HARNESSING THE POWER OF SCHOOL-BASED MANAGEMENT IN STUDENT ENGAGEMENT AT STATE ELEMENTARY SCHOOL

Wawan Iskandar Gani[1], Arifin Suking[1], and Zulystiawati[1]

1 Department of Educational Management, Faculty of Education, Universitas Negeri Gorontalo, Indonesia

Abstract: This study explores the implementation of three school-based management principles in student management: equifinality, decentralization, and initiative. A qualitative case study methodology was employed, utilizing interviews, document analysis, and observation. Data were systematically condensed, presented, and analyzed to derive conclusions. The findings indicate that the equifinality principle is realized through diverse strategies, including teacher home visits and structured collaboration among teachers, principals, and parents, tailored to the local community context. The Garda Pelita program incorporates social values such as cooperation, mutual assistance, and environmental stewardship. The Environmental Care Class program promotes environmental awareness and responsible behaviors. The decentralization principle is enacted through curriculum adaptation to local needs, parent partnerships for plant cultivation and environmental education, and instruction on local cuisine to reinforce cultural heritage. The proactive engagement of staff and students demonstrates the principle of initiative. The study underscores the crucial role of parental involvement in supporting educational initiatives and environmental conservation, while teachers and staff implement innovative instructional methods.

Keywords: School based management principles; Student management; Elementary school

1. Introduction

Educational problems in Indonesia are categorized into two parts: macro and micro scopes. At the macro level, educational issues include an overly complex and impractical curriculum, along with suboptimal teaching quality, which contributes to high education costs. Meanwhile, at the micro level, challenges involve rigid teaching methods, inadequate learning facilities, and low student academic achievement (Maulansyah et al., 2023). These macro and micro problems, such as overly complex curricula and inadequate student management, necessitate a school-based management approach to improve student achievement. By managing students effectively, the quality of education can be improved. By focusing on services, arrangements, and supervision for students, student achievement is expected to improve, ultimately enhancing the quality of education in schools (Umam, 2019).

School-Based Management (SBM) is expected to be a solution to improve the effectiveness of school management, particularly in student management. SBM theory emphasizes the importance of decentralization, which grants schools greater autonomy to manage resources according to local needs and requirements. This theory also emphasizes the importance of active community and parent participation in school management, thereby fostering harmonious collaboration between schools and the community. With SBM, schools are expected to be able to innovate in various aspects of management, including student management, thereby improving the overall quality of education (Pujiastuti, 2021).

Student management is a crucial aspect of school management. It encompasses the student admission process, discipline development, student potential development, and conflict resolution within the student community. This management is expected to foster a conducive environment for student development, both academically and non-academically. The goal of school-based student management is to regulate all student activities to ensure effective learning. All student management activities must be positive, beneficial, and aligned with educational objectives. The principles of student management are outlined in Article 31, paragraphs 1-5, of the 1945

Constitution, as well as in Law No. 20 of 2003 (Umi et al., 2020).

Government Regulation (PP) Number 57 of 2021 concerning National Education Standards, as amended by PP Number 4 of 2022, namely regulating education management standards. Article 3, paragraph (3) of this PP states that Education Management Standards are implemented through the implementation of SBM/M (School-Based Management/Madrasah). Furthermore, Article 22 explains that the implementation of SBM/M aims to encourage the realization of safe, enjoyable, inclusive education services, paying attention to gender equality and diversity to improve the quality of learning sustainably. Furthermore, within the regional scope, school-based management is regulated by Law Number 23 of 2014 concerning Regional Government. This Law confirms the authority of regional governments in organizing education. Implementation of SBM at the regional level. SDN 3 Asparaga, located in Asparaga sub-district, Gorontalo Regency, applies this regulation in managing education, one of which is the implementation of school-based management (SBM). Historically, this school has been a center of education in the region and a model worthy of emulation due to its active community participation and strong student learning outcomes, despite some students occasionally being absent for one month or more. In this case, the school assists students in remaining in school, as stipulated in Law No. 20 (2022) regarding the 12-year school age, which emphasizes the mandatory school attendance age.

Based on initial observations, this school did not immediately expel students due to the regulation. A school program was therefore created, specifically designed to address dropouts, to ensure students remain in school and complete their studies. This program is called Guru Sambang. The implementation of SBM in the school is the most effective solution to improve the quality of education through efficient student management. It has become a model for schools around SDN 3 Asparaga. SDN 3 Asparaga is one of the public elementary schools in an area with unique social and cultural characteristics. This program is designed for students who do not attend school due to obstacles or to assist their parents with farming, thereby indirectly helping them prevent dropping out of school.

