



School-Based Management to Improve the Quality of Education in the Era of Globalization

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Abstract

The era of globalization demands changes in various aspects of life, including in the world of education. One of the efforts to improve the quality of education in the midst of global challenges is to implement School-Based Management. The purpose of this research is to find out how the implementation of school-based management can improve the quality of education in schools. This research uses a descriptive qualitative method with data collection techniques through observation, interviews and documentation studies. The results showed that 1) school-based management in improving service quality provides educational services that are responsive, efficient, and relevant to students' needs, 2) school-based management in improving curriculum quality produces learning that is relevant, innovative, and oriented to the development of students' competencies as a whole, while 3) school-based management in managing and developing facilities and infrastructure can create a physical environment that supports the learning process, the implementation of school-based management has a positive impact on improving the quality of education, especially in the field of education. Thus, school-based management is an effective strategy to improve the quality of education in the era of globalization, where the active role of all stakeholders is very important to achieve the goals of quality education and global competitiveness.

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INTRODUCTION

Globalization has brought significant changes in various aspects of life, including in the field of education (Dewi et al., 2023; Nst et al., 2021; Suradi, 2018). In the current era, the challenges and opportunities of education are increasingly complex and dynamic, thus demanding continuous innovation and quality improvement. One of the approaches taken to answer these challenges is School-Based Management. School-Based Management is a management system designed by the government to improve the quality of education in schools (Lestari et al., 2024; Lestari et al., 2021).

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This school-based program provides broad autonomy to educational institutions and community involvement within the framework of national education policy. Autonomy is given so that schools are more free to manage resources, funds and learning resources and allocate them according to priority needs, and are more responsive to local needs. With autonomy, schools can empower teachers to concentrate more on their main task of teaching (Sari & Atikah, 2024; Sriaah & Adam, 2020; Yani et al., 2023).

School-based management is a management paradigm that gives schools greater autonomy in managing resources, making decisions, and planning and implementing educational programs. This concept was born out of the need to bring decision-making closer to those who best understand the needs of the school, namely the principal, teachers, students and parents. Thus, School-Based Management is expected to increase the effectiveness and efficiency of school management and have a positive impact on the quality of education (Nisa & Zulkarnaen, 2024; Nisa et al., 2024; Saputra et al., 2024).

In the era of globalization, education is not only required to produce graduates who are competent at the local level, but also able to compete at the global level. Therefore, improving the quality of education is one of the main focuses in the implementation of school-based management. By giving autonomy to schools, it is expected that schools can be more flexible and responsive in facing global challenges and opportunities, as well as being able to create a conducive learning environment to develop student competencies. However, the implementation of school-based management also has its own challenges (Anjani et al., 2023; Kusuma et al., 2022; Rosalina & Amalia, 2024). The autonomy given to schools must be matched by increased management capacity and effective supervision. In addition, the active participation of all stakeholders, including teachers, parents and communities, is essential to ensure the success of school-based management in improving education quality.

The above explains that education reform must be carried out by all educational institutions. As an educational institution that has long developed in Indonesia, schools should reform. Schools are educational institutions that aim to prepare students to continue their education to a higher level of education and enter life in the wider community. Most school performance is still very low and below the standards of other educational institutions. Only a few Islamic educational institutions are able to compete with other educational institutions.

Elementary schools should pay attention to the quality of education by using a school-based management approach (Landaburu, 2022). By organizing better school management, one of the elementary schools in West Sumatra is trying to become a school that is able to produce quality students and be able to compete in the midst of the increasingly rapid process of informatization and global competition. Based on observations made by researchers at elementary schools in West Sumatra, information was obtained that elementary schools have implemented school-based management in improving the quality of education. Based on this background, researchers want to further analyze School-Based Management in improving the quality of education in the era of globalization (Alfarikh et al., 2021).

