

School-Based Management in Improving The Quality of Education Through Communication and Information Management

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Abstrak

Peran utama pendidikan adalah meningkatkan kualitas sumber daya manusia melalui lembaga pemerintah dan non-pemerintah. Salah satu solusi yang diajukan adalah Manajemen Berbasis Sekolah (MBS), yang memanfaatkan pengelolaan sumber daya untuk meningkatkan kualitas pendidikan melalui manajemen informasi dan komunikasi yang efektif. Sekolah diberi kewenangan langsung atas layanan internal dan eksternal. Namun, sistem manajemen informasi dan komunikasi di sekolah saat ini belum memberikan kemajuan signifikan terhadap kualitas pendidikan. Bahkan, dalam beberapa kasus, sistem ini menghambat kreativitas satuan pendidikan. Agar MBS dapat diterapkan secara efektif, peran kepala sekolah sebagai pemimpin sangat penting dalam memastikan manajemen informasi dan komunikasi yang baik dengan seluruh warga sekolah. Penelitian ini menggunakan metode deskriptif kualitatif dengan mengumpulkan data dari literatur online dan jurnal-jurnal terakreditasi yang relevan. Hasil penelitian menunjukkan bahwa MBS yang dikelola dengan baik dapat meningkatkan kualitas pendidikan melalui perencanaan, organisasi, pelaksanaan, dan evaluasi yang lebih baik.

Kata Kunci: Manajemen Berbasis Sekolah; Kualitas Pendidikan; Manajemen Informasi; Manajemen Komunikasi.

Abstract

The primary role of education is to enhance human resource quality through both governmental and non-governmental institutions. One proposed solution is School-Based Management (SBM), which leverages resource management to improve education quality via effective information and communication management. Schools are granted direct authority over both internal and external services. However, current information and communication management systems in schools have not significantly advanced education quality. In some cases, these systems have even impeded the creativity of educational units. For SBM to be effectively implemented, the role of the principal as a school leader is crucial, ensuring good information and communication management with all school members. This qualitative descriptive study collected data from online literature and relevant accredited journals. The findings suggest that well-managed SBM can enhance education quality through improved planning, organization, implementation, and evaluation.

Keyword: School-Based Management; Education Quality; Information Management; Communication Management.

1. Introduction

The essential strength of national reform starts from human resources (HR) who have a vision and personalities who are willing to prioritize the interests of the people in various aspects of life (Hasibuan, 2022; Hidayat *et al.*, 2024; Pratiwi, 2016). Nowadays, many nations ignore the role of human resources. Hence, they are willing to accept the situation that has degraded the nation's dignity, as seen by poverty, ignorance, and the lack of law enforcement (Arifin, 2020). For a society or country to make changes or reforms, it is necessary to improve the quality of human resources. One way to enhance human resources quality is through education and training in a broad sense (Silalahi *et al.*, 2022). Efforts to improve the quality of education must include all levels, paths, and types of education contained in a nation's education system. Many factors affect the quality of education, but one of the factors that is suspected to have a significant influence is education management, especially school-based Management (SBM) (Hidayat *et al.*, 2024).

MBS is a paradigm shift in education governance, moving from the top-down direction towards decentralized decision-making (Ita, 2022). Under this framework, principals, teachers, parents, and community members collaborate to set goals, allocate resources, and implement strategies that align with the school's vision and context (Cayantoro *et al.*, 2023). Such autonomy fosters a sense of ownership and accountability among stakeholders, encouraging innovation and responsiveness to local needs. School-based Management (SBM) is a policy set by the government in education that regulates and allows schools to make policies and take care of their households. It aims to improve the quality of education so that it can be carried out efficiently and effectively (Atikasari, 2020). School-based Management (SBM) is considered the most effective and profitable step in improving the quality of education in schools. Schools are free to make their policies according to the needs and conditions of the school environment (Jadidah, 2021).

About efforts to improve the quality of education, many factors determine that the quality can be improved, including the implementation of good Management (Usman, 2014). The quality of education includes inputs, processes, outputs, and outcomes so that later activities in the world of education can run well (Handoyo *et al.*, 2021). Input means the form of available resources and everything that must be there so that the educational process can occur correctly. Meanwhile, the maximum process is an activity carried out in the field of education to determine the quality and achieve academic goals. Then, the output means the output or result of the education itself after previously carrying out the educational process. The maximum outcome is the long-term effect of the educational process, such as receiving further education, having achievements and conducting additional training or earning income.