Visiting Teachers is a program at SDN 3 Asparaga to handle dropouts. The implementation of this program enables students who have been absent from school for more than one month to pursue their studies at home. Meetings are held twice a week for one hour of learning, continuing until these students return to school or for at most one semester. This program is run by class teachers and the principal, who visit students' homes to provide lessons and reinforce them with project-based assignments, held twice a week, face-to-face. Furthermore, the Garda Pelita program, also known as the environmental impact care movement, is a non-academic activity that aims to shape students' character through positive habits that foster good character in them. As usual, character building is carried out within the school environment, but this program is implemented outside of it. It is carried out once a week, specifically on Fridays, where students are assigned to clean the environment around the school, in this case, the mosque, alongside residents, to instill social values and a love for the environment. The following program is an environmental care class carried out by each class to utilize the surrounding environment. This program involves parents or farming communities as school partners and as learning resources for students. Parents or community members provide students with an understanding of everything from seed selection to plant cultivation and maintenance. Furthermore, the curriculum at this school includes development programs that are relevant to the needs and potential of the local community, such as gardening programs and the provision of land behind classrooms. The community, as school partners, is also allowed to explain and help students understand cultivation, a principle of educational decentralization.

2. Method

This qualitative case study examines the implementation of school-based management principles in student administration at SDN 3 Asparaga. The subjects in this study were the principal, teachers, school committee, and parents of students. For data collection, the researcher employed structured in-depth interviews to gain comprehensive understanding from informants. Additionally, participatory observation was conducted where the researcher not only observed but also engaged in research subjects' activities while documenting significant phenomena. These data were further enriched through analysis of various supporting documents relevant to the research theme. This study utilized a thematic analysis approach using an interactive data analysis model consisting of three main stages. The first stage was data condensation, where researchers conduct selection, simplification, and transformation processes of raw data gathered from various sources including field notes, interview

transcripts, supporting documents, and other empirical materials relevant to the research focus. The second stage involved systematic data presentation by organizing information into structured narratives aligned with the core research problems. The final stage was conclusion verification, where researchers conduct comprehensive interpretation of all collected data and formulate research implications as the analytical closure.

To ensure data validity and research quality, the researcher implemented data verification techniques including: extended observation periods, enhanced observation intensity, source triangulation, utilization of supporting references, and participant validation (member checking). The research process consisted of three main phases: (1) preparatory phase (pre-fieldwork) encompassing all research preparation activities; (2) implementation phase where all data collection processes were conducted; and (3) reporting phase involving intensive supervision with the academic advisor.

3. Results

Application of the Principle of Equifinality in Student Management

The application of the equifinality principle in student management emphasizes that student management can be implemented in various ways to achieve educational goals. Student management encompasses a range of aspects, from student admission to graduation and beyond. In this study, the application of the equifinality principle in student management includes student guidance and development.

The development and guidance of students apply the principle of equifinality, where programs are designed to be flexible, practical, and student-centered, ensuring that every child receives the same educational rights and their learning needs are met. (1) The Visiting Teacher Program is a concrete manifestation of adaptation to the unique school environment, seeking to prevent dropouts by providing project-based learning directly at students' homes, accompanied by teachers and the principal, the results of which are then presented to them and their parents. Meanwhile, non-academic programs such as; (2) Garda Pelita innovatively instills the values of cooperation, social spirit, and environmental awareness through mosque cleaning activities involving students and the surrounding community, demonstrating that the development of positive attitudes is not limited to the school environment; (3) Environmental Care Class provides direct and meaningful understanding of environmental awareness, starting from the area around them.

Implementation of the Principle of Decentralization in Student Management

The application of the principle of decentralization enhances the relevance, efficiency, and quality of education by granting full authority to those closest to the students, in this case, the school, in managing student affairs. In student management, the application of the principle of decentralization empowers schools to make decisions regarding the guidance and development of students. The aspect of student management in this study focuses on guiding and developing students.

