

CHALLENGES OF EDUCATIONAL AUTONOMY IN THE IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT

Cut Maulinda Juniar*, M. Anggung Manumanoso Prasetyo

UIN Sultanah Nahrasiyah Lhokseumawe, Aceh, Indonesia

*cutmoulinda@gmail.com

Article History

Submitted	: August 2, 2025
Revised	: October 9, 2025
Accepted	: October 10, 2025
Published	: October 13, 2025

How to cite : Juniar, C. M., Prasetyo, M. A. M., "Challenges Of Educational Autonomy In The Implementation Of School-Based Management", *el-Tarbawi*, 18(1), 62-81, October, 2025.

Abstract

The implementation of School-Based Management (SBM) in educational institutions is expected to be carried out in accordance with established regulations. However, in practice, it often falls short of expectations. Common problems include limited budgets, inadequate facilities and infrastructure, low-quality human resources, and insufficient integration of educational technology. This study specifically aims to analyze the challenges of educational autonomy within the framework of SBM. A qualitative approach with a descriptive survey method was employed. The research was conducted at SMP Negeri 3 Muara Batu, with data collected through interviews and observations. The informants consisted of the school principal and several individuals directly involved in managing SBM. Interviews were conducted online via the WhatsApp application to adapt to field conditions, while



observations were carried out at the school to examine both the implementation process and the progress achieved after adopting SBM. The findings indicate that the school has implemented programs designed to improve institutional quality. Through the application of SBM, the school strives to become more effective by exercising educational autonomy. Moreover, the study highlights that an effective school must incorporate efficient elements to enhance not only the institution's overall quality but also the professional competence of teachers.

Keywords: *Autonomy; Decentralization; Education; School-Based Management (SBM); School Policy.*

Abstrak

Implementasi Manajemen Berbasis Sekolah (MBS) di lembaga pendidikan seharusnya dilakukan sesuai dengan aturan-aturan yang telah ditetapkan. Namun, dalam praktiknya sering kali belum memenuhi harapan. Permasalahan yang umum dijumpai antara lain keterbatasan anggaran, fasilitas dan infrastruktur yang tidak memadai, rendahnya kualitas sumber daya manusia, serta kurangnya integrasi teknologi pendidikan. Penelitian ini secara khusus bertujuan untuk menganalisis tantangan otonomi pendidikan dalam kerangka MBS. Pendekatan kualitatif dengan metode survei deskriptif digunakan dalam penelitian ini. Penelitian dilaksanakan di SMP Negeri 3 Muara Batu dengan teknik pengumpulan data melalui wawancara dan observasi. Informan terdiri dari kepala sekolah serta beberapa individu yang terlibat langsung dalam pengelolaan MBS. Wawancara dilakukan secara daring melalui aplikasi WhatsApp untuk menyesuaikan dengan kondisi lapangan, sedangkan observasi dilakukan di sekolah untuk menelaah proses implementasi serta perkembangan yang dicapai setelah penerapan MBS. Hasil penelitian menunjukkan bahwa sekolah telah melaksanakan program-program yang dirancang untuk meningkatkan mutu lembaga pendidikan. Melalui penerapan MBS, sekolah berupaya menjadi lebih efektif dengan memanfaatkan otonomi pendidikan. Lebih lanjut, penelitian ini

menegaskan bahwa sekolah yang efektif harus mengintegrasikan elemen-elemen efisien yang tidak hanya meningkatkan mutu lembaga pendidikan secara keseluruhan, tetapi juga kompetensi profesional para guru.

Kata Kunci : *Otonomi; Desentralisasi; Pendidikan; Manajemen Berbasis Sekolah (MBS); Kebijakan Sekolah.*

INTRODUCTION

The development of School-Based Management (SBM) within the framework of national reform is closely related to efforts to improve the performance of educational institutions. Suryana explains that political reform in government entails a shift from a centralized to a decentralized system, granting autonomy to local governments as stipulated in Law No. 32 of 2004 on Regional Governance. Education, which was initially under the control of the central government, was gradually decentralized to local governments to increase efficiency and effectiveness in managing education, thereby improving national educational performance (Suryana, 2020). Problems in school management frequently occur, such as limited financial resources, inadequate facilities and infrastructure, low-quality human resources, and insufficient integration of technology (Patras et al., 2019). In many institutions, collaboration and engagement with stakeholders, both within and outside the school community, remain minimal.

