

# Application of School-Based Quality Management in Improving Educational Quality

Memik Nor Fadilah<sup>1</sup>, Asih Umi Kholifah<sup>2</sup>, Titik Haryati<sup>3</sup>

Universitas PGRI Semarang<sup>1,2,3</sup>

\*E-mail: [memoafaradila@gmail.com](mailto:memoafaradila@gmail.com)

## Abstract

This study investigates the implementation of School-Based Quality Management (SBQM) at SD Negeri Gunungpati 03, Semarang City, as a strategy to enhance the quality of primary education in Indonesia. Employing a qualitative case study approach, data were collected through in-depth interviews, direct observations, and documentation, and were analysed using the Miles and Huberman model with triangulation to ensure validity. The findings reveal that SBQM at the school level fosters participatory planning, localized curriculum development, continuous teacher professional development, transparent resource management, and increased community engagement. These efforts have contributed to improved learning outcomes, strengthened teacher competencies, and a more inclusive learning environment. However, significant challenges remain, particularly related to limited financial resources and inadequate technological infrastructure. Strong leadership, stakeholder involvement, and adaptive strategies have proven crucial in overcoming these barriers. The study offers practical insights for educational policymakers and school leaders seeking to implement effective, context-sensitive quality management in similar educational settings.

**Keywords:** School-Based Quality Management, Participatory Leadership, Curriculum Development, Educational Governance, Primary Education Reform



Licensees may copy, distribute, display and perform the work and make derivative works and remixes based on it only if they give the author or licensor the credits ([attribution](#)) in the manner specified by these. Licensees may copy, distribute, display, and perform the work and make derivative works and remixes based on it only for [non-commercial](#) purposes.

## Introduction

Primary education plays a pivotal role in shaping the character and scientific understanding of future generations. Its effectiveness is critical to the success of human resource development, particularly in a diverse nation like Indonesia, where various challenges hinder the advancement of basic education. These challenges include significant disparities in educational quality across different regions, a lack of resources, insufficient qualified teachers, and low community involvement in the educational process. The combined effect of these issues contributes to suboptimal learning outcomes and stifles innovation within public primary schools (Idrus & Muhammad, 2023).

The implementation of School-Based Quality Management (SBQM) emerges as a promising solution to these persistent challenges. This management approach grants schools increased autonomy, allowing them to develop, implement, and assess educational programs that are tailored to their local contexts. The SBQM framework emphasizes decentralization, positioning schools and stakeholders—including leaders, teachers, parents, and community members—as critical decision-makers in the educational landscape. Such participatory governance fosters a more holistic educational environment, characterized by transparency, accountability, and continuous improvement (Madhakomala et al., 2022). Furthermore, this principle of decentralization is supported by Indonesian legislation aimed at promoting community-based management to enhance educational quality (Rahiem, 2020).

A notable case study of the implementation of SBQM can be observed at SD Negeri Gunungpati 03 in Semarang City. This institution exemplifies the benefits of stakeholder collaboration in shaping the school's vision, curriculum management, budget oversight, and educational performance evaluation. The involvement of the school principal, teachers, school committees, parents, and the wider community has been instrumental in ensuring accountability and enhancing commitment to the educational objectives of the school (Gunherani, 2023). However, the realization of SBQM is not without its challenges; inadequate facilities, limited technological competencies among educators, and socio-economic difficulties faced by students continue to pose significant hurdles.

To thoroughly understand the breadth and depth of SBQM's impact at SD Negeri Gunungpati 03, it is crucial to conduct comprehensive research investigating both the enabling factors and the barriers to its successful implementation. Such studies could reveal insights into optimal adaptations of SBQM that sustain educational quality improvements across primary schools in Indonesia. Research outcomes will provide guidance for other schools looking to adopt more effective, adaptive, and context-responsive educational management strategies (Handoyo & Triarda, 2020). Continuous evaluation and adaptation of SBQM practices will be necessary, along with adequate technological support and community participation, to overcome current obstacles and advance the objectives of basic education in Indonesia.

Moreover, the broader context of Indonesia's educational quality must be considered, especially when examining historical dynamics and the policy landscape governing basic education. Historical analyses illustrate how educational policies have evolved, reflecting changing socio-political contexts and educational needs over time (Jatmika, 2022). The ongoing challenges faced in regions like West Nusa Tenggara underscore the necessity of innovative educational policies that uphold quality and equity amid globalizing pressures (Wulandari, 2023). Indeed, as the Indonesian educational landscape grapples with the demands of the Industrial Revolution 4.0, there is a pressing need to integrate digital competencies and innovative pedagogical approaches into primary education curriculums (Yunitasari et al., 2023).