The application of the principle of decentralization in the development and guidance of students (1) the relevance of the curriculum to local needs such as the environmental care class program which aims to provide an understanding of utilizing and preserving the environment; (2) parental partnership in learning invites parents or community members who are experts in providing an understanding of plant cultivation from seeding, maintenance to harvest; (3) Making traditional culinary delights when receiving student test results as a form of understanding of regional specialties which are cultural heritage and also teaching from the environmental care class extracurricular program about their utilization.
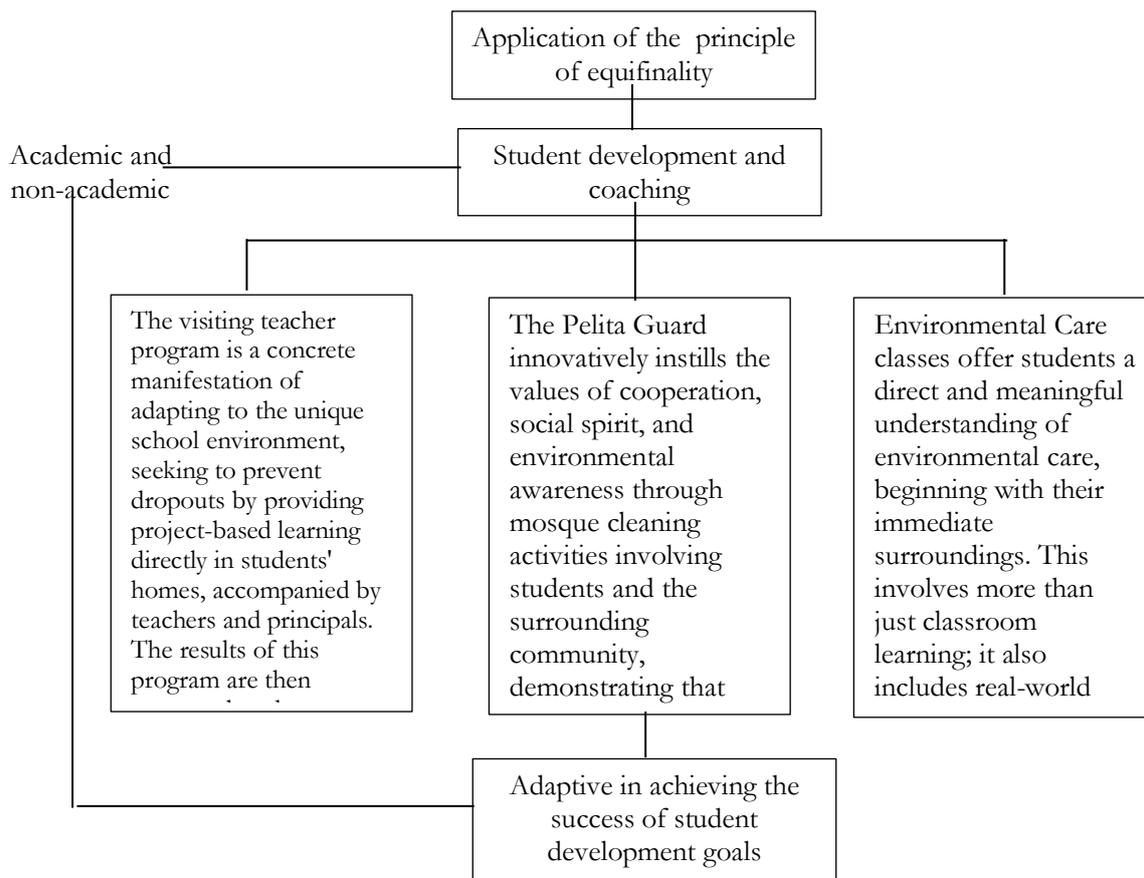
Application of the principle of equifinality

Student development and coaching

Academic and non-academic

The visiting teacher program is a concrete manifestation of adapting to the unique school environment, seeking to prevent dropouts by providing project-based learning directly in students' homes, accompanied by teachers and principals. The results of this program are then

The Pelita Guard innovatively instills the values of cooperation, social spirit, and environmental awareness through mosque cleaning activities involving students and the surrounding community, demonstrating that

Environmental Care classes offer students a direct and meaningful understanding of environmental care, beginning with their immediate surroundings. This involves more than just classroom learning; it also includes real-world

Adaptive in achieving the success of student development goals

Figure 1. Context diagram of the application of the equifinality principle.

Implementation of the Initiative Principle in Student Management

In this case, the application of the principle of human resource initiative involves the contributions of the Principal, Educators, education staff, and the community, which directly contribute to the quality and initiative of human resources, ultimately enhancing the learning experience and growth of students. The application of the principle of human resource initiative in student management encompasses the guidance and development of students, including the principal, relevant local curriculum, the creation of learning policies, educators and education staff designing and evaluating learning, and parents or the community contributing to the development of students' potential.

The human resource initiative strategy environment includes parents, principals, teachers, and education staff. (1) Parents take part in the development and guidance of students, such as the environmental care class program where parents provide learning to students about environmental cultivation and utilization; (2) The principal implements programs and policies that integrate local needs through meeting forums and facilitates initiatives through delegation of tasks directed to education and education staff and evaluation, and provides constructive input on teacher performance; (3) educators and education staff carry out tasks and provide innovation in learning such as the use of diverse learning methods, the use of media, and contextual approaches and designing, implementing, and evaluating learning that is appropriate to student characteristics and the applicable curriculum.

4. Discussion

Implementation of the Principle of Equifinality in Student Management

The implementation of the principle of Equifinality, in this case, involves applying the equifinality strategy in managing students by formulating or creating unique and adaptive learning approaches. This includes: (1) A unique learning strategy where teachers have the freedom to use various methods and approaches such as group discussions, creative projects, online learning, and direct practice. Moreover, routinely reflecting and adjusting strategies based on student evaluation and feedback to maintain the effectiveness and nutritional value of the teaching and learning process; (2) adapting to the unique environment, namely the conditions of the farming community so that students are excused from being absent during harvest time, so a visiting teacher program is implemented, aiming to provide lessons at students' homes according to the conditions of students who cannot attend school so that there is no reason for students not to move up a class.