Research on organizational performance suggests that outcomes improve when staff members are trained in decision-making and provided with sufficient information to support their work (Wael et al., 2023). Thus, improved performance does not stem solely from hierarchical authority but rather from collaborative practices and communication in collective decision-making. Decisions made collaboratively are based on information-sharing and mutual respect for colleagues' contributions. Sjachruddin further notes that formal evaluation of policies on

educational autonomy, from the district to the provincial level, has rarely been carried out (Sjachruddin M. Seman et al., 2020).

The policy of School-Based Management also faces limitations in terms of authority, particularly regarding how much power should be delegated to educational institutions (Agustina Muliati et al., 2022). Educational autonomy is essential to enhance teacher quality. Through autonomy, teachers are given the freedom to develop their competencies, creativity, and professional responsibilities in the learning process. Consequently, educational autonomy directly contributes to improving both teacher quality and overall educational outcomes. Castle, citing Piaget (1965), distinguishes between intellectual autonomy and moral autonomy: intellectual autonomy refers to the ability to differentiate between correct and incorrect knowledge, while moral autonomy concerns the ability to distinguish between right and wrong (Castle, 2004).

This study aims to specifically analyze the challenges of educational autonomy in implementing School-Based Management (SBM). SBM is a decentralized approach that grants principals the authority to manage resources and make decisions based on institutional and student needs. Through such autonomy, schools are expected to create more effective, efficient, and contextually responsive management systems (Tansiri & Bong, 2019). However, implementation across various educational institutions continues to face multiple challenges. Several studies have found that many schools have yet to optimally involve external stakeholders, such as the community and school committees, in decision-making processes. This indicates that the practice of educational autonomy is not yet fully participatory. Furthermore, social and political dynamics often influence the level of school autonomy, which is frequently marked by negotiation and competing interests (Rosyida & Purwanto, 2022).

Other studies highlight differing interpretations of autonomy in the educational context. Wohlstetter conceptualizes SBM as an approach that encourages active participation of the school community, including students, in institutional

management. Meanwhile, Castle (2004) emphasizes that autonomy is still often perceived politically as state independence, whereas in education it refers more to the capacity of institutions and educators to organize and develop themselves independently. Educational autonomy thus encompasses a broad theoretical dimension, ranging from critical theory, developmental psychology, socio-cognitive perspectives, to post-structuralism, all of which emphasize institutional independence and responsibility in educational governance (Panggabean et al., 2022).

These studies collectively demonstrate that SBM has a positive impact on improving educational quality, but its effectiveness depends heavily on resource readiness and the ability of school principals to make use of such autonomy (Nugroho & Latifah, 2022). Autonomy provides schools and teachers with the space to develop curricula, teaching methods, and evaluation systems tailored to student needs. Therefore, this study focuses on identifying the challenges and strategies of implementing educational autonomy within SBM as a means to improve the quality of educational institutions (Athiyah, 2019).

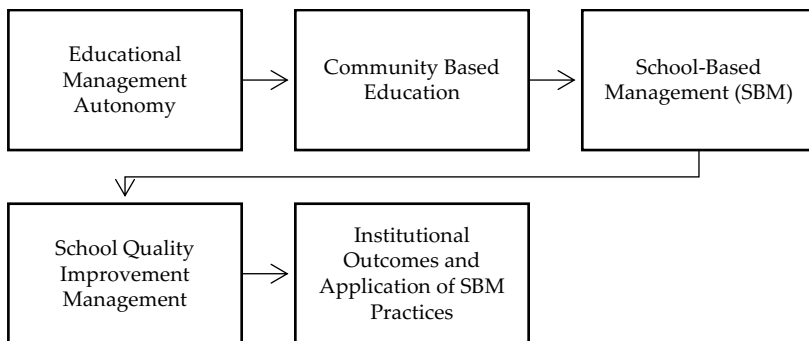


Figure 1. Model of Educational Autonomy Practice in School-Based Management

Figure 1 illustrates a model of successful SBM implementation in enhancing school quality. The model consists of several interconnected stages: educational management autonomy, the conceptual framework of educational autonomy, school quality

improvement management, community-based education, institutional performance outcomes, and the application of SBM practices.