The emergence of educational technology presents significant opportunities, yet also raises questions about equitable access and the role of technology in enhancing learning experiences. As schools transition to incorporating technological tools, training for teachers in digital instruction becomes paramount to unlock the potential benefits of such innovations for student learning outcomes. The integration of technology in SBQM can lead to transformative practices that not only enhance educational quality but also promote greater engagement among stakeholders in a rapidly changing global context.

In conclusion, enhancing the quality of basic education through effective management strategies like SBQM is essential for Indonesia's educational future. Despite significant challenges, the potential for improvement via localized decision-making and community engagement offers a pathway toward achieving better learning outcomes and fostering innovation in public primary education. The development of sustainable educational practices that prioritize quality, inclusivity, and community investment will be vital as Indonesia continues to navigate its educational.

## **Methods**

This study uses a qualitative descriptive approach with a case study design to understand the process of implementing School-Based Quality Management (SBQM) at SD Negeri Gunungpati 03 in Semarang City. In the context of education, the qualitative approach allows researchers to gain a deep understanding of the phenomenon being studied and interpret the experiences and perspectives of various education stakeholders without having to create experimental conditions. This approach is highly focused on collecting descriptive data sourced from narratives and experiences, which aligns with the characteristics of qualitative research described.

This study collected data through three main techniques: observation, in-depth interviews, and documentation. The data analysis technique was adapted from the Matthew B. Miles & A. Michael

Huberman (1994) model, which includes data reduction, data presentation, and conclusion drawing. Using this technique, researchers can organize complex data into a more structured and informative format, thereby facilitating the drawing of accurate conclusions.

Triangulation techniques were applied to enhance the validity of the findings, which involved comparing information obtained from various sources and methods, such as interviews, observations, and written documents. This triangulation is important in reducing subjective bias and providing a more comprehensive view of how MMBS is implemented in primary schools. Various studies also highlight the importance of triangulation in qualitative research to ensure the validity of the data obtained. With this approach, it is hoped that a comprehensive and objective picture of the factors influencing the effectiveness of MMBS implementation in educational institutions can be obtained.

Overall, this qualitative descriptive study focuses on a holistic understanding of implementing quality management at Gunungpati State Elementary School and the challenges faced. Thus, the results of this study are expected to contribute to the development and improvement of quality management systems in the context of education, particularly at the primary school level.

## **Results and Discussions**

### **1. Results**

Implementing School-Based Quality Management (SBQM) at SD Negeri Gunungpati 03, Semarang represents a transformative approach to educational governance that emphasizes the input and participation of all stakeholders, which is crucial for building a responsive educational institution. A notable feature of this implementation is the participatory formulation of the school's vision and mission, engaging not only school administrators and teachers but also parents and school committee members. This inclusive framework fosters ownership and collective responsibility, aligning with concepts outline, which emphasizes that stakeholder involvement directly enhances the quality of education through effective School-Based Management (SBM) practices. The interplay of participation and morale among stakeholders influences educational outcomes, establishing a foundational ethos that permeates operational practices within the school (Tugas, 2022).

In line with effective governance and organizational management theories, participatory decision-making is essential for establishing a culture of transparency and accountability. This is supported by evidence from Morera et al. (2023), who illustrate that participatory governance is essential for fostering a distinct social enterprise identity, with stakeholder engagement involving active participation in decision-making processes. Such frameworks empower individuals within the educational context, ensuring that governance structures accommodate various voices and perspectives, enhancing institutional performance and educational quality. For SD Negeri Gunungpati 03, this approach translates into an environment where planning and decision-making are collective processes, facilitating inclusive dialogues throughout the school community.

Furthermore, the curriculum development initiatives taken by the school reflect an acute awareness of the need for local relevance in education. The school has surpassed national educational standards by integrating local wisdom and cultural values into a formal curriculum, thereby enhancing student motivation and engagement. While Suciawati et al. (2021) explore the role of ethnomathematics in embedding local cultural practices within curricula; the focus on local wisdom aligns with broader educational reform efforts to make learning relevant to students' cultural contexts.