Diverse and adaptive learning strategies for unique environments demonstrate that schools address internal challenges by providing programs tailored to address specific societal issues. This is consistent with recent research that suggests the principle of equifinality encourages decentralization of power by allowing schools to have their autonomy. Schools have ample opportunities to adapt, develop, and operate according to their unique strategies to effectively run and manage their institutions (Handoyo et al., 2021). Therefore, schools must be given the authority and responsibility to address their unique problems effectively and promptly when they arise. In other words, the goal of this principle is to achieve efficiency in problem-solving, rather than avoiding problems.

Besides that, the principle of equifinality, meaning a goal can be achieved through various paths, appears to be effective in your madrasah through the development of short-, medium-, and long-term strategies (Aisyah et al., 2021). This approach enables the madrasah or school to remain flexible and adaptive in the face of various conditions and challenges, both internal and external, while optimizing existing resources. By not being fixated on a single method, the madrasah can continuously innovate and adapt, ensuring that the ultimate goal—such as producing graduates who excel in morals and academics—can still be achieved, even though different paths according to the dynamics of the environment.

The principle of equifinality is applied, which allows teachers the freedom to choose strategies and approaches that enable learners to achieve their learning objectives. According to the latest research, teachers who can improvise, create, and innovate for the advancement of the school align with the principle of equifinality, which states that a goal can be achieved through various strategies and paths (Junaidi, 2019). In the school context, this means that although the ultimate goal is to improve the quality of education and school progress, there is no single standard approach to achieving this goal. Instead, teachers are encouraged to explore various teaching methods, develop materials tailored to student needs, and create a dynamic learning environment. The principle of equifinality empowers teachers to find unique and practical solutions, recognizing that flexibility and adaptation to local contexts and student needs are key to achieving shared goals, rather than being fixated on a rigid blueprint.

The characteristics of School-Based Management are manifested in three main pillars: school organization, teaching and learning processes, and human resources. Within the school organization, SBM promotes decentralization of authority and encourages the active participation of all school members, thereby creating a structure that is adaptive and responsive to local needs. In the teaching and learning process, SBM enables customized curriculum and methodological innovation, empowering teachers to experiment and be creative. Finally, in terms of human resources, SBM emphasizes the professional development of teachers and staff, as well as empowering them to take initiative. In line with the principle of equifinality, all these characteristics demonstrate that the success of SBM is not limited to a single method or strategy, but can be achieved through a variety of approaches tailored to the unique context and characteristics of each school, as long as the goal of quality education remains the primary focus (Adli, 2022).

The school implements the principle of equifinality, which involves collaboration between teachers and the principal, and encourages parents to participate in the visiting teacher program as a means of adapting to the unique community environment. These findings are reinforced by a recent study, which states that effective

collaboration and communication between the principal and teaching staff are the primary keys to the successful implementation of school-based management (SBM) in achieving improvements in the quality of education in elementary schools (Amilia et al., 2025). Through a solid managerial role, they can create a conducive learning environment. Furthermore, this success is reinforced by the principle of equifinality, which recognizes that educational goals can be achieved through various strategies. A concrete example of this strategic adaptation is the initiative of the principal and teachers to visit students studying at home. This proactive approach, which is a form of adaptation to the unique community environment, not only strengthens the relationship between the school and families but also demonstrates flexibility and innovation in ensuring the continuity of the teaching and learning process, according to the specific needs of each student and their community.

Based on the description of the research findings and discussion of other findings, the principle of equifinality is to achieve educational goals through different means. Strategies that can be used include creating diverse learning approaches and methods to avoid rigidity and focus on classical learning, thus making learning more effective. Furthermore, collaboration between teachers, principals, and the community, specifically parents, is a form of adaptation to the unique environment of the community.
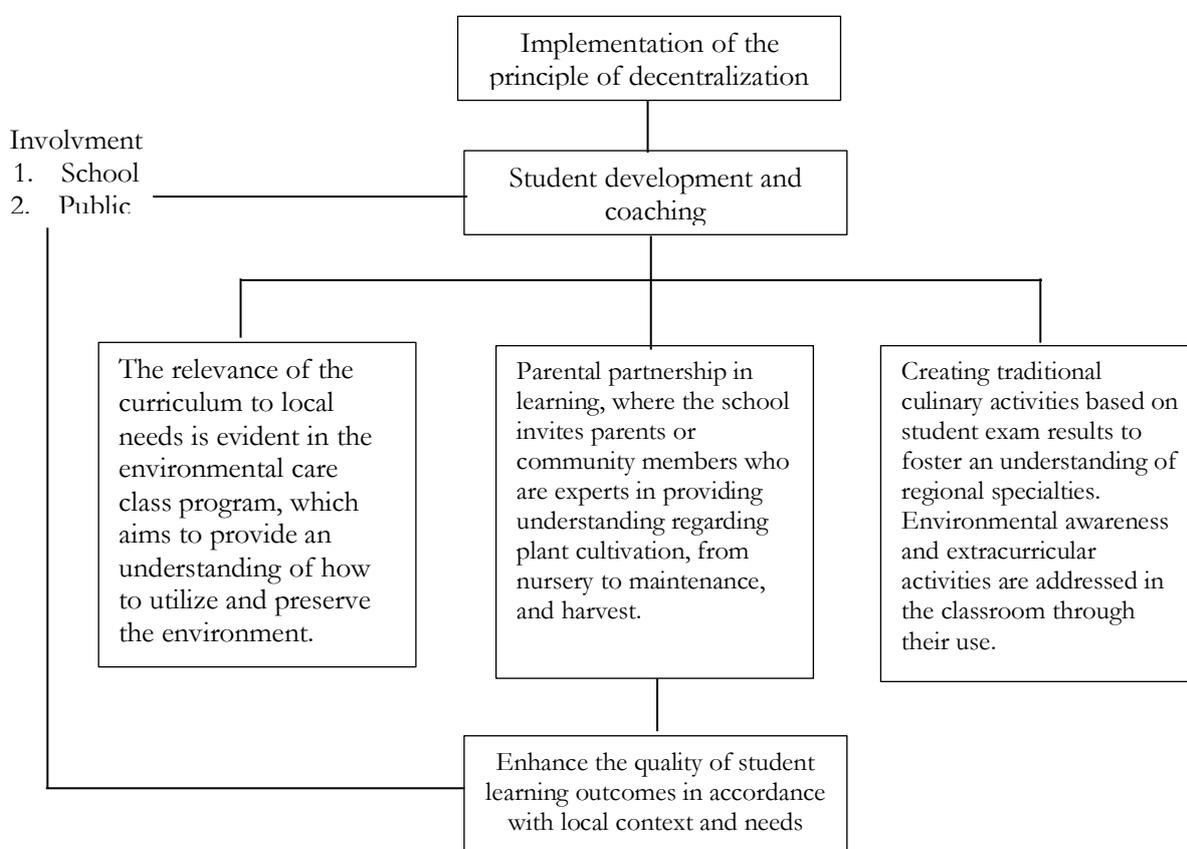