METHOD

This study employed a qualitative approach with a descriptive survey method. The research was conducted at SMP Negeri 3 Muara Batu, with data collected through interviews and observations. Interviews were carried out online via the WhatsApp application to adapt to field conditions. The study aimed to analyze the implementation of School-Based Management (SBM) at SMP Negeri 3 Muara Batu. The application of SBM in educational institutions is considered essential, as it contributes to improving the effectiveness of school management and the overall quality of education.

The informants in this study consisted of the principal and several individuals involved in managing SBM. Observations were conducted at SMP Negeri 3 Muara Batu to directly examine both the progress achieved after the adoption of SBM and the process of its implementation. The collected data were then analyzed by categorizing and synthesizing the interview findings obtained from the informants.

RESULTS AND DISCUSSION

Educational autonomy refers to the authority granted to schools in managing policies through the application of School-Based Management (SBM). Such autonomy contributes to significant improvements in school quality. Indicators of educational autonomy include institutional authority to design procedures independently, without external assistance (Hadiyanto et al., 2017). In managing budgets, educational institutions are not entirely dependent on the government. Educational autonomy often involves policies that support its implementation, particularly decentralization policies. Educational decentralization aims to shift

part of the power from the central government to local governments or directly to educational institutions. This policy enables schools to adapt programs and policies to local needs (M. Husin, 2012).

The implementation of autonomy in educational institutions must adhere to established regulations (Khairi, 2022). At SMP Negeri 3 Muara Batu, the principal applied an educational culture based on values, norms, and practices within the school, while also engaging various stakeholders to interact and participate. Educational culture plays a critical role in determining the effectiveness and success of autonomy in improving institutional quality (Jihan et al., 2023). The principal exercised autonomy in implementing SBM by aligning institutional policies with student characteristics and local needs. This autonomy entailed both authority and responsibility in decision-making related to SBM policies aimed at enhancing the school's development. Decision-making processes at SMP Negeri 3 Muara Batu involved teachers, students, and parents, ensuring shared responsibility (Patras et al., 2019).

School-Based Management is essentially a decision-making concept for educational development conducted collaboratively by staff, parents, students, and the local community, all of whom support educational autonomy. SBM is closely tied to educational autonomy, as it provides principals with the authority to manage resources, policies, and programs (Harahap, 2016). With autonomy, principals gain the right and responsibility to apply SBM principles in order to improve school quality (Istijarti et al., 2019). Furthermore, decision-making in SBM extends beyond principals and school staff to include external parties such as parents, the community, and students, ensuring that planned initiatives run effectively (Paul-Binyamin & Gindi, 2017). Autonomy also enables schools to develop curricula and manage resources based on student needs.

The findings indicate that the school has developed programs that improved its overall quality compared to previous conditions. By adopting SBM, SMP Negeri 3 Muara Batu aimed to become more effective. According to the vice principal for curriculum, an effective school must incorporate efficient elements to enhance both institutional quality and teacher performance.

“In my opinion, an effective school must include elements classified into inputs, processes, and outputs. By implementing SBM within the framework of educational autonomy, the principal must be able to manage resources effectively, improve institutional outcomes, and design learning processes aligned with the established curriculum.” - Informant 1

The school has applied educational autonomy by addressing student needs and the surrounding context, developing lesson plans aligned with the curriculum, managing resources efficiently, and conducting ongoing evaluations. However, challenges remain, particularly limited technology and inadequate financial resources (Andriyan & Yoenanto, 2022). In addition, granting schools the freedom to manage education requires teachers to create responsive and relevant learning environments tailored to local needs (Lestari et al., 2021).

“In my view, this school must collaborate with other schools to support the implementation of educational autonomy by providing additional resources, training, and opportunities for students to gain knowledge and practice in various fields. Collaboration should not be limited to other schools or universities, but also include non-governmental organizations that can contribute to educational development. Through such partnerships, SMP Negeri 3 Muara Batu can expand knowledge and improve educational quality.” - Informant 2

By maintaining accountability and transparency in decision-making, the school provides open access to information in a clear and comprehensible manner. Institutional decisions are carefully considered, with evaluation of their impact on students' learning and the achievement of educational goals (Mustofa & Indah, 2023).

