

Improving The Quality of Education: Implementation of School-Based Quality Improvement Management

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ABSTRACT

This study explores the implementation of School-Based Quality Improvement Management (MPMBS) in elementary schools across Bandung Regency, Indonesia. MPMBS represents an autonomy-driven management model emphasising participatory decision-making and collective responsibility to enhance educational quality. Using a descriptive qualitative method, data were collected through online questionnaires and semi-structured interviews involving school principals and teachers. The analysis focused on leadership roles, participatory planning, and factors influencing implementation. Findings indicate that school principals demonstrate visionary leadership by fostering collaboration among teachers, parents, and community stakeholders. MPMBS has been effectively implemented in most schools, although challenges remain—particularly limited financial resources, inadequate infrastructure, and issues with teacher motivation. The study concludes that effective implementation of MPMBS depends on strong leadership, resource optimisation, and effective stakeholder engagement. It recommends targeted professional development, resource allocation, and policy reinforcement to strengthen quality improvement practices in primary education. These insights offer practical guidance for educational policymakers and school leaders seeking sustainable management strategies in decentralised educational settings.

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1. INTRODUCTION

Efforts to improve quality in Indonesia remain a key management issue in education, ensuring the realisation of the hope for quality education [1], [2]. Four key aspects can enhance the quality of education in schools, including improving quality, aspects of quality improvement, factors that contribute to quality improvement, programs supporting quality

improvement, and factors that influence quality improvement [3]. The enhancement of educational quality in schools necessitates positioning the institution as an exemplary learning environment that aligns with educational regulations, the school's vision and mission, and the evolving needs of society. Such improvement requires systematic and well-structured strategies that encompass the development of an engaging and challenging learning climate, the active involvement of students, teachers, parents, and stakeholders, as well as the implementation of ethical and accountable management supported by adequate human and financial resources. Moreover, schools are expected to attain recognised national and international standards by providing competent and reliable human resources [4], [5].

In addition to the above aspects, there are main factors for improving school quality, including professional educators and education staff, active learning processes supported by learning facilities, student and parent participation in school programs, consistent, continuous, and consequent supervision (healthy supervision, programs, human empowerment, and finances). Programs that support quality improvement include innovative curriculum design (intracurricular and extracurricular), preparing students to engage effectively in learning through health, mental readiness, knowledge, cooperation, and digital literacy, as well as ensuring realistic financial planning and sustainable resource management [4], [5]. Meanwhile, the factors that influence the improvement of the quality of education are the need for cooperation between the government and related parties (stakeholders) in the field of education, namely parents (society), schools (educational institutions), government and professionals, as well as other social institutions such as the business world and industry [6], [7]. Improving educational quality requires attention to five key elements: school leadership, teachers, students, curriculum, and collaborative partnerships [8].

The pursuit of quality education has encouraged the government to implement multiple programs and strategies, among which is the adoption of empowerment-oriented policies combined with improved school management practices [4]. School-Based Management (SBM) or School-Based Quality Improvement Management (MPMBS) is one manifestation of the granting of autonomy to the education sector in accordance with what is stipulated in Law No. 20 of 2003, which states that the management of early childhood education units, elementary education, and secondary education is carried out based on minimum service standards with the principles of school-based management. Therefore, SBM, also known as MPMBS, must be known, internalised, and practised by every Indonesian citizen, especially those involved in early childhood education, elementary education, and secondary education [4].

MPMBS is a management approach that grants schools greater autonomy and promotes participatory decision-making to enhance quality, aligning with national education policies. The primary goal of MPMBS is to improve the efficiency, quality, and equity of education. In general, the goal of MPMBS is to enable schools to manage their own affairs, become independent, and empower themselves. Schools also have greater flexibility in managing their resources and involve school members and the community in participating in improving the quality of education [9].

As an embodiment of regional autonomy in education, School-Based Management (SBM) is built upon four fundamental principles: autonomy, flexibility, participation, and initiative. These principles function as the essential basis for applying the concept of school-based quality improvement management to achieve its goals [10], [11], [12]. The principle of autonomy is defined as the independence in organising and managing itself. Independent schools can make effective programs and decisions regarding funding allocation. Consistent independence will ensure the school's development. The principle of flexibility can be defined as the school's ability to optimally manage the funds allocated to improve school quality by managing, utilising, and empowering school resources. By adhering to this principle, schools will be more responsive and agile in addressing challenges. The principle of participation can be defined as creating an active, open, and democratic environment. The implementation of education actively engages school stakeholders and the broader community in decision-making, program execution, and evaluation processes aimed at improving the quality of learning [11]. So that everyone involved has a sense of responsibility for the decisions made. The principle of initiative is based on the concept of dynamic human beings, meaning they are constantly changing; therefore, human potential must always be discovered, explored, and developed to enable individuals to take initiative in educational management. The characteristics of MPMBs can be observed in how schools effectively manage and utilise available resources [11], [12].