Figure 2. Context diagram of the application of the principle of decentralization

Implementation of the Principle of Decentralization in Student Management

The application of the principle of decentralization, namely transferring decision-making authority to the school itself, includes (1) decision-making involving parents and the school community, in this case the school committee, namely creating harmonious cooperation with the community through meeting forums and the involvement of parents of students in school programs such as cooperation and character building for students; (2) School accountability, namely providing superior programs such as locally based extracurricular programs; (3) Relevant learning curriculum to the needs of the local community, namely in the agricultural sector, so that extracurricular program curriculums are made that are relevant to the needs of the local community, namely providing land to provide understanding and deepening of cultivation and preserving the environment.

This finding is reinforced by recent study who stated that the principle itself represents full authority in the implementation of an institution or activity, which also requires participatory decision-making by all parties involved (Hasibuan, 2022). The implementation of SBM also requires an understanding of the principles to ensure optimal performance.

Aisyah et al. (2021) also reinforce the finding that decision-making requires school participation, specifically involving the community and schools, to contribute to problem-solving and thereby prevent various difficulties and challenges from affecting the management of madrasahs or schools and their teaching activities. Granting of power and responsibility to the madrasah to solve problems, together with the school, can be resolved effectively and efficiently, and of course, in line with or appropriate to the needs of the local community.

The findings of this study indicate that the implementation of educational decentralization effectively aligns curriculum content with regional contextual needs. Consistent with Saharuddin et al. (2025) findings, this policy grants schools operational and academic flexibility to improve education quality according to local requirements. Such autonomy includes authority over financial allocation, curricular adaptation, teacher hiring, and community engagement. The observed benefits comprise enhanced instructional quality, strengthened school personnel capacity, and optimized resource administration.

The school established a flagship program aimed at enhancing the quality of education. The school-based management is capable and successful, emphasizing these three management aspects (Putri et al., 2024). This effort was undertaken to improve the quality of education and the school's vision and mission. For example, teacher management is carried out. Training, seminars, and socialization are designed to provide teachers with experience and knowledge to enhance the quality of their teaching in the classroom. The principal not only provides training to teachers but also personally mentors them, ensuring that any problems or obstacles that arise are known only to the principal and the teacher concerned, and that the teacher does not feel embarrassed or humiliated because the principal protects their reputation from other colleagues.

The implementation of the principle of decentralization in this case, specifically curriculum and curriculum management, involves planning, implementation, and evaluation of the national curriculum (Hilmaniar et al., 2024). The planning and development of the national curriculum, in general, are carried out by the Ministry of National Education at the central level. Therefore, schools must also be responsible and have the authority to do so. Develop local content programs tailored to the needs of the local community and environment. To ensure the effectiveness of the curriculum and curriculum development in SBM, the director, as the person responsible for the curriculum, must coordinate with teachers to outline the curriculum content in more detail and operationally.

Annual, quarterly, and monthly programs. For weekly programs or subject-specific programs, teachers must develop their programs before implementing teaching and learning activities.