Based on the data, four main themes were identified regarding the implementation of SBM autonomy: planning of educational autonomy within SBM, organizing educational autonomy within SBM, implementing educational autonomy within SBM, and evaluating and monitoring the outcomes of educational autonomy within SBM.

Planning Educational Autonomy in School-Based Management

Educational autonomy grants schools the authority to independently manage their institutions without external intervention. This authority includes designing teaching methods that are aligned with student needs and the surrounding environment. Planning educational autonomy refers to the responsibility of educational institutions to formulate policies that address the local needs of learners (Lurah & Haryanto, 2014). Within the framework of School-Based Management (SBM), planning educational autonomy encompasses the development of a localized curriculum. Thus, schools have the authority to design curricula tailored to their specific contexts, including the selection of learning materials, teaching methods, and assessment approaches that reflect student characteristics as well as community aspirations (Tabroni et al., 2022).

Educational institutions should adopt and further expand SBM practices through educational autonomy, as autonomy is multidimensional in nature and enhances the quality of education when applied within school management. Planning educational autonomy allows schools to strengthen their capacity in teaching and learning processes (Lawotan, 2019). To ensure that educational autonomy is effectively implemented under SBM, schools are encouraged to collaborate with other institutions (Smither & Zhu,

2011). In the learning process, students are also expected to take responsibility for tasks assigned by teachers. Initially, teachers provide instructional materials based on the prescribed curriculum; subsequently, students are expected to study and understand the material independently (Gil-Arias et al., 2020).

Organizing Educational Autonomy in School-Based Management

The organization of educational autonomy within School-Based Management (SBM) is closely linked to the institutional structure and decision-making processes. Organizing autonomy grants schools the authority to manage their institutions, thereby encouraging progress and development. This organizational aspect of autonomy is strongly connected to the concept of empowering schools and enhancing their overall capacity (Wahyuni et al., 2021).

At SMP Negeri 3 Muara Batu, curriculum design must be adapted to the needs, talents, and capacities of teachers. The implementation of SBM in curriculum design relies heavily on the principal's leadership, teacher support, and the active involvement of the school committee. To execute the planned curriculum, the principal distributes teaching assignments based on teaching hours and workload, considering the availability of teachers and the allocation of instructional hours according to curriculum requirements. Teachers are responsible for applying the curriculum in the classroom and ensuring that the teaching and learning process runs effectively. Thus, the professional competence of teachers determines the extent to which the designed curriculum can be implemented efficiently and successfully.

The principal also holds autonomy to manage the school and guide its future improvement. The success of planned programs largely depends on the principal's managerial capacity in coordinating all staff. Educational institutions with sufficient resources, high-quality teachers, and adequate facilities and infrastructure are more likely to implement SBM programs effectively and efficiently. Indeed, educational autonomy significantly influences improvements across all aspects of

schooling. However, the success of SBM implementation ultimately depends on the collaboration of all stakeholders within the institution (Hardiansyah, 2022).

Implementing Educational Autonomy in School-Based Management

Granting schools the authority to implement educational autonomy allows them to independently manage various aspects of education, including human resources. This means that educational institutions must be responsive to local needs. Educational autonomy in implementation involves decision-making concerning resource allocation and curriculum management (Mustakim & Saberan, 2019). Moreover, SBM carries the responsibility of driving school improvement; hence, schools possess the authority to develop strategic plans in multiple areas to enhance educational outcomes (Mukhtar & Minnah el-Widdah, 2020).

At SMP Negeri 3 Muara Batu, the implementation of SBM autonomy was carried out collaboratively by the principal, vice principals, teaching staff, and parents. The programs included developing a curriculum suited to local needs, managing budgets to support school and student requirements, and training and developing teachers' performance to improve both teaching quality and staff competence (Agung Nugroho et al., 2023).

The implementation of SBM also requires effective supervision. Supervisors play a crucial role in supporting SBM by providing advice to address educational challenges, encouraging innovation, and fostering continuous improvement in school quality. Furthermore, supervisors assist and guide schools when problems arise in specific areas, ensuring that SBM implementation remains consistent and effective (Sari et al., 2018).