The implementation of Management in schools can be carried out through School-Based Management. School-Based Management, or SBM, is characterized by full authority or autonomy related to school services, both internally and externally, to achieve educational goals in schools while still referring to laws and regulations (Azhara, 2022). SBM is a model that manages autonomous schools involving all aspects of the school, such as principals, teachers, students, and parents/guardians to the community. If SBM is appropriately implemented, it can improve the quality of education (Ratnasari, 2020). The excellent implementation of SBM is determined by the indicators that implement SBM successfully, namely the support of school principals and teachers, adequate and sufficient funding, the commitment to achieve common goals, responsibility, skills, and accountability (Junindra *et al.*, 2022). However, if the indicators mentioned above cannot work well or if there is a lack of participation, lack of awareness in carrying out tasks, and lack of budget or inadequate available funding, there will inevitably be obstacles in implementing this SBM because one of the main goals of MBS is to improve the quality of the occupation.

Effective communication lies at the heart of the successful implementation of MBS. It facilitates the development of a shared vision, fosters trust, and ensures transparency in the decision-making process (Rahmat, 2021). School principals must communicate organizational goals clearly, engage stakeholders in meaningful dialogue to gather diverse perspectives and foster a sense of collective

ownership (Alfiyanto *et al.*, 2021a). In addition, open communication channels empower teachers to contribute their expertise, fostering a culture of collaboration and professional growth.

Information management is the backbone of SBM, enabling data-driven decision-making and performance monitoring (Sandi *et al.*, 2022). By collecting and analyzing student performance data, schools can identify areas of improvement and tailor instructional interventions to meet students' individual needs (Wibowo, 2023). A robust information system also facilitates resource allocation, ensuring that limited resources are allocated wisely to maximize impact. The synergy between communication and information management under MBS produces tangible benefits for the quality of education (Suparlan, 2014). Clear communication channels allow stakeholders to align their efforts towards a common goal, fostering a cohesive learning environment conducive to student success (Lor *et al.*, 2020). In addition, data-informed decision-making empowers educators to implement evidence-based practices, encouraging continuous improvement and innovation in teaching and learning (Alfiyanto & Hidayati, 2022).

Despite its potential, MBS faces several challenges in practice. Limited capacity and resources can hinder a school's ability to manage information and engage stakeholders effectively. In addition, gaps in access to technology and training can exacerbate existing inequalities, undermining the principles of equality and inclusivity (Andriyan & Yoenanto, 2022). Additionally, balancing autonomy and accountability remains a perennial challenge, requiring careful governance mechanisms to ensure that decentralization does not lead to fragmentation or injustice.

Talking about the quality of education means examining all dimensions of education related to each other. In addition, determining its characteristics or dimensions to show the quality of education is very complicated. However, several indicators can be used as signs, including student learning achievement, support facilities and infrastructure, quality of teachers and school management. The quality of education is the education system's ability, which includes aspects of education's input, process, and output (Hilal, 2008). The input aspect relates to everything needed to run the process, such as resources and infrastructure. Meanwhile, the output aspect results from the process, such as educating the nation's children and making children with character. The phenomena in elementary schools in which our world of education has not fully met the community's expectations include the low quality of graduates and school management that still needs to be improved (Kurnia, 2016).

Based on the above problems, it is necessary to study SBM to improve the quality of education in elementary schools through information and communication management. Indeed, the usefulness and importance of SBM are evident from previous relevant studies. The formulation of this research problem is how SBM improves elementary school education quality through information and communication management. This study aims to find out how SBM is improving the quality of education in elementary schools through information and communication management.

2. Research Methods

In this study, the researcher used a qualitative descriptive method (Alyusfitri, 2020). At the data collection stage, namely by studying online literature and relevant and accredited journals (Nurlaeli *et al.*, 2024). In this literature study, a collection of journals related to SBM in elementary schools was used to improve the quality of education and periodicals related to the keywords of information and communication management. In connection with this study, researchers established 18 journals, analyzed them, summarized and classified them. To get new ideas that are relevant to the topic of discussion. This research can be a guideline for implementing SBM for schools to improve the quality of education through information and communication management.

