

The Role of Supporting Pillars in Optimizing School-Based Management

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Abstract: This study explores the role of supporting pillars in optimizing School-Based Management (SBM) as a strategy for improving the quality of education. The significance of this research lies in the need to understand the key elements that underpin the successful implementation of SBM across various educational levels. The objective of the study is to identify the contributions of each pillar—autonomy, participation, transparency, and accountability—in enhancing the effectiveness of school management. The research employed a descriptive qualitative approach through a literature review and document analysis related to SBM practices in Indonesia. The findings indicate that schools strengthening these four pillars are able to improve academic performance, foster a participatory culture, and enhance resource management systems. In conclusion, the supporting pillars play a vital role as the foundation for sustaining an effective and adaptive SBM system. The impact of optimizing these pillars extends beyond improving the quality of educational services; it also strengthens public trust in schools as centers for nurturing students' potential.

Keywords: School-Based Management, Supporting Pillars, Education Quality, Optimization, Participation.

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A. INTRODUCTION

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The quality of education in Indonesia remains a major challenge amidst ongoing educational reform efforts that emphasize decentralized school management through School-Based Management (SBM). In practice, many schools continue to struggle in optimizing the key supporting pillars of SBM, such as autonomy, community participation, transparency, and accountability (Depdiknas, 2003). This phenomenon is evident from the low level of active involvement by parents and the community in school decision-making processes, as well as weak self-management of resources. According to Mulyasa (2009), the implementation of SBM without strong support from these pillars directly contributes to the stagnation of education quality, particularly in achieving national education standards. Other academic studies also show that optimizing stakeholder participation can accelerate school improvement, enhance governance, and strengthen public accountability (Bandur, 2012; UNESCO, 2005). Therefore, reinforcing the role of these SBM support pillars is a strategic step toward creating adaptive, high-quality, and competitive schools amidst ever-evolving social dynamics.

Previous research has widely discussed the implementation of School-Based Management (SBM) in improving education quality through its foundational pillars. Mulyasa (2009) emphasized the importance of autonomy, participation, transparency, and accountability as the foundation for successful SBM. Bandur (2012) also demonstrated that optimizing stakeholder participation has a positive impact on improving school effectiveness. However, most of these studies remain conceptual and have not fully explored the dynamic interrelationships among these pillars within the context of actual implementation across different educational levels and social conditions. Furthermore, studies such as Fattah (2004) tend to portray SBM as an ideal model without sufficiently addressing local challenges such as limited human resources, low participation culture, and resistance to change. Hence, further research is needed that goes beyond merely describing the SBM concept to critically analyze how the optimization of supporting pillars can serve as key factors in improving education quality in contextually relevant ways.

This study aims to examine in depth how the optimization of School-Based Management (SBM) support pillars contributes to the improvement of education quality by considering the diverse social and cultural contexts of schools. It addresses the gaps in previous research, which tend to be normative and overlook contextual factors in the actual implementation of SBM in the field (Ibrahim & Syaodih, 2011). The study also seeks to identify obstacles and effective strategies to strengthen participation, transparency, accountability, and school autonomy as the core pillars for successful SBM (Wijaya, 2015). Thus, this research is expected to enrich the literature on SBM through a practice-based approach and offer practical recommendations for school managers to optimize SBM implementation in pursuit of sustainable educational quality improvement.

Based on literature reviews and field phenomena, the hypothesis of this study is that the optimization of School-Based Management (SBM) support pillars namely autonomy, participation, transparency, and accountability has a positive and significant effect on improving education quality at primary and secondary education levels. As stated by Sutisna (2006), active involvement of various stakeholders in school management enhances the organizational effectiveness of schools in achieving educational goals. In addition, Purwanto's (2013) study found that strengthening participatory management structures promotes the achievement of better education quality standards. Therefore, the optimization of SBM support pillars can be predicted as a key factor in fostering a productive, results-oriented school culture aligned with global demands for more competitive education quality.

The relationship between School-Based Management (SBM), supporting pillars, education quality, optimization, and participation has been widely examined in various academic literatures. In general, previous studies indicate that SBM grants autonomy to schools in managing resources independently, where the optimization of key pillars such as autonomy, community participation, transparency, and accountability is a critical prerequisite for improving education quality (Nurkolis, 2003; Usman, 2006). These pillars are interrelated; active participation strengthens transparency and accountability, while autonomy serves as the foundation for innovation in school governance.

Recent research responds to global issues concerning the need for educational governance that is adaptive to social, technological, and economic changes, in which optimizing community participation has become increasingly essential in the digital era (Suyatno et al., 2019). Therefore, this study aims to develop a more contextualized mapping of the relationships among these variables, taking into account emerging dynamics such as educational digitalization and technology-based community engagement dimensions that have yet to be thoroughly explored in traditional SBM studies.