METHODS

This research uses a qualitative descriptive approach, which is research that describes an event or incident that occurs in the field as it is (Misra et al., 2022; Ridwan et al., 2021; Waruwu, 2023). Qualitative research is research used to examine the state of natural objects, namely everything that is as it is, not determined by situations and conditions (Nisa et al., 2024; Vinet & Zhedanov, 2011). Qualitative descriptive research by describing existing phenomena. Data collection techniques

used in this research include: observation, interviews, and documentation. Meanwhile, data analysis in this study refers to the opinion of Milles and Huberman (Agusti et al., 2018; Engkizar et al., 2023). There are three methods of descriptive data analysis, namely: data reduction, data presentation, conclusion drawing and verification (Agustina et al., 2024; Haryono, 2023; Maghfiroh et al., 2024).

RESULT AND DISCUSSION

The implementation of school-based management is essentially the provision of broader autonomy or policy to schools, which in this case is aimed at school principals to improve the quality of education delivery results so that they can produce real achievements through established managerial processes. By improving the performance and participation of all school stakeholders at all levels of education and all types of educational institutions, especially autonomous elementary schools, they will become educational institutions that are scientific, democratic, creative and innovative and will have their own way of implementing new strategies. In this case, the school has full rights to make its own decisions, because the decisions taken are considered to be the best decisions and adapt to the needs and human resources in the school environment. From the results of research on the application of school-based management to improve the quality of education, including the following:

School-Based Management in Improving Service Quality

The implementation of school-based management in the field of service quality aims to create a better school environment, where all components work synergistically to achieve higher educational goals. With autonomy in management, schools can be more responsive to the specific needs of their communities, which will ultimately improve the quality of educational services provided (Cahyadin et al., 2022; Fauzi, 2019; Lismanto & Utama, 2020). The steps taken in implementing School Based Management in the Field of Service Quality are as follows:

Decentralization of Decision Making.

Important decisions that might previously have been taken at the central or local government level are now increasingly being taken at the school level. This allows schools to be more responsive to the specific needs and conditions of their communities.

Improving Service Quality.

The main objective of school-based management in the field of service quality is to ensure that all aspects of education in schools, from curriculum, teaching, to other supporting services, can provide optimal results for students. Apart from that, schools have the responsibility to continue to improve the quality of educational services provided, both in terms of teaching materials, teaching methods, and supporting facilities such as libraries, laboratories, etc.

Community Participation

School-based management encourages the active participation of parents, the community and other stakeholders in the decision-making process in schools. By involving various parties, schools can better understand student needs and create more relevant and effective services. Meanwhile, the community can also provide input on the quality of services, which is then used as material for evaluation and improvement by the school.

Accountability

With greater autonomy, schools also have greater responsibility in terms of accountability. Schools must be able to demonstrate that the decisions they make have a positive impact on the quality of services and learning outcomes. This accountability is realized in the form of reporting to the community and government regarding school performance, student learning outcomes, and use of resources.

Professional Development of Teachers and Education Personnel.

School-based management pays great attention to the professional development of teachers and other education personnel. Increasing teacher competency through training, workshops and career development is an important part of efforts to improve the quality of education services. Quality teachers are expected to be able to provide better educational services and be able to adapt to changing educational needs.

The explanation above explains that School-Based Management in the Field of Service Quality focuses on improving the quality of education through autonomous, participatory and accountable management (Arifin et al., 2025; Hanafiah et al., 2024; Muslim et al., 2020). By giving more responsibility to schools, it is hoped that the quality of educational services can be better and in line with the needs of students and the community.

The implementation of school-based management in the field of service quality in primary schools is carried out by fostering and developing school personnel, namely by always being involved in determining school policies, activating subject teacher meetings, sending teachers to attend training, and giving permission to continue their studies. In addition, promotion and transfer, dismissal, compensation, and appraisal of employees are also carried out on the scale of the elementary school program.

Human resources in a school aim to carry out tasks in achieving educational goals. Human resources in a school consist of the principal, vice principal, teachers, head of administration, and all administrative staff, including cleaning, beauty and order staff. To streamline the role of school personnel in primary schools, a good understanding of the leadership system in the school is required. Human resources in an organization are resources that function and act as the driving force of the organization (Fadhlan et al., 2023; Soselisa et al., 2023; Zalnur et al., 2022). Every organization needs quality human resources to be able to run the programs that have been designed. Human resources in elementary schools is one of the personnel that can be interpreted as human resources in schools that are not directly involved in the implementation of teaching and learning activities. The existence of human resources in the organization occupies a very important position in elementary schools. With adequate and qualified human resources in the field of school administration, the educational objectives will continue to be carried out properly.