3. Results and Discussion

3.1 Results

3.1.1 School-Based Management

The term MBS is often heard in conversations with people around us, but many still do not understand the term. Education experts have given many studies and reviews on the term. MBS comes from three words: Management, based, and school (Agustin & Effane, 2022). School-based Management is the coordination and alignment of resources that schools use independently, through diverse management inputs, to achieve school goals within the framework of national education by directly involving all stakeholders related to schools in decision-making (participatory) (Zikri, 2023). School-based Management (SBM) is a model that gives the principal the authority to make decisions with all school residents to improve the quality of education (Atikasari, 2020). School-based Management (SBM) is a manifestation of reform in education, where through school-based Management (SBM), it is hoped that there will be changes in educational conditions for the better than before by giving authority to the head of the school to regulate himself (school) (Putri, 2023). School-based Management is a suitable model for today's education, based on the existing line of thought. With the implementation of school-based Management, it is hoped that schools can respond quickly and appropriately to environmental changes (Atikasari, 2020).

School-based management programs provide schools with broad autonomy and community involvement within the framework of national education policies. Autonomy is given so that schools are free to manage resources, funding sources, and learning resources and allocate them according to their priorities, as well as be more responsive to local needs. With autonomy, schools can further empower teachers to concentrate more on their primary task of teaching (Santoso, 2023). School-Based Management is a program launched by the government to improve the quality of education at the Elementary School/Madrasah Ibtidaiyah level.

School-based Management is an alternative form of school management in the context of decentralization of education, which is characterized by broader decision-making authority at the school level and relatively high community participation in the framework of the National Education Policy. School-Based Management is an education implementation model that provides flexibility to schools to develop and implement educational programs in schools according to their needs through the empowerment of existing resources, including community participation, so that it better reflects efforts to improve the provision of education administration services in a democratic, transparent and accountable manner to achieve more efficient educational goals and effective without overriding the goals of National Education (Sati *et al.*, 2022).

School principals, as education managers, have a fundamental role in improving teacher performance and the quality of education. School principals who are less assertive and inconsistent often cause teachers to distrust the principal's policies. The role of school principals is vital in determining educational policies and strategies. Especially with regional autonomy, the principal has the authority to determine the direction of school policy. The implementation of school-based Management requires the leadership of professional principals who have managerial abilities and personal integrity to realize vision into action, as well as democratic and transparent in various decision-making (Sulistiyono *et al.*, 2023).

The success of the quality of education is highly determined by the principal's leadership in managing teachers, facilities, infrastructure, and students. As central figures in the classroom, teachers need special attention and proper treatment to maximize their role (Alfiyanto, 2022; Alfiyanto & Hidayati, 2022). The same applies to managing school and student facilities and infrastructure (Wikantari *et al.*, 2022; Suranto *et al.*, 2022). The use of facilities and infrastructure to support the success of education needs to be well managed, especially with students as educational objects with various characters and backgrounds. Of course, they need good management skills. However, in reality, many school principals have not been able to maximize the role of teachers, manage facilities and infrastructure, and manage students properly.

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3.1.2 Information and Communication Management in Education Management

Information and Communication Management in Education Management plays a crucial role in improving educational institutions' efficiency and operational effectiveness. Information management includes collecting, processing, storing, and distributing accurate data from various sources, including students, teachers, and administration (Ahyani & Duhani, 2024). Using management information systems, data can be analyzed to support strategic decision-making, such as curriculum planning and resource allocation. In addition, secure data storage ensures information privacy and integrity. On the other hand, communication management involves internal communication between staff and external communication with students, parents, and the community (Gunawan *et al.*, 2023). Modern communication technologies, such as email, social media, and mobile applications, facilitate information delivery quickly and clearly, increasing collaboration and participation of all relevant parties. With ongoing training, staff and teachers can develop skills in effectively using information and communication technology, supporting transparency, accountability, and quality of education. Good information and communication management allows educational institutions to adapt to changes, respond better to needs, and create a more efficient and harmonious learning environment.

3.1.3 SBM in Improving the Quality of Education Through Information and Communication Management

To improve education in elementary schools, SBM requires cooperation from various parties. The implementation of School-Based Management (SBM) can be explained as follows:

- 1) Curriculum Management

Curriculum management means Management as the core of education and affects all educational activities from planning implementation to academic evaluation. Schools have the authority to

develop a curriculum based on the community's and the environment's needs. The curriculum content is individually broken down into annual, semester, monthly and weekly programs. Teachers will further develop this in the learning process.

2) Management of Education Personnel

The Management of education personnel is related to all aspects of the implementation of education in schools, namely teachers and school operators, as well as school guards and other school employees. The Management of education personnel is greatly influenced by how school leaders manage and provide direction regarding the implementation of education in schools. The Management of education personnel also includes employee planning, employee procurement, employee coaching and development, employee dismissal, and employee evaluation. This is intended to create qualifications and abilities of qualified educators and education personnel.