The Madrasah Committee plays a vital role in educational decentralization by bridging schools and communities, ensuring programs align with local values. This aligns with the findings of last study that identify its dual function: as an advisory body shaping madrasah policies and as a support provider enhancing education through funding, human resources, and expertise(Cahyadin et al., 2022). The Madrasah Committee serves a supervisory function, overseeing decision-making processes and educational planning within the madrasah system. Simultaneously, it acts as a mediating body that facilitates communication between the community and government regarding madrasah policies and administration. This study recommends that the Madrasah Committee serve as a liaison between the madrasah and the community, effectively and efficiently, in carrying out and realizing the ideals of the madrasah.

Evidence suggests that decentralization should involve the entire school community to ensure that school programs and curricula align with local needs and priorities. This finding is consistent with recent research, which suggests that educational reforms aimed at achieving effective and efficient education necessitate the active participation of all stakeholders, with principals, teachers, and the community playing a crucial role in implementing the education system (Pasaribu, 2017). In this context, educational decentralization cannot stand alone without the involvement of the entire school community. Effective decentralization creates opportunities for the community, particularly parents and school committees, to actively participate in the decision-making,

planning, and monitoring of school programs. This involvement is crucial because the school community has a deep understanding of local needs and characteristics, enabling schools to develop more relevant and adaptive curricula and programs. Thus, decentralization becomes a driving force for educational reform, empowering schools and communities to create an education system that is responsive to real needs on the ground, while remaining aligned with centralized policy frameworks.

Based on the explanation above, it can be concluded that the principles of decentralization strategy in student management are: (1) decision making involves parents and the school community in this case the school committee, namely creating harmonious cooperation with the community through meeting forums and the involvement of parents in school programs such as cooperation and student character development; (2) Accountability, namely providing superior programs such as locally based extracurricular programs; (3) Relevant learning curriculum to the needs of the local community.
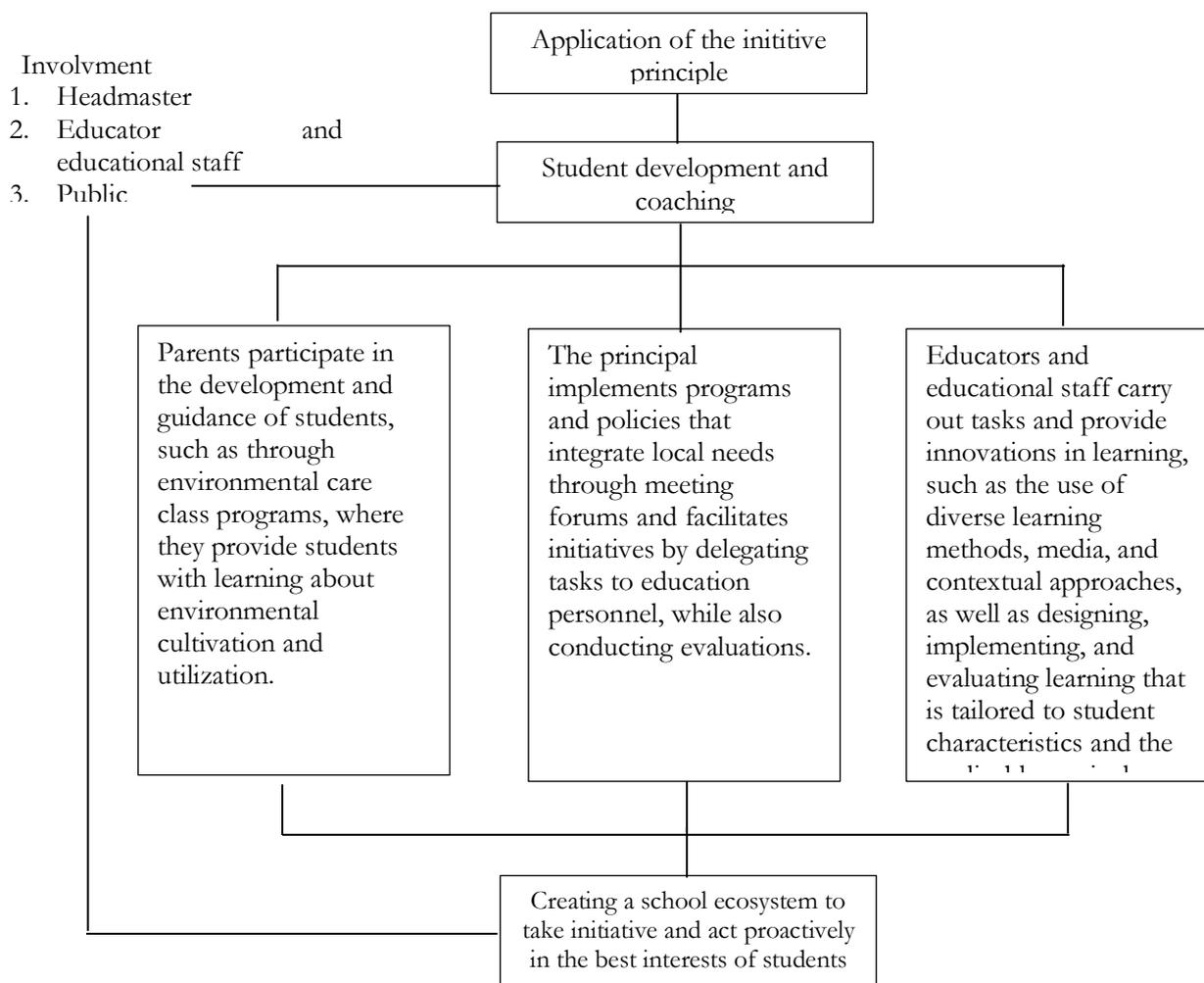

Figure 3. Context diagram of the initiative principles.