Implementing School-Based Management to improve the quality of education services requires a holistic approach involving various aspects such as strategic planning, teacher capacity development, curriculum innovation, resource management, and community involvement. By implementing school-based management principles, schools can be more effective in improving the quality of educational services and have a real positive impact on student learning outcomes.

The implementation of school-based management cannot be separated from the supervision of school principals in planning the entire process of thinking and determining all activities to be carried out in the future in order to achieve goals and organizing the entire process of grouping all tasks, responsibilities, authorities and components in the process of cooperation so as to create a good work system to achieve predetermined goals regarding school personnel recruitment standards and supervision (Landaburu, 2022; Raudah et al., 2021; Tan, 2022). The principal is able to direct the entire process of influencing, helping, inviting, mobilizing and guiding others in the work process to think, behave and act in accordance with applicable provisions in order to achieve predetermined goals, especially improving the quality of education personnel and educators. The implementation of school-based management in the field of service quality aims to create a better school environment, where all components work synergistically to achieve higher educational goals. With management autonomy, schools can be more responsive to

the specific needs of their communities, which in turn will improve the quality of education services provided.

School-Based Management in Improving Curriculum Quality

Schools that implement school-based management show better abilities in responding to global challenges. With the autonomy that schools have, they can adapt their curriculum and educational programs to meet the demands of globalization, such as developing foreign language competencies, digital literacy, and understanding global culture. This makes school graduates better prepared to face competition in the international arena (Wibisono et al., 2024).

School-Based Management in the Field of Curriculum Quality is an approach that provides autonomy to schools to develop, manage and adapt the curriculum to suit local needs, student potential and the demands of the times. In this context, schools have a responsibility to ensure that the curriculum implemented is truly relevant and capable of improving the quality of education (Maskur, 2023; Saragih & Marpaung, 2024; Septrisia et al., 2024). Regarding the implementation of school-based management in the field of curriculum quality, it is as follows:

Contextual Curriculum Development

Schools can adapt the national curriculum by incorporating or modifying content to align with local characteristics and needs, ensuring that education remains relevant to the community it serves (Khakim et al., 2023; Supriyatin et al., 2024; Tari & Rosana, 2019). Through school-based management, institutions have the flexibility to emphasize teaching materials that better prepare students for their future. This includes integrating digital literacy and essential 21st-century skills, such as critical and creative thinking, into the learning process. By doing so, schools can create a more responsive and effective educational experience that meets both local and global demands (Erstad et al., 2021; Sulistyningrum et al., 2019; Zhang & Ma, 2023).

Innovation in the Learning Process

With greater autonomy, schools can develop innovative learning methods that enhance student engagement and understanding. Approaches such as project-based learning, thematic learning, and problem-based learning allow students to explore concepts more deeply and apply their knowledge in real-world contexts. Additionally, the integration of information and communication technology supports more interactive and effective learning experiences. Digital media, e-learning platforms, and interactive applications can be incorporated into the curriculum, making the learning process more dynamic and engaging for students.

Curriculum Evaluation and Revision

Schools need to conduct regular evaluations of the implemented curriculum to ensure its relevance and effectiveness. This process involves gathering feedback from teachers, students, and parents, as well as analyzing student learning outcomes. Through these evaluations, schools can identify areas that need improvement and make necessary adjustments. Based on the evaluation results, curriculum revisions can be carried out to address weaknesses and align with the latest developments in education and societal needs, ensuring that students receive the most relevant and high-quality learning experience (Sultanik et al., 2022).

Teacher Empowerment in Curriculum Development

School-based management highlights the importance of teacher empowerment in curriculum development and implementation. To achieve this, schools must provide continuous training and professional development, ensuring that teachers have the necessary skills to design and implement a high-quality curriculum. Additionally, collaboration among teachers plays a crucial role in enhancing learning effectiveness. Schools should encourage teamwork through regular discussions, working groups, or teacher learning communities, fostering an environment where educators can share insights and develop innovative teaching strategies together

(MacNeill et al., 2024; Singh, 2019; Slavich & Zimbardo, 2012).