Although previous studies have explored school-based management, few have examined the practical implementation and leadership challenges of MPMBs in Indonesian elementary schools, particularly in Bandung Regency. Therefore, this study aims to analyse how MPMBs is implemented to improve education quality, identify supporting and inhibiting factors, and explore strategies for sustainability.

2. ¹⁸ **METHOD**

²⁶ The method used in this research is a descriptive qualitative approach. This type of research uses a survey conducted to draw generalisations based on limited observations [13]. Based on the nature of the research, the analysis aims to determine the quality achieved in the school and to assess whether the school has implemented School-Based Quality Improvement Management (MPMBs). This research was conducted at Cikoneng 2 Public Elementary School, located at Kp. Garduh, RT 01, RW 04, Sagarcipta Village, Ciparay District, Bandung Regency.

The instruments used in this study include questionnaires and interviews. In this study, two types of questionnaires were used: questionnaires submitted to the principal and those submitted to teachers. The questionnaire aimed at teachers was used as the primary instrument to assess the level of teacher performance in various aspects of the educational process. The questionnaire filling technique was made open to obtain the broadest possible information. Aspects asked include the role and efforts of teachers in providing the best service to students and exploring teachers' opinions regarding the principal's policies. The questionnaire to measure teacher performance in the educational process was aimed at the principal of SDN Cikoneng 2 for the following reasons: (1) the principal, as the teacher's superior is more knowledgeable about learning practices and services in the school, and (2)

the principal as a supervisor will provide assessments and pay attention to scientific ethics in conveying his assessments. Thus, the objectivity of the data ensures more accurate results.

In addition to the questionnaire, the researcher also conducted interviews. Interviews were conducted with the principal and teachers. The interviews aimed to gather data regarding school management, which encompasses seven aspects: planning, organising, implementing, monitoring, controlling, supervising, and evaluating. Data were analysed through a thematic analysis, following the stages of data reduction, display, and conclusion drawing. Responses were coded based on MPMBs principles (leadership, participation, autonomy, accountability). Triangulation was ensured by comparing questionnaire results with insights from interviews with principals and teachers. The study was conducted between January and March 2025, with informed consent obtained from all participants.

3. RESULTS AND DISCUSSION

3.1. Results

An Analysis of the Principal's Leadership Role in Enhancing Education Quality at Cikong 2 Elementary School, Bandung Regency

The research results obtained indicate that the leadership of the principal of Cikong 2 Elementary School in improving the quality of education can be analysed effectively when viewed from a policy perspective and in relation to the school's main objectives. This is achieved by initially identifying the problem unit, formulating the objectives of the problem-solving, identifying various alternative solutions, determining the criteria for selecting among these alternatives, and selecting the alternative solution that becomes a collection or policy. Furthermore, from the aspect of available resources, it is applied by deploying or instructing several tasks that employees must complete in a timely manner and on target.

Meanwhile, in terms of the presence of competent staff in schools, this is implemented by providing a number of jobs according to their fields of expertise. Meanwhile, in terms of high achievement expectations, this is implemented by providing appreciation and promotions to teachers and other employees who demonstrate good work performance. Based on these findings, it can be concluded that the principal, as an educational manager, must possess a range of skills when carrying out their duties and functions in schools. Visionary leadership operates in four key roles: direction setter [14], agent of change [15], spokesman [16], and trainer [17].

a. Direction Setter.

As the direction-setter of the school organisation, the principal conveys the vision, communicates it, motivates workers and colleagues, and convinces people that what is being done is the right thing, supporting participation at all levels and stages of the effort towards the future.

b. Agent of Change

In his role as an agent of change, the principal, who is a visionary leader, is responsible for driving change in the internal environment.

c. Spokesperson

An effective leader is also someone who knows and appreciates all forms of communication available in order to explain and build support for a vision of the future.

d. **Coach**

An effective visionary leader must be a good coach. Therefore, the principal must utilise teamwork to achieve the stated vision. The school manager optimises the ability of all parties (teachers, staff, and other employees) to work together, coordinating all activities toward achieving the school's vision.

Effective leadership and management demonstrate a strong focus on both tasks and people. This means that, in carrying out their duties as organisational leaders, principals must collaborate with teachers, staff, and other employees to foster effective communication and ultimately achieve the school's vision of providing quality education.

Implementation of School-Based Quality Improvement Management (MPMBS) in Achieving Educational Programs at SDN Cikoneng 2, Bandung Regency

The findings obtained indicate that the implementation of