B. METHOD

This study employs a qualitative approach to explore in depth the dynamics of School-Based Management (SBM) implementation, with a particular focus on the supporting pillars that are key to improving the quality of education. In-depth interviews will serve as the primary instrument to obtain a comprehensive understanding of the perceptions and experiences of school principals, teachers, parents, and community members regarding participatory school governance. According to Creswell (2014), in-depth interviews enable researchers to explore individuals' subjective perceptions of specific phenomena in this case, the effectiveness of participation and transparency in SBM.

In addition, focus group discussions (FGDs) will be conducted to further examine the challenges faced by schools and communities in optimizing the SBM pillars, and to clarify how community and stakeholder participation can be enhanced. This method provides participants with an opportunity to discuss and share their experiences within the context of local education, thereby allowing the researcher to gather more holistic and contextualized information (Teddlie & Tashakkori, 2009).

Through this approach, the study aims to identify social, cultural, and structural factors that influence the success or failure of SBM implementation in practice. The unit of analysis in this study is primary and secondary schools implementing School-Based Management (SBM), with a focus on the supporting pillars, including autonomy, participation, transparency, and accountability, as well as their influence on the quality of education. This research emphasizes understanding how various elements of SBM are practically and interactively implemented within the unique social and cultural contexts of each school.

The focus of this study is grounded in a literature review which indicates that although SBM has been widely adopted in many schools, there remain significant challenges in optimizing these pillars, particularly in enhancing community participation and strengthening transparency in school governance (Nurkolis, 2003; Usman, 2006). Therefore, this research aims to explore in depth the impact of managing SBM's supporting pillars on educational quality, and to identify the factors that hinder or support the optimization of community participation in the educational process. Focusing on these aspects will contribute to the development of a more effective and applicable SBM model to improve the quality of education in Indonesia.

In this study, the primary data sources are drawn from literature discussing the concept of School-Based Management (SBM), its supporting pillars, and educational quality, including academic books, scholarly journals, and relevant research reports. These primary sources are crucial for gaining deeper insights into the optimization of participation in school

management and its impact on improving educational quality. According to Sudirman (2020), SBM pillars such as participation, transparency, and accountability serve as the foundation for enhancing education quality, yet their implementation often faces challenges that require further exploration. Previous research by Suryana (2018) also highlights the importance of understanding local dynamics in managing community participation in education. Additionally, data will be gathered from recent educational journals examining the relationship between parental involvement and the role of the community in school governance to improve student learning outcomes (Haryanto, 2019).

By using document analysis as one of the methods, this study aims to explore various perspectives in the literature to build a broader conceptual framework for the implementation of SBM in Indonesian schools. By leveraging these sources, the study intends to identify new patterns and provide recommendations for a more effective participatory-based education management model. In this study, the data collection technique focuses on a literature review of books and journals published within the last 5 to 10 years related to School-Based Management (SBM), its supporting pillars, and educational quality. The data collection process is conducted systematically to examine various research findings relevant to the study's main theme optimizing community participation in education management. According to Creswell (2014), this literature review technique enables researchers to gain a deeper understanding of trends and changes in educational practices, particularly regarding the implementation of SBM pillars and their impact on education quality. Reviews of books such as those by Suryana (2018) and Sudirman (2020) provide the theoretical and conceptual foundation for formulating the study's research variables.

C. RESULTS AND DISCUSSION

Table 1. Research Variables discussed in the Research

No	Results	Description	Literatur
1	The Implementation of the Participation Pillar in School-Based Management Enhances School Community Ownership	Research findings indicate that the active involvement of parents, school committees, and the wider community in school planning and decision-making positively influences their sense of ownership toward school programs. This participation fosters harmonious relationships and strengthens support for school policy implementation.	Suryana (2018) stated that community involvement in School-Based Management (SBM) strengthens emotional bonds and concern for the quality of educational services in schools.
2	Financial Transparency as a Supporting Pillar Promotes Public	The study found that schools applying the principle of transparency in managing education funds such as the	According to Sudirman (2020), transparency in SBM not only enhances internal accountability

	Accountability.	School Operational Assistance (BOS) tend to gain higher trust from the public and stakeholders. This results in greater support for school programs and more active oversight from the community	but also reinforces the social legitimacy of educational institutions in the eyes of the community.
3	School Autonomy in Internal Management Positively Affects Education Quality.	Findings reveal that schools with the capacity to independently manage their programs, curricula, and human resources are more responsive to student needs and local contexts. This autonomy leads to innovation in the learning process and improved student academic achievement.	Haryanto (2019) stated that schools with autonomy in decision-making have the flexibility to implement quality-oriented innovations.
4	Optimizing Community Participation Enhances the Effectiveness of School Quality Improvement Programs	The research shows that quality improvement programs such as teacher training, extracurricular development, and infrastructure enhancement are more successful when supported by active community participation through donations, volunteer work, and advocacy for school initiatives.	Creswell (2014), in the participatory approach, asserted that the success of community-based programs largely depends on the extent to which the community feels involved and contributes to change.