Stakeholder Engagement

Parent and community participation in school-based management, parents and local communities can be involved in curriculum development. This may include consultation to ensure the curriculum developed is in line with community expectations and student needs.

The explanation above explains that School-Based Management in the Field of Curriculum Quality places schools as the center of curriculum development and management (Candra et al., 2024; Haryaningrum et al., 2017; Tumanan et al., 2025). By giving autonomy to schools, it is hoped that the curriculum implemented can be more relevant to local needs, innovative and effective in improving the quality of education. The implementation of school-based management in the curriculum area also requires active involvement of all stakeholders, as well as adequate resource support to achieve the desired educational goals.

Consideration of Science and Technology in Curriculum Development in elementary schools Curriculum development must be able to improve and develop students' thinking skills to produce newer technology in accordance with the times and the characteristics of Indonesian society, especially in West Sumatera. Curriculum development is focused on the ability of students to recognize and revitalize technological products that have long been used by Indonesian society in accordance with the development of science and technology itself as well as policies and supervision in using technology wisely (Efriani et al., 2021; Fajri et al., 2023).

In this era of globalization, the world of education cannot be separated from developments in information and technology. Therefore, to face these challenges it is certainly necessary to have a global competitive advantage to improve capabilities and be able to gain knowledge from existing educational institutions so that they are able to compete with existing challenges (Ardiansyah et al., 2023; Zaky, 2022).

The development of science and technology has implications for curriculum development in elementary schools, including the development of educational content or materials, the use of learning strategies and media, and evaluation systems. Indirectly, this requires schools to equip their students with the ability to solve problems that arise due to advances in science and technology. In addition, the development of science and technology is also used in an effort to overcome educational challenges and actualize them in the school environment. In this context, the utilization of science and technology is directed at the role of information and communication technology as skills and competencies, educational infrastructure, teaching material sources, learning tools and facilities, as well as decision support systems and more modern educational services to achieve more effective learning objectives.

The Quality-Based School Management Curriculum has broad uses, from increasing the relevance and quality of learning, empowering teachers, to increasing stakeholder engagement and resource management efficiency. By managing the curriculum independently and focusing on quality, schools can create an educational environment that is more responsive, relevant and effective, thereby producing graduates who are ready to face future challenges.

School-Based Management in Improving the Quality of Facilities and Infrastructure

School-Based Management in improving the quality of facilities and infrastructure is an approach that allows schools to manage and optimize the use of existing facilities and infrastructure independently and responsibly. With greater autonomy, schools can make the right decisions regarding the development, maintenance and improvement of facilities and infrastructure to support the learning process (Fauzi, 2019; Pujiastuti, 2021; Zaky, 2022). The implementation of school-

based management in improving the quality of facilities and infrastructure can be seen as follows:

Planning and Management of Facilities and Infrastructure

Schools need to conduct an inventory of existing facilities and infrastructure to determine their current condition and identify the need for repairs or additions. This assessment helps in planning the development of facilities that are in line with educational needs. Based on the results of the assessment, schools should develop a long-term facilities and infrastructure development plan that is aligned with the vision and mission of the institution. This plan includes the construction, renovation and procurement of new facilities needed to optimally support the learning process.

Improving the Quality of Facilities and Infrastructure

The quality of facilities and infrastructure can be improved through regular maintenance, which includes periodic minor repairs to prevent major damage and ensure facilities remain in optimal condition. In addition, schools can work to improve the standard of existing facilities, such as upgrading classrooms, laboratories, libraries and sports facilities. These upgrades are important to support effective learning and meet higher education standards.

Development of Digital Technology and Infrastructure

Procurement of technology devices is a crucial aspect in the digital era, where schools need to provide computers, projectors and internet access to support technology-based learning. Through school-based management, the procurement of these devices can be prioritized according to educational needs. In addition, the development of digital infrastructure must also be considered, including building a strong internet network and developing e-learning platforms to optimally support distance or hybrid learning.