Evaluation and Monitoring of Educational Autonomy in School-Based Management

The evaluation of educational autonomy is a crucial process to ensure the successful implementation of educational policies within schools. Evaluation and monitoring are interrelated and mutually supportive in improving the quality of education. They provide a foundation for schools to manage education more effectively and achieve predetermined goals (Musifuddin et al., 2024).

The findings of this study are consistent with Hidayati's (2009) research, which argues that local governments have both the opportunity and authority to organize and implement education within their respective regions. A key principle of educational autonomy is the establishment of educational organizations at the district level. A tangible form of educational autonomy is the practice of School-Based Management (SBM), which provides both public and private institutions with greater opportunities to exercise decision-making authority.

Schools should formulate strategies for implementing educational autonomy policies by applying SBM, as SBM grants principals the authority to manage resources and make decisions (Supriyanta, 2018). Through SBM, schools can develop learning programs tailored to student needs, thereby enhancing the effectiveness of the teaching and learning process. At SMP Negeri 3 Muara Batu, for example, collaboration with other schools has supported the implementation of SBM. Conversely, Lawati (2021) emphasizes that educational autonomy is inherently independent, enabling institutions to manage themselves without relying on external collaboration.

Educational autonomy also receives strong support from the government in addressing challenges through the implementation of SBM (Supriyanta, 2018). This research highlights that policy changes, combined with inter-school collaboration, can foster institutional improvement and advance student learning

(Devi & Subiyantoro, 2021). Other studies identify an ideal model of SBM consisting of several priority stages: first, enhancing teaching quality, and second, improving educational performance. In general, SBM practices in schools are responsive and participatory, thus providing optimal feedback. The application of SBM strengthens schools' capacity to make independent decisions and assume responsibility for managing their institutions without relying on external bodies (Mukhsin, 2019).

The implications of SBM implementation are positive for educational institutions. Autonomy in practice has the potential to improve student academic performance by focusing on effective school-based learning. Gunawan et al. (2021) argue that educational autonomy enhances institutional performance; however, qualitatively, such improvements are sometimes ineffective due to insufficient pilot testing and a lack of well-prepared human resources. Similarly, Nisa (2022) explains that school autonomy can enhance staff performance, as well as increase students' and communities' understanding of education.

The findings also reveal that the orientation of the challenges of educational autonomy lies in the cultivation of values to shape the quality of learning. The concept of school-based management policy is directly linked to autonomy, particularly in curriculum development and resource management. School-based management emphasizes decision-making in managing resources, as well as in determining curricula and teaching methods (Jihan et al., 2023). Moreover, the concept of school-based management focuses on stakeholders within the institution, including teachers, staff, parents, and students. Although schools are granted autonomy in decision-making, SBM policies consistently emphasize the importance of accountability as a key factor in achieving educational success (Alfasisromarakap et al., 2021).

The study further identifies that the challenges of educational autonomy can be categorized into three areas: the degree of educational autonomy, the impact of SBM on the quality of learning, and curriculum development. These findings suggest

that in order to understand the barriers faced by educational institutions in implementing autonomy, it is necessary to develop strategies to address them. Several efforts can be undertaken to strengthen the implementation of SBM in schools, one of which is adopting an inclusive approach that fosters a supportive learning environment. Such efforts aim to ensure that educational institutions achieve their goals effectively and efficiently.

CONCLUSION

This study specifically identified the obstacles in implementing educational autonomy and applying School-Based Management (SBM) in schools. The findings demonstrate that the challenges of educational autonomy within SBM lie in decision-making processes related to resource management, curriculum design, and instructional methods. The study also highlights that educational autonomy involves the cultivation of values to shape the quality of learning. Although educational institutions possess autonomy in making decisions, SBM policies consistently emphasize the importance of accountability as a fundamental element in ensuring educational success.

The results further indicate that the school under study had implemented SBM; however, lessons must be drawn from its practices to ensure that SBM can be carried out more effectively and efficiently to improve institutional quality. The findings reaffirm that the orientation of educational autonomy challenges is embedded in the integration of values that enhance learning quality. Moreover, SBM policies are directly related to autonomy through curriculum development and resource management, stressing that decision-making in schools must address these dimensions while maintaining accountability for long-term educational improvement.