Moreover, the school has established professional development programs for teachers that align with modern pedagogical practices. These initiatives provide teachers with the necessary skills to adapt to new educational paradigms, particularly advances in digital literacy and active learning strategies. Research shows that targeted professional development significantly enhances instructional quality and retention of educational personnel, positively impacting student outcomes. This aligns with the findings from Oktiningrum & Wardhani (2020), who emphasize the

importance of culturally relevant educational tasks in fostering a deeper understanding and application of knowledge among students.

Community involvement has significantly increased as well. The active engagement of parents and school committees in academic and extracurricular activities has created a school culture based on shared responsibility and mutual support. Such engagement provides critical feedback loops that advocate for continuous improvement and resource allocation conducive to student success. This resonates with findings from Nyawo et al. (2024), highlighting that stakeholder participation is essential for nurturing a supportive and accountable school environment. As parents and community members actively engage in their children's education, the school develops a robust support system critical for enhancing educational performance.

Resource management also reflects the principles of participatory governance, particularly through transparent budgeting practices observed in the collaborative development of the School Work and Budget Plan (RKAS). Regular monitoring and evaluation mechanisms, such as teacher supervision and school self-evaluations, maintain an ongoing dialogue about institutional effectiveness. This scrutiny of financial and instructional performance positions the school to make informed decisions that enhance educational quality, regarding school governance and accountability. Establishing self-evaluation frameworks encourages continuous performance assessment against preset objectives and community expectations, leading to sustained improvement.

Despite notable successes, SD Negeri Gunungpati 03 faces challenges. Financial constraints and limited technological infrastructure pose significant hurdles to fully realizing the benefits of SBQM. The difficulties in integrating technology into pedagogy highlight the need for tailored professional development addressing pedagogical strategies and effective classroom technology use. Syafi'i & Rosyidah (2022) discuss the need for adaptive curriculum models to meet diverse learner needs, reflecting the complexities of integrating advanced teaching techniques across various educational contexts, which echo the broader challenges other schools experience in the digital education landscape.

Effective leadership emerges as a significant factor in driving successful SBQM implementation. School leadership, particularly from principals, has been instrumental in fostering a culture of collaboration and continuous improvement at SD Negeri Gunungpati 03. Leadership that promotes active participation and support from teachers and community members has been demonstrated to enhance educational outcomes. The dynamic interaction between school leadership, participatory frameworks, and community engagement underscores the importance of these interactions in achieving quality educational objectives.

As the school navigates these multidimensional challenges, the resilience cultivated through strong leadership, participatory governance, and community support will be crucial for sustaining improvements. The overall effectiveness of SBQM, as implemented at SD Negeri Gunungpati 03, offers a promising framework for advancing educational quality. This model provides a compelling case for broader adoption in similar contexts, potentially influencing educational policies and practices in regions seeking to improve governance and educational outcomes.

The consolidation of stakeholder engagement, adaptive curriculum development, effective resource management, and a strong leadership ethos illustrate the potential of SBQM methodologies to foster significant educational advancements. In conclusion, the practices and outcomes observed at SD Negeri Gunungpati 03 highlight the intricate relationship between educational governance, community involvement, and sustained improvement in educational quality.

## **2. Discussions**

The effective implementation of School-Based Quality Management (SBQM) at SD Negeri Gunungpati 03 underscores the importance of administrative restructuring and a transformative

shift in school culture, leadership dynamics, and stakeholder engagement. At the core of this transformation is the role of the principal as a transformational leader, vital in orchestrating strategic planning, mobilizing resources, and cultivating a culture of innovation and accountability. Supporting this premise, research by Pont (2020) highlights that the leadership demonstrated by principals is a critical determinant in the success of school reform initiatives. The intricate dynamics of leadership greatly influence the ability of schools to navigate changes and implement quality management effectively, indicating a clear interdependence between leadership practices and school performance.

A notable aspect of SD Negeri Gunungpati 03's approach is its commitment to participatory governance. The school's strategy of engaging teachers, parents, and the wider community in the decision-making processes enhances transparency and trust and aligns with the broader goals of educational decentralization. By fostering an inclusive decision-making culture, the school establishes a responsive environment that adapts to local needs and aspirations, enhancing educational quality.