Involvement of Teachers, Students and Community

Teachers and students can be involved in planning and managing facilities and infrastructure. For example, they can provide input regarding the need for facilities that support teaching and learning activities, or be involved in school greening programs. Apart from that, support is also needed. The surrounding community can also play an active role in developing school facilities and infrastructure, either through participation in mutual cooperation activities, donations, or moral support.

The explanation above explains that school-based management in improving the quality of facilities and infrastructure provides greater autonomy and responsibility for schools to manage, develop and maintain existing facilities (Syahwalan et al., 2024). With careful planning, efficient budget management, and active involvement of all school members and the community, schools can create an optimal learning environment, support a quality education process, and improve the welfare of all its users.

The management of facilities and infrastructure in schools involves the active role of the school committee in handling education funds, which is crucial in improving both human and financial resources. This process is integrated with broader efforts to enhance the quality of education. Recognizing the importance of human resource development, the government strives to fulfill this mandate through various initiatives, including curriculum refinement, evaluation system improvements, enhancement of educational facilities, development and procurement of teaching materials, as well as training programs for teachers and educational staff.

As a private educational institution, the school finances its operations through student tuition fees while also seeking support from alumni, community members, and government programs to enhance its facilities and infrastructure. One of the recurring challenges faced is planning and managing facility costs. To address this, the school relies on the creativity and strategic efforts of the principal in securing necessary funding and resources.

From an administrative perspective, the principal plays a crucial role in securing funds for school development. However, in practice, the school committee and its team have been the primary drivers in fundraising efforts for facilities. The committee has a structured program dedicated to this purpose. Initially, before the term "school committee" was formally adopted, the institution referred to this body as the Education Assistance Agency (BP3). BP3 played a significant role in the early stages of physical development. Its function was later formalized through the establishment of the School Committee, following the Decree of the Minister of National Education No. 044/U/2002 dated April 2, 2002, which emphasized the importance of community involvement in enhancing education quality. At this institution, the School Committee was gradually formed on August 14, 2005, to focus on improving facilities and infrastructure, with its efforts effectively realized in 2013.

The establishment of the School Committee aims to enhance community involvement and responsibility in education. Community participation is essential in improving educational quality, not only through financial support but also by contributing innovative ideas and concepts to advance the school's development. The committee serves multiple purposes, including accommodating and channeling community aspirations in shaping educational policies and programs, strengthening public engagement in supporting education, and fostering a transparent, accountable, and democratic school environment (Nuha et al., 2024; Suprianto et al., 2023). Additionally, it plays a role in increasing public awareness and commitment to quality education by establishing partnerships with various stakeholders, such as individuals, organizations, businesses, and the government.

Furthermore, the committee is responsible for collecting and analyzing community input to ensure alignment with the school curriculum, providing recommendations to enhance educational policies and programs, and encouraging parental and community participation in improving educational access and quality. It also facilitates fundraising efforts to support educational implementation and infrastructure development while overseeing the evaluation and supervision of educational policies and programs to ensure continuous progress. Through these initiatives, the School Committee contributes significantly to fostering a collaborative and sustainable approach to educational development (Decree of the Minister of National Education: 044/U/2002).

The aim of establishing School-Based Management in improving the quality of facilities and infrastructure is to provide autonomy to schools in managing educational facilities so that schools can create a conducive learning environment and support improving the quality of education (Susanti et al., 2023; Sutikno et al., 2022). Overall, the aim of School-Based Management in improving the quality of facilities and infrastructure is to ensure that educational facilities in schools can support effective learning, meet high-quality standards, improve the welfare of school residents, and involve the community in school management. By achieving these goals, it is hoped that the quality of education in schools as a whole can be improved to produce graduates who are competent and ready to face future challenges.

CONCLUSION

School-Based Management grants schools autonomy to manage education more effectively, ensuring strategies align with student, teacher, and community needs. This approach enhances service quality, making education more responsive, efficient, and relevant while fostering both academic and non-academic growth. Schools can develop curricula suited to local contexts and future demands, promoting innovation and competency-based learning. Additionally, independent management of facilities ensures a supportive learning environment that meets quality standards. Overall, School-Based Management aims to create independent,

accountable, and adaptable schools, continuously improving education quality to equip graduates for national and global competitiveness.

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