REFERENCES

- Agung Nugroho, Karma Iswasta Eka, & Nur Aini Hidayah. (2023). School-Based Management in Adiwiyata Elementary School, Banyumas. *Jurnal Elementaria Edukasia*, 6(3), 1218–1230. <https://doi.org/10.31949/jee.v6i3.6202>
- Agustina Muliati, Winda Sihotang, Rini Ade Octaviany, & Darwin. (2022). Effectiveness of School Resources Management in Improving The Quality of Education. *East Asian Journal of Multidisciplinary Research*, 1(6), 901–916. <https://doi.org/10.55927/eajmr.v1i6.480>
- Alfasisromarakap, A., Ahman, A., Sunaryo, S., Achmad, A., Husen, H., & Astra, I. M. (2021). Hambatan Dan Tantangan Dalam Penyelenggarakan Pendidikan Dasar di Kabupaten Biak Numor Provinsi Papua di Era Otonomi Khusus Papua. *Jurnal Review Pendidikan Dan Pengajaran*, 4(1), 141–153. <https://doi.org/10.31004/jrpp.v4i1.1870>
- Andriyan, A., & Yoenanto, N. H. (2022). Optimalisasi penerapan dan pengelolaan manajemen berbasis sekolah: literatur review. *Jurnal Akuntabilitas Manajemen Pendidikan*, 10(1), 14–27. <https://doi.org/10.21831/jamp.v10i1.45011>
- Athiyah, C. U. (2019). Implementasi Manajemen Berbasis Sekolah Sebagai Alternatif Desentralisasi Pendidikan di MAN 4 Jakarta. *Andragogi: Jurnal Diklat Teknis Pendidikan Dan Keagamaan*, 7(1), 130–145. <https://doi.org/10.36052/andragogi.v7i1.82>
- Castle, K. (2004). The meaning of autonomy in early childhood teacher education. *Journal of Early Childhood Teacher Education*, 25(1), 3–10. <https://doi.org/10.1080/1090102040250103>
- Devi, A. D., & Subiyantoro, S. (2021). Implementasi Manajemen Berbasis Sekolah Dalam Meningkatkan Kualitas Di Sekolah Menengah Pertama. *Edukatif: Jurnal Ilmu Pendidikan*, 3(3),

963–971.

<https://edukatif.org/index.php/edukatif/article/view/481>

- Februannisa, W. Z., & Anggraini, N. J. (2022). School-Based Management as an Innovation in Improving the Quality of Education. *Journal of Quality Assurance in Islamic Education (JQAIE)*, 2(1), 21–27. <https://doi.org/10.47945/jqaie.v2i1.610>
- Gil-Arias, A., Claver, F., Práxedes, A., Villar, F. Del, & Harvey, S. (2020). Autonomy support, motivational climate, enjoyment and perceived competence in physical education: Impact of a hybrid teaching games for understanding/sport education unit. *European Physical Education Review*, 26(1), 36–53. <https://doi.org/10.1177/1356336X18816997>
- Gunawan, A. J., Hutabarat, J. P., Putri, K. A., & Michael, N. A. (2021). Analisis Pengaruh Otonomi Pendidikan Terhadap Kualitas Belajar Mahasiswa. *Jurnal Kewarganegaraan*, 5(2), 817–825. <https://doi.org/10.31316/jk.v5i2.1954>
- Hadiyanto, D., Suryadi, Y. S., & Zulaikha, S. (2017). Autonomy And Community Participation On The Implementation Of School-Based Management In The City Of South Tangerang. *Proceedings of the 9th International Conference for Science Educators and Teachers (ICSET 2017)*, 118, 1126–1131. <https://doi.org/10.2991/icset-17.2017.183>
- Harahap, E. K. (2016). Manajemen Otonomi Pendidikan di Indonesia. *Ri'ayah: Jurnal Sosial Dan Keagamaan*, 1(02), 137. <https://doi.org/10.32332/riayah.v1i02.104>
- Hardiansyah, F. (2022). The Implementation of School-Based Management in Improving Quality of Education in Primary School. *Kelola: Jurnal Manajemen Pendidikan*, 9(2), 148–162. <https://doi.org/10.24246/jk.2022.v9.i2.p148-162>
- Hidayati, S. N. (2009). Kebijakan Pemerintah Tentang Pengelolaan Satuan Pendidikan Keagamaan: Tantangan Terhadap