Another significant component of the school's strategy involves curriculum contextualization, which demonstrates responsiveness to the local community's needs. This tailored approach promotes educational relevance and engagement, a concept often underutilized within standardized education systems. Research by Nubia & Blignaut (2023) substantiates that contextual curriculum theorizing can mitigate the shortcomings in standardized educational models, advocating for culturally responsive teaching practices that resonate with students' lived experiences. This aligns seamlessly with constructivist pedagogies advocating for student-centered learning processes and incorporating cultural contexts into formal education.

However, despite the identified strengths, the SD Negeri Gunungpati 03 study also reveals systemic constraints that hinder the full realization of SBQM. Persistent challenges such as limited funding and inadequate technological resources emerge as significant barriers, particularly in public schools situated within economically constrained environments. Poudel (2020) reiterates that equitable access to resources is vital for the realization of quality education, and the findings highlight that many public schools struggle due to funding limitations. Moreover, the identified digital competency gap amongst teachers introduces additional challenges in effectively utilizing technology-enhanced learning strategies, reinforcing the necessity for comprehensive policy support for capacity building in these areas.

The school's resilience in maintaining momentum despite these obstacles indicates the power of collective agency and sustained commitment within the school community. The synergy between strong school leadership, teacher professionalism, and stakeholder participation is critical in overcoming structural limitations. Research emphasizes the importance of adopting a learning organization paradigm within schools, which continuously adapts through internal reflection and external collaboration. This adaptability is essential for building resilience against challenges, allowing schools to evolve and improve amidst difficulties.

Collectively, the SD Negeri Gunungpati 03 case findings illuminate the potential of SBQM when properly contextualized and collaboratively implemented. The school exemplifies how strategic planning and participatory governance can yield meaningful improvements in educational quality. As seen in the insights from Zhang (2024), effective leadership practices, when aligned with the school community's goals, can dramatically enhance the capacity for educational reform. This combination empowers schools to adapt to changes and actively contribute to a more equitable educational landscape.

In conclusion, the experiences at SD Negeri Gunungpati 03 contribute significantly to the broader discourse on decentralized education governance, underscoring the importance of contextualized approaches to school management. The findings provide practical insights for policymakers, school leaders, and researchers focused on sustainable school reform initiatives. By emphasizing the interconnectedness of effective leadership, participatory governance, and

culturally relevant curriculum development, SD Negeri Gunungpati 03 models how schools can lead transformational change that significantly enhances educational quality.

## Conclusion

The implementation of School-Based Quality Management (SBQM) at SD Negeri Gunungpati 03, Semarang City, demonstrates the transformative potential of decentralized and participatory school governance in improving educational quality. The study revealed that inclusive stakeholder engagement in planning and decision-making, integration of local values into the curriculum, systematic teacher development programs, and transparent budget management collectively contribute to enhanced learning environments and student outcomes. Despite facing structural limitations such as funding shortages and technological constraints, the school's strong leadership and culture of collaboration have enabled it to maintain and even strengthen its educational quality.

This research underscores the importance of leadership that empowers all school actors, as well as the need for supportive policy frameworks that address disparities in resource allocation and professional training. The findings advocate for the replication of SBQM practices in other schools, especially in regions facing similar socio-economic challenges, while highlighting the need for continuous support, digital infrastructure development, and stakeholder capacity building. Future research may explore comparative analyses between urban and rural schools or longitudinal studies to assess the sustainability and long-term impact of SBQM strategies in diverse contexts.