3) Student Management

Student management is the arrangement and regulation of student activities, from the entry to exit of students from a school. Among the dimensions of school-based Management, student affairs is significant because the centre of educational services in schools is students. In this case, school education personnel such as principals and teachers are respectively involved in student management activities in the institutions they serve. Their involvement varies according to their roles and duties as well as the skill level they have.

4) Funding/Financial Management

Funding/financial management is one of the resources that directly support the effectiveness and efficiency of education management. Financial Management can also be interpreted as activities related to acquiring, funding, and Managing activities with several overall goals.

5) Management of Facilities and Infrastructure

The Management of educational facilities and infrastructure is related to all facilities and infrastructure in schools to make an optimal contribution so that the educational process can be carried out correctly. These management activities include planning, procurement, supervision, inventory storage, removal, and structuring. These facilities and infrastructure include tables, chairs, media, teaching tools, yards, gardens, parks, school buildings, etc.

6) Management of School-Community Relations

The Management of school relations with the community is Management related to community involvement with support, both in the form of moral and financial support.

The implementation of SBM will be effective and efficient if the human resources support, facilities, and infrastructure are adequate, and the SBM strategy also influences its implementation. This includes the principal's commitment to leading their school and significantly impacts the SBM program. Implementing SBM can be successful if schools apply management principles such as participation, transparency, responsibility and accountability (Dasor, 2019). As a leader, the principal must provide understanding to all school residents so that they are motivated to carry out their duties well and support the implementation of SBM. Schools must approach stakeholders outside the school (external factors) to help and synergize to achieve school goals because this is part of the implementation of SBM. The success of SBM certainly cannot be determined by the work of one person alone but by the cooperation of various parties so that the goal of improving the quality of education can be achieved to the maximum. At the elementary school level, 9 management components need to be observed, including student components, teachers, curriculum, facilities and infrastructure, school management, learning process, fund management, supervision and monitoring, school-community relations, including relationships with parents, government agencies, and others (As-Tsauri *et al.*, 2021).

The quality of education will be low if it is not supported by internal factors, namely motivation, self-concept, interest, learning independence, and external factors, such as teachers, parents, and other stakeholders (Yunus, 2016). It can be concluded that SBM and the quality of education in

elementary schools are closely related, or it can be said that SBM is a solution to improve the quality of education through the cooperation of all parties, starting from school principals, teachers, parents, and other stakeholders, the completeness of infrastructure, and the provision of motivation, understanding of self-concept, interest and independence in learning.

School-Based Management (SBM) is a decentralized approach to education management that gives schools greater autonomy in managing resources and decision-making to improve the quality of education. Through implementing SBM, schools have the flexibility to design and implement policies for local needs. One of the critical aspects of MBS is the effective use of information and communication management. Good information management allows schools to collect, analyze, and utilize data optimally. This data includes student academic information, teacher performance, finances, and facility usage. With an integrated management information system, schools can identify areas that need improvement, develop more effective learning strategies, and track student progress in more detail. Accurate data analysis also aids in evidence-based decision-making, increasing the school's transparency and accountability to stakeholders, including parents and the community.

Meanwhile, efficient communication management in MBS ensures that critical information can be conveyed quickly and clearly to all relevant parties. Good communication between teachers, students, parents, and the community supports closer collaboration and active participation in the educational process. Modern communication technologies, such as mobile apps, online portals, and social media, facilitate the exchange of information and constructive feedback. Thus, all parties can contribute effectively to improving the quality of education.

In addition, MBS encourages training and professional development for teachers and staff to improve their skills in using information and communication technology. This not only improves operational efficiency but also supports the implementation of innovative educational practices. Teachers skilled in ICT can integrate technology into their teaching, making learning more engaging and relevant for students. Overall, implementing SBM, with the support of good information and communication management, can create a responsive, transparent, and high-quality educational environment. With greater autonomy and access to accurate data and effective communication, schools can develop and implement educational programs that align with the needs of students and society and continue to improve education quality sustainably.

3.2 Discussion

School-Based Management (SBM) has emerged as a pivotal strategy to enhance the quality of education, particularly at the elementary school level. This approach grants greater autonomy to schools in managing resources and decision-making, aligning policies and practices with local needs. This shift towards decentralization aims to involve all stakeholders actively, promoting a more tailored and responsive educational environment (Ita, 2022; Suparlan, 2014). In this context, practical information and communication management are crucial for the successful implementation of SBM.