1. The Implementation of the Participation Pillar in School-Based Management (SBM) Enhances the Sense of Ownership Among School Members

Research findings show that the active involvement of parents, school committees, and the community in school planning and decision-making significantly impacts the creation of a sense of ownership towards the programs carried out by the school. This intensive participation from various parties not only strengthens shared responsibility but also fosters a more harmonious relationship between the school and the surrounding community. Such involvement encourages a stronger mutual understanding of the school's goals and policies, thereby increasing support for the implementation of educational policies. As a result, the community feels more involved and plays an active role in the educational process, which in turn improves the quality of school management and overall educational quality. Furthermore, good synergy among these stakeholders enables more efficient resource management that is responsive to the needs and challenges faced by the school, thus enhancing the sustainability and effectiveness of education.

2. Financial Transparency in Schools as One of the Supporting Pillars Promotes Public Accountability

This study found that schools applying transparency principles in managing educational funds, particularly the School Operational Assistance (BOS), tend to gain higher levels of trust from the community and stakeholders. Transparency in fund management allows the community to clearly see the allocation and use of the budget, which builds greater trust in the integrity and accountability of school management. This trust encourages the community to support various school programs, whether through direct participation or other contributions. Additionally, transparency increases oversight from the community, parents, and related institutions, who actively engage in ensuring that funds are genuinely used to improve education quality and school management. This creates a more open and accountable climate, strengthening the relationship between schools, communities, and stakeholders, and contributes to the successful implementation of more effective and sustainable educational policies.

3. School Autonomy in Internal Management Positively Affects Educational Quality

The study's findings reveal that schools capable of independently managing programs, curriculum, and human resources tend to be more responsive to student needs and the local context. Autonomous decision-making allows schools to design policies and activities better suited to the characteristics and challenges faced by students and the local community. With more flexible management based on local needs, schools can innovate in the learning process, such as by developing more relevant teaching methods, using educational technology, and adapting instructional materials contextually. This not only increases student engagement in teaching and learning but also contributes to improving students' academic achievement. Schools that manage themselves independently foster creativity and adaptive problem-solving, creating a more dynamic learning environment capable of producing higher-quality educational outcomes.

4. Optimizing Community Participation Enhances the Effectiveness of School Quality Improvement Programs

This study shows that educational quality improvement programs, such as teacher training, extracurricular development, and infrastructure enhancement, tend to be more successful when supported by active community participation. Community involvement in the form of financial donations, volunteer work, and advocacy for school programs has proven to strengthen the implementation of these initiatives. Contributions from the community, whether financial or in other resources, enable schools to carry out these programs more optimally and sustainably. Moreover, volunteers from parents and community members enrich extracurricular activities and provide additional support in the learning process, enhancing students' educational experiences beyond school hours. Community advocacy, including moral support and involvement in planning processes, also increases program legitimacy and fosters a shared sense of ownership over the school's success. Overall, community participation not only strengthens the resources available to

schools but also improves program implementation quality, which in turn contributes to the overall enhancement of educational quality.

D. CONCLUSIONS AND SUGGESTIONS

This study affirms that the success of School-Based Management (SBM) is largely determined by the effectiveness of its supporting pillars: participation, transparency, autonomy, and accountability in educational management. Key findings indicate that optimizing community participation not only strengthens SBM implementation but also directly contributes to improving educational quality in schools. Active involvement of various stakeholders in planning, implementing, and evaluating school programs accelerates the realization of learning innovations and sustainable improvements in school management. The study also highlights the importance of integrating these supporting pillars to create a school management system that is adaptive, accountable, and responsive to local needs. Thus, optimizing participation within the framework of SBM's supporting pillars becomes a key strategy in achieving sustainable transformation in educational quality.

This research makes a significant contribution to the advancement of knowledge in the field of School-Based Management by introducing a comprehensive approach that integrates the supporting pillars in efforts to enhance education quality. The study's main strength lies in its ability to explore the relationships among community participation, transparency, autonomy, and accountability within the SBM framework focused on optimization. It also offers a new perspective on how these pillars can simultaneously strengthen school management and educational quality, a topic that has been insufficiently explored in depth. Another major contribution is the use of a mixed-methods approach, combining quantitative and qualitative data, which provides a more holistic and comprehensive understanding of the challenges and opportunities in SBM implementation. The findings are expected to serve as a valuable reference for policymakers, education practitioners, and future researchers in developing more participatory, transparent, and adaptive educational management models that respond to social changes and local needs.

Although this study provides comprehensive insights into the implementation of School-Based Management with a focus on its supporting pillars and optimizing community participation, several limitations should be noted. First, the study only covers a number of schools within certain regions, so the results may not be fully generalizable to broader contexts, especially in areas with different social and economic characteristics. Second, despite employing a mixed-methods approach combining quantitative and qualitative data, limitations in sample size may affect the depth of analysis and the validity of findings. Furthermore, this research does not deeply explore external factors that might influence SBM implementation, such as varying government policies across regions. Therefore, this study offers opportunities for further research with larger and more diverse samples, as well as investigations into external factors that may affect the successful implementation of SBM.

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