## References

- Gunherani, D. (2023). Improving Vocational School's Learning Quality Through School-Based Management. *Journal for Lesson and Learning Studies*, 6(1), 152–159. <https://doi.org/10.23887/jlls.v6i1.58617>
- Handoyo, B. S., & Triarda, R. (2020). Problematika Pendidikan Di Perbatasan: Studi Kasus Pendidikan Dasar Bagi Anak Pekerja Migran Indonesia (PMI) Di Negara Bahagian Sarawak, Malaysia. *Transformasi Global*, 7(2), 201–213. <https://doi.org/10.21776/ub.jtg.2020.007.02.2>
- Idrus, M., & Muhammad, M. (2023). Basic Education Policy in Indonesia: Historical Dynamics of Basic Education Policy and Portrait of Education Quality Report Cards in West Nusa Tenggara. *Gema Wiralodra*, 14(3), 1484–1495. <https://doi.org/10.31943/gw.v14i3.512>
- Jatmika, S. (2022). *The Indonesian Multi-Stakeholder Partnership for Education Sustainability of Migrants Children in Sabah, Malaysia*. 832–850. [https://doi.org/10.2991/978-2-494069-65-7\\_66](https://doi.org/10.2991/978-2-494069-65-7_66)
- Madhakomala, R., Widianti, S., & Zahra, S. E. (2022). In Educational Opportunities and Challenges in the Era of Revolution 4.0 in Improving the Nation's Competitiveness. *International Journal of Business Law and Education*, 3(3), 157–164. <https://doi.org/10.56442/ijble.v3i3.67>
- Matthew B. Miles & A. Michael Huberman. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*.
- Morera, T. S., García, M. S., & Guzmán, C. (2023). Responding to the Imprecisions of Social Enterprise Identity: Considering the Role of Participatory Governance. *European Business Review*, 36(2), 154–176. <https://doi.org/10.1108/ebv-04-2023-0099>
- Nubia, W. D., & Bignaut, S. (2023). Rethinking Curriculum Implementation in Time of COVID-19 and Beyond: Lessons Learnt From Rural Science Teachers. *Curriculum Perspectives*, 44(1), 15–24. <https://doi.org/10.1007/s41297-023-00211-0>
- Nyawo, B. G., Buthelezi, A. B., Khumalo, N. P., & Ajani, O. A. (2024). Examining the Political Influences on School Governance in South Africa: A Case Study of the Zululand District. *Journal of Integrated Elementary Education*, 4(1), 12–25. <https://doi.org/10.21580/jieed.v4i1.20495>
- Oktiningrum, W., & Wardhani, D. A. P. (2020). Developing Hot Mathematics Task With Indonesian Heritage as Context to Assess Mathematical Literacy of Students in Primary School. *International Journal for Educational and Vocational Studies*, 1(8), 69. <https://doi.org/10.29103/ijevs.v2i1.1997>

- Pont, B. (2020). A Literature Review of School Leadership Policy Reforms. *European Journal of Education*, 55(2), 154–168. <https://doi.org/10.1111/ejed.12398>
- Poudel, P. (2020). Transformational Leadership Approaches in a Community School: A Case Study. *Nepal Journal of Multidisciplinary Research*, 3(3), 94–105. <https://doi.org/10.3126/njmr.v3i3.34890>
- Rahiem, M. D. H. (2020). The Emergency Remote Learning Experience of University Students in Indonesia Amidst the COVID-19 Crisis. *International Journal of Learning Teaching and Educational Research*, 19(6), 1–26. <https://doi.org/10.26803/ijlter.19.6.1>
- Suciawati, V., Jatisunda, M. G., & Kania, N. (2021). How a Traditional Homemaker Predicts: An Ethnographic Study. *Malikussaleh Journal of Mathematics Learning (Mjml)*, 4(1), 41. <https://doi.org/10.29103/mjml.v4i1.2973>
- Syafi'i, I., & Rosyidah, L. (2022). Model Pengembangan Kurikulum Adaptif Pada Sekolah Inklusif. *Jurnal Penelitian Medan Agama*, 13(2), 67. <https://doi.org/10.58836/jpma.v13i2.12386>
- Tugas, R. C. (2022). Lawler's High Involvement, Stakeholders' Morale Vis-À-Vis School-Based Management: A Conceptual Model for Quality Basic Education. *International Journal of Research Studies in Education*, 11(7). <https://doi.org/10.5861/ijrse.2022.346>
- Wulandari, D. A. (2023). The Effort of State and Non-State Actors in Ensuring Access to Primary and Secondary Education for Indonesian Citizens in Singapore. *Global South Review*, 4(1), 8. <https://doi.org/10.22146/globalsouth.80403>
- Yunitasari, D., Suastra, I. W., & Lasmawan, I. W. (2023). Implementation Challenges of Merdeka Curriculum in Primary Schools. *Prisma Sains Jurnal Pengkajian Ilmu Dan Pembelajaran Matematika Dan Ipa Ikip Mataram*, 11(4), 952. <https://doi.org/10.33394/j-ps.v11i4.8079>
- Zhang, Y. (2024). The Mediation Role of Teacher Recognition Between Transformational Leadership and Teacher Professionalism: A Multilevel Mediation Analysis. *Educational Administration Quarterly*, 60(4), 383–417. <https://doi.org/10.1177/0013161x241263845>