Understanding and Implementing the Principle of Equifinality in Student Management

The implementation of the principle of equifinality in student management entails the development of distinctive and adaptive learning approaches. This strategy encompasses two primary components:

1. Unique Learning Strategies: Educators are afforded the autonomy to employ a diverse range of instructional methods, including group discussions, creative projects, online learning, and direct practice. Furthermore, it is essential for educators to regularly reflect upon and adjust their strategies in response to

student evaluations and feedback in order to enhance the efficacy of the teaching and learning process.

2. Adaptation to Distinct Environments: Recognizing the specific circumstances of agricultural communities, students are granted excused absences during harvest periods. To accommodate this, a visiting teacher program has been instituted to conduct lessons in students' homes, thereby eliminating barriers that could impede their advancement to the next grade.

3. The employment of diverse and adaptive learning strategies in response to unique environments exemplifies how educational institutions can tackle internal challenges by offering tailored programs that address specific community needs. Recent research suggests that the principle of equifinality promotes decentralization by bestowing autonomy upon schools, thereby enabling them to adapt, develop, and operate according to their distinctive strategies for effective institutional management (Handoyo et al., 2021). Consequently, schools should be empowered to address their unique challenges efficiently and promptly as they arise. The overarching objective of this principle is to facilitate effective problem-solving rather than evading issues.

4. The principle of equifinality, which posits that multiple pathways can lead to the attainment of a goal, has proven effective within madrasahs through the establishment of short-term, medium-term, and long-term strategies (Aisyah et al., 2021). This framework allows educational institutions to maintain flexibility and adaptability in the face of various internal and external challenges while optimizing the allocation of available resources. Through the avoidance of a singular methodology, madrasahs can encourage continuous innovation and adaptation, ensuring that the ultimate objective of cultivating graduates who excel in both ethical principles and academics remains attainable via diverse avenues that align with evolving environmental dynamics.

5. The application of the equifinality principle permits educators the freedom to select strategies and methodologies that facilitate students' achievement of learning objectives. Junaidi (2019) suggests that teachers who engage in improvisation, creativity, and innovation in the pursuit of school advancement align with the principle of equifinality, which posits that a goal can be achieved through various strategies and paths. Within the educational setting, this implies that while the ultimate goal is the enhancement of educational quality and school development, there is no universal approach to achieving this outcome. Instead, educators are encouraged to explore an array of teaching methods, develop materials that address students' needs, and create a dynamic learning environment. The principle of equifinality empowers educators to identify unique and practical solutions, underscoring the importance of flexibility and responsiveness to local contexts and student requirements in achieving shared objectives, rather than adhering to a rigid framework.

6. Characteristics of School-Based Management (SBM) are manifested in three principal pillars: school organization, teaching and learning processes, and human resources. Within the realm of school organization, SBM advocates for the decentralization of authority and encourages the active involvement of all school members, thereby fostering a structure that is responsive and adaptive to local needs. In terms of teaching and learning processes, SBM facilitates customized curricula and methodological innovations, empowering educators to experiment and exercise creativity. Regarding human resources, SBM places a strong emphasis on the professional development of teachers and staff, while simultaneously empowering them to take the initiative. In harmony with Adli (2022) work the principle of equifinality, these characteristics illustrate that the success of SBM is not confined to a solitary method or strategy; instead, it can be achieved through an array of approaches tailored to the specific context and characteristics of each educational institution, provided that the pursuit of high-quality education remains the primary focus.

7. In the practical application of the equifinality principle, schools foster collaboration between educators and administrators while actively encouraging parental participation in the visiting teacher program to adapt to the unique aspects of their community environment. Amilia et al. (2025) have underscored the importance of effective collaboration and communication between school leadership and teaching staff in successfully implementing school-based management (SBM), ultimately leading to enhanced educational quality in elementary schools. Through a collaborative approach, educational institutions can significantly improve their educational offerings.

5. CONCLUSION

1. The principle of equifinality aims to achieve objectives through a range of methods. A significant strategy involves the engagement of visiting teachers, emphasizing the need for close collaboration among teachers, principals, and parents to adapt to the community's distinctive characteristics effectively. The Garda Pelita program embodies essential social values, including cooperation, mutual assistance, and environmental consciousness. The Environmental Care Class program is designed to foster an attitude of environmental awareness and sustainable resource utilization, thereby promoting positive transformations in both students and the broader community.

