools under School-Based Management often require substantial financial investments to support various school operations and improvement initiatives (Jihan et al., 2023).

Schools may sometimes rely on external funding sources, such as grants or

partnerships with private organizations, to supplement their budgets and support School-Based Management initiatives. However, securing and maintaining these external funding streams can be challenging, especially in competitive environments or with limited resources. Uncertainty regarding the availability and sustainability of external funding can disrupt long-term planning and implementation of School-Based Management strategies. Effective school-based management also requires a skilled and dedicated workforce capable of taking on diverse roles and responsibilities within a decentralized management structure. However, schools may face challenges in retaining, developing, and attracting the necessary human resources (Sukamto et al., 2020).

School-based management places significant emphasis on strong leadership at the school level. School administrators, such as the principal and vice principal, are essential in guiding the School-Based Management process, encouraging stakeholder involvement, and making appropriate decisions. However, many schools may struggle to find and retain quality and experienced leaders with the managerial, instructional, and interpersonal skills necessary to implement School-Based Management effectively. Under School-Based Management, teachers are expected to take on broader roles beyond their traditional classroom responsibilities, contributing to decision-making processes, curriculum development, and school improvement initiatives. However, some schools may lack the necessary human resources to encourage increased teacher engagement, as teachers may already be burdened with their primary teaching duties and other responsibilities.

Resistance to Change

School administrators, especially the Principal and Vice Principal, play a crucial role in leading and facilitating the School-Based Management process in their institutions. They are responsible for directing, organizing, and coordinating various activities and resources needed for School-Based Management to run effectively. With strong leadership and appropriate support, they ensure that important decisions can be made participative, involving all members of the school, including teachers, students, and families, to improve the quality of education and the overall performance of the school (Safrizal et al., 2023)

Implementing School-Based Management of ten means an increased workload for school administrators, as they must manage various decision-making processes, facilitate stakeholder engagement, and ensure transparency and accountability. The prospect of additional responsibilities and higher accountability may discourage some administrators from fully embracing School-Based Management. Teachers are critical stakeholders in the education process and play a significant role in implementing School-Based Management. However, resistance from teachers can arise due to various concerns and perceptions. Under School-Based Management, teachers are expected to take on broader roles beyond their traditional classroom responsibilities, contributing to

decision-making processes, curriculum development, and school improvement initiatives. Some teachers might refuse this additional responsibility, fearing increased workload and potential burnout (M. Anif, 2024).

Lack of Community Participation

The final essential component in the success of MBS implementation is the active involvement and participation of the school community, including stakeholders, community members, and parents. Parents play a central role in their children's education and are among the main stakeholders in the school-based management system. However, many schools experience low levels of parental participation in various activities and decision-making processes (L. Roque Jonathan, 2023). Several factors contributing to the low involvement of parents include many parents having work commitments or other responsibilities that limit their time and availability to be actively involved in school activities. This time constraint can prevent parents from attending meetings or gatherings related to school-based management.

Opportunities in school-based management in the current era, especially in the Papua region, are still the leading choice for every school by collaborating with the current education system, including;

1. Improvement in the quality of education. Each school has unique characteristics, needs, and challenges, depending on geographical location, students' socio-economic backgrounds, and other specific factors. School-based management allows schools to tailor programs, curricula, and resource allocation to local needs. With the autonomy granted in School-Based Management, schools can develop initiatives and strategies tailored to the specific needs of students and the surrounding community. For example, schools in rural areas can emphasize developing agricultural skills or entrepreneurship, while schools in urban areas can focus on developing information technology skills or life skills in an urban environment. Adjusting to local needs can enhance educational programs' relevance and effectiveness, thereby helping improve student engagement, retention, and academic achievement (Asad, 2021).

2. Professional Development for Teachers and Staff. One significant opportunity offered by School-Based Management is the ability to develop the professionalism of teachers and staff more effectively. In a rigid centralized system, there are often limitations in efforts to build the capacity of teachers and staff due to the lack of autonomy and flexibility at the school level. However, schools can enhance their human resources' reputation with the decentralization and independence provided by School-Based Management (Purwaningsih et al., 2021).

3. Transparent and Accountable Management: In a rigid centralized system, there is often a lack of transparency and accountability during decision-making and resource allocation, leading to distrust and a lack of stakeholder engagement. However, schools can implement more transparent and accountable management practices with the decentralization and autonomy

granted by school-based management. Enhanced transparency and accountability through the implementation of School-Based Management can help increase public trust and support for the education system (Elsa et. el, 2023)

In conclusion, school-based management offers an approach that provides autonomy and decentralization in Educational Management, with the primary goal of improving the quality of education. This research concludes several essential points related to the challenges and opportunities in implementing school-based management. The main challenges in implementing School-Based Management include the lack of understanding of the concepts and principles of School-Based Management among stakeholders, limited resources, resistance to change from various parties, and the lack of community participation in the decision-making process. On the other hand, school-based management also offers several significant opportunities to improve the quality of education. These opportunities include adjusting programs and curricula to local needs, developing innovative curricula, increasing teacher and parent engagement, more efficient resource management, and enhancing accountability and transparency in school management. Comprehensive and sustainable efforts are required to optimize the potential of school-based management in improving the quality of education. This includes enhancing understanding and capacity through training and professional development, providing adequate resources, active involvement from the school community, and implementing transparent and accountable management practices.

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