- Implementasi Manajemen Berbasis Sekolah. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 12(2), 138–151.
<https://doi.org/10.24252/lp.2009v12n2a2>
- Istijarti, A., Riyanto, Y., & Setyowati, S. (2019). Implementation of Management Based School in Improving The Quality Of Secondary Education. *International Journal for Educational and Vocational Studies*, 1(8), 904.
<https://doi.org/10.29103/ijevs.v1i8.2255>
- Khairi, Z. (2022). Analysis of School-Based Management: Effort in Building Education Autonomy. *International Journal of Research and Review*, 9(9), 110–118.
<https://doi.org/10.52403/ijrr.20220911>
- Lawati, S. (2021). Metode Peningkatan Mutu di Era Otonomi Pendidikan. *Journal of Practice Learning and Educational Development*, 1(1), 17–21.
<https://doi.org/10.58737/jpled.v1i1.15>
- Lawotan, Y. E. (2019). Implementasi Manajemen Berbasis Sekolah (MBS) Dalam Meningkatkan Kompetensi Profesional Guru Di Sd Katolik 143 Bhaktyarsa Maumere. *Jurnal Pendidikan*, 7(2), 10–20. <https://doi.org/10.36232/pendidikan.v7i2.297>
- Lestari, I., Anggraini, H. I., & Maisyaroh, M. (2021). Manajemen Berbasis Sekolah Dalam Pendidikan Saat Ini. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 1(3), 171–177.
<https://doi.org/10.47709/educendikia.v1i3.1239>
- Lurah, I. H. S., & Haryanto, H. (2014). Peran Kepala Sekolah dalam Penerapan Manajemen Berbasis Sekolah (MBS) di SDIT Jabal Nur Gamping, Sleman. *Jurnal Akuntabilitas Manajemen Pendidikan*, 2(2), 174–187.
<https://doi.org/10.21831/amp.v2i2.2447>
- M. Husin. (2012). Pelaksanaan Manajemen Berbasis Sekolah Dalam Meningkatkan Kualitas Siswa DI SEKOLAH. *Visipena*

Journal, 3(1). <https://doi.org/10.46244/visipena.v3i1.52>

- Mukhsin, M. (2019). Strategi Peningkatan Mutu di Era Otonomi Pendidikan. *JUPE: Jurnal Pendidikan Mandala*, 4(5). <https://doi.org/10.58258/jupe.v4i5.845>
- Musifuddin, M., Yunitasari, D., & Murcahyanto, H. (2024). CIPP Model Approach to School-Based Management Program Evaluation. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 9(1), 104–116. <https://doi.org/10.31538/ndh.v9i1.4440>
- Mustakim, & Saberan, R. (2019). Penerapan Manajemen Berbasis Sekolah. *STILISTIKA: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 4(1), 122–131. <https://doi.org/10.33654/sti.v4i1.973>
- Mustofa, A. Y., & Indah, R. N. (2023). Eliminating Challenges and Promoting Autonomy: The Power of the English Club for High School Students. *PANYONARA: Journal of English Education*, 5(2), 101–116. <https://doi.org/10.19105/panyonara.v5i2.9230>
- Nisa, K. (2022). Kepemimpinan Pendidikan Dalam Manajemen Berbasis Sekolah. *Jurnal Manajemen Pendidikan Al Hadi*, 2(2), 19. <https://doi.org/10.31602/jmpd.v2i2.7339>
- Nugroho, A. G., & Latifah, L. (2022). Proses Pembelajaran Menggunakan Strategi Inkuiri Dalam Manajemen Berbasis Sekolah (MBS) Dengan Hasil Kepuasan Guru di Madrasah Tsanawiyah Assalam Martapura. *AL-ULUM: Jurnal Ilmu Sosial Dan Humaniora*, 8(2). <https://doi.org/10.31602/alsh.v8i2.8246>
- Panggabean, R. R., Astari, Y. P., Sari, I. P., Rohmadani, & Safrudin. (2022). Implementation of School-Based Management in Improving The Character Quality of Elementary School Students. *Indonesian Values and Character Education Journal*, 5(1), 1–8. <https://doi.org/10.23887/ivcej.v5i1.42324>