2. The principle of decentralization employs a strategy for managing students that is based on three primary aspects. First, it emphasizes the adaptation of the curriculum to address the specific needs of the local community. Second, it promotes partnerships with parents, which facilitate opportunities for educating students about plant cultivation and environmental management. Third, the environmental awareness class offers insights into local culinary traditions, enabling students to connect with their cultural heritage through food.

3. The Initiative Principle emphasizes the crucial role of human resource initiatives in maximizing the potential of educational institutions and their students. This principle recognizes parents as essential partners who actively support school programs and initiate efforts to educate students regarding environmental conservation and plant cultivation. Their endorsement of principal policies that nurture local student potential is invaluable. Additionally, this principle encourages innovation in learning strategies and methodologies employed by educators and school staff, with active parental involvement being a critical component of this process.

References

1. Adli, M. N. (2022). Upaya Penerapan Manajemen Berbasis Sekolah (MBS) di Madrasah Aliyah Al Muzzammil Balapulang Kabupaten Tegal. Universitas Islam Indonesia.
2. Aisyah, S., Nurlia, N., & Astuti, A. (2021). Prinsip Manajemen Berbasis Madrasah (MBM) dalam Meningkatkan Kinerja Kepala Madrasah di MTS Al-Faaizun Watang Palakka. JIEMAN: Journal of Islamic Educational Management, 3(1), 1–24. https://doi.org/10.35719/JIEMAN.V3I1.45
3. Amilia, R., Pinata, K. A. L., Unawekla, R., Aditya, I. P. K., Septiani, I. A. K., & Septiana, I. A. K. R. (2025). Peran Kepala Sekolah dalam Pelaksanaan Manajemen Berbasis Sekolah di SD Negeri 6 Banyuning. JUSHPEN: Jurnal Sosial Humaniora Dan Pendidikan, 4(1), 14–19.
4. Cahyadin, A. D., Fauzan, A., & Tuala, R. P. (2022). Peran Komite Madrasah Dalam Pelaksanaan Manajemen Berbasis Madrasah (MBM) di MAN 1 Pringsewu. El-Idare: Jurnal Manajemen Pendidikan Islam, 8(2), 42–51.
5. Handoyo, K., Mudhofir, M., & Maslamah, M. (2021). Implementasi Manajemen Berbasis Madrasah Dalam Peningkatan Mutu Pendidikan Di Madrasah. Jurnal Ilmiah Ekonomi Islam, 7(1), 321–332. https://doi.org/10.29040/JIEI.V7I1.1855
6. Hasibuan, S. M. (2022). Dasar Penerapan Serta Prinsip Manajemen Berbasis Sekolah (MBS). TADRIBUNA: Journal of Islamic Management Education, 2(2), 27–35. https://doi.org/10.61456/TJIEC.V2I2.21
7. Hilmaniar, A., Firman, S., & Nurhalisa. (2024). Implementasi Manajemen Berbasis Sekolah dalam Meningkatkan Mutu Pendidikan. Sipakatau: Jurnal Pendidikan Dan Kebudayaan, 1(1), 16–25. https://jurnal.staialgazalibone.ac.id/index.php/sipakatau/article/view/27
8. Junaidi, J. (2019). Kunci Keberhasilan Pelaksanaan Manajemen Berbasis Sekolah . UIN Sjech M. Djamil Djambek Bukittinggi.
9. Maulansyah, R. D., Febrianty, D., & Asbari, M. (2023). Peran Guru dalam Peningkatan Mutu Pendidikan: Penting dan Genting! Journal of Information Systems and Management (JISMA), 2(5), 31–35. https://doi.org/10.4444/JISMA.V2I5.483
10. Pasaribu, A. (2017). Implementasi Manajemen Berbasis Sekolah Dalam Pencapaian Tujuan Pendidikan Nasional di Madrasah. Edutech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial, 3(1).
11. Pujiastuti, E. (2021). Implementasi Manajemen Berbasis Sekolah dalam Peningkatan Mutu Pendidikan. Syntax Literate ; Jurnal Ilmiah Indonesia, 6(2), 700. https://doi.org/10.36418/syntax-literate.v6i2.2022
12. Putri, D. A., Novitasari, D. A., Firmansyah, D., Marhadi, H., Erlisnawati, & Mustafa, M. N. (2024). Implementasi Manajemen Berbasis Sekolah Dalam Peningkatan Mutu Pendidikan di SDN 018 Pematang Manggis. Journal of Social and Economics Research, 6(2), 266–279.

https://doi.org/10.54783/JSER.V6I2.673

13. Umam, M. K. (2019). Peningkatan Mutu Pendidikan Melalui Manajemen Peserta Didik. Al-Hikmah: Jurnal Kependidikan Dan Syariah, 6(2), 62–76.

14. Umi, F., Marsidin, S., & Sabandi, A. (2020). Analisis Kebijakan dan Pengelolaan terkait Peserta Didik di Sekolah Dasar. EDUKATIF: Jurnal Ilmu Pendidikan, 2(2), 128–133. https://doi.org/10.31004/EDUKATIF.V2I2.114