School information management involves collecting, processing, storing, and distributing accurate data from various sources, including students, teachers, and administrative staff. A robust information management system enables schools to conduct in-depth data analysis to support strategic decision-making. For instance, student performance data can be analyzed to identify areas needing improvement and to design more effective instructional interventions (Gunawan *et al.*, 2023). Additionally, secure data storage ensures the privacy and integrity of information, which is vital for maintaining trust among all parties involved in the educational process (Ahyani & Dhuhani, 2024).

On the other hand, communication management encompasses internal communication among school staff and external communication with students, parents, and the community. Modern communication technologies such as email, social media, and mobile applications have facilitated the rapid and transparent dissemination of information, thereby enhancing collaboration and active participation from all stakeholders (Alfiyanto, 2022). Effective communication allows principals to clearly articulate organizational goals, engage stakeholders in meaningful dialogue to gather diverse perspectives and foster a sense of collective ownership (Alfiyanto *et al.*, 2021a).

The importance of communication in SBM implementation is also reflected in school principals' ability to create open communication channels, empowering teachers to contribute their expertise and promoting a culture of collaboration and professional growth. Good communication management strengthens the relationship between the school and the community and supports a cohesive learning environment conducive to student success (Agustin & Effane, 2022).

However, despite the significant potential of SBM, its implementation often faces various challenges. Schools need more capacity and resources to effectively manage information and engage stakeholders (Andriyan & Yoenanto, 2022). Moreover, gaps in access to technology and training can exacerbate existing inequalities, undermining the principles of equity and inclusiveness underpinning SBM (Sandi *et al.*, 2022). Balancing autonomy and accountability remains a persistent challenge, requiring careful governance mechanisms to ensure that decentralization does not lead to fragmentation or injustice (As-Tsauri *et al.*, 2021).

To achieve successful SBM implementation, support from various parties is necessary. As educational leaders, school principals play a vital role in determining educational policies and strategies. Professional principals with strong managerial skills and high personal integrity can turn the educational vision into concrete actions (Azhara, 2022). Democratic and transparent leadership in decision-making is crucial for creating a conducive school climate and supporting SBM implementation (Cayantoro *et al.*, 2023).

The success of SBM also heavily depends on the active participation and commitment of teachers, students, parents, and the community. As central figures in the classroom, teachers require special attention and appropriate treatment to maximize their role in the learning process (Alfiyanto *et al.*, 2021b). Proper school facilities and infrastructure management support the educational process (Assumpta Wikantari *et al.*, 2022). As the objects of education with diverse characters and backgrounds, students need effective management to reach their full potential (Handoyo *et al.*, 2021).

Overall, well-implemented SBM can create a responsive, transparent, high-quality educational environment. Greater autonomy, access to accurate data, and effective communication enable schools to develop and implement educational programs that meet the needs of students and the community (Pratiwi, 2016). Thus, SBM improves the quality of education and ensures that education can adapt to dynamic local changes and needs (Junindra *et al.*, 2022). SBM offers a comprehensive framework for enhancing education quality through practical information and communication management. However, its successful implementation requires strong leadership, active participation from all stakeholders, and adequate resource support. By addressing existing challenges, SBM can significantly change the educational landscape, positioning schools as centers of innovation and sustainable quality improvement (Rahmat, 2021; Ratnasari, 2020).

4. Conclusion

This journal article examines the role of School-Based Management (SBM) in improving the quality of education in elementary schools through practical information and communication management. The results of the study show 1) The importance of human resources and education in National Reform, 2) School-Based Management (SBM), and 3) The Role of Information and Communication Management. Practical information and communication management is essential in the implementation of MBS. Information management enables data collection, analysis, and use for evidence-based decision-making, increasing transparency and accountability. Meanwhile, good communication management ensures that important information is conveyed quickly and clearly to all relevant parties, supporting collaboration and active participation in the educational process. The success of SBM is determined by several indicators, including the support of the principal, the skills of teachers, adequate funding, and the commitment to achieve common goals. Challenges faced in implementing MBS include limited capacity and resources and gaps in access to technology and training.

A well-implemented SBM can improve the quality of education through curriculum management, education personnel, students, funding, facilities and infrastructure, and school relations with the community. Professional principal leadership and support from all school residents are essential in achieving this goal. With good information and communication management, MBS can create a responsive, transparent, and high-quality educational environment. Greater autonomy and access to accurate data and effective communication enable schools to develop and implement educational programs that align with the needs of students and society and continuously improve the quality of education. This article emphasizes that effective implementation of SBM can bring significant changes in the quality of education, provided that it is supported by the cooperation of all parties and solid information and communication management.

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