- Patras, Y. E., Iqbal, A., Papat, P., & Rahman, Y. (2019). Meningkatkan Kualitas Pendidikan Melalui Kebijakan Manajemen Berbasis Sekolah dan Tantangannya. *Jurnal Manajemen Pendidikan*, 7(2), 800–807. <https://doi.org/10.33751/jmp.v7i2.1329>
- Paul-Binyamin, I., & Gindi, S. (2017). Autonomy and religious education: lessons from a six-year evaluation of an educational reform in an Israeli school network. *British Journal of Religious Education*, 39(2), 149–171. <https://doi.org/10.1080/01416200.2015.1025698>
- Rosyida, I., & Purwanto, N. A. (2022). Implementation of School-Based Management to Improve Education Quality at MAN 6 Pidie. *Proceedings of the 5th International Conference on Current Issues in Education (ICCIE 2021)*, 640(Iccie), 404–408. <https://doi.org/10.2991/assehr.k.220129.074>
- Sari, D. N. A., Bafadal, I., & Wiyono, B. B. (2018). Pelaksanaan Supervisi Manajerial Dalam Rangka Implementasi Manajemen Berbasis Sekolah. *Jurnal Administrasi Dan Manajemen Pendidikan*, 1(2), 213–221. <https://doi.org/10.17977/um027v1i22018p213>
- Sjachruddin M. Seman, Husainie Usman, & Johansyah. (2020). Evaluasi Implementasi Kebijakan Otonomi Pendidikan dari Dinas Pendidikan Kabupaten/Kota Ke Dinas Pendidikan Propinsi Kalimantan Timur. *Bedumanagers Journal*, 1(1), 27–31. <https://doi.org/10.30872/bedu.v1i1.359>
- Smither, K., & Xihe Zhu. (2011). High school students' experiences in a Sport Education unit: The importance of team autonomy and problem-solving opportunities. *European Physical Education Review*, 17(2), 203–217. <https://doi.org/10.1177/1356336X11413185>
- Supriyanta, S. (2018). Desentralisasi Pendidikan di Era Otonomi Daerah. *Cakrawala*, 2(1), 50–68.

<https://doi.org/10.32781/cakrawala.v2i1.85>

- Suryana, S. (2020). Permasalahan Mutu Pendidikan dalam Perspektif Pembangunan Pendidikan. *Edukasi*, 14(1). <https://doi.org/10.15294/edukasi.v14i1.971>
- Tabroni, I., Sari, R. P., Salamah, U., & Mulyani, S. (2022). Education Quality Improvement Through School Based Management. *Jurnal Multidisiplin Madani*, 2(3), 1209–1218. <https://doi.org/10.54259/mudima.v2i3.507>
- Tansiri, I. Y., & Bong, Y. J. (2019). The Analysis of School-Based Management (SBM) Implementation to the Educational Quality Service of State Junior High School. *Proceedings of the 2nd International Conference on Research of Educational Administration and Management (ICREAM 2018)*, 258(Icream 2018), 424–426. <https://doi.org/10.2991/icream-18.2019.89>
- Wael, A., Akib, M., Hasanudin, H., & Akib, R. (2023). Autonomous Learning Strategies for Academic Speaking by English Education Department Students. *J-SHMIC: Journal of English for Academic*, 10(1), 51–62. [https://doi.org/10.25299/jshmic.2023.vol10\(1\).10269](https://doi.org/10.25299/jshmic.2023.vol10(1).10269)
- Wahyuni, R., Khojir, K., & Salehudin, M. (2021). Pembelajaran Berbasis Multimedia (Tinjauan Perencanaan dan Pengorganisasian Pada Manajemen Kinerja Guru). *EDUSAINTEK: Jurnal Pendidikan, Sains Dan Teknologi*, 8(2), 172–198. <https://doi.org/10.47668/edusaintek.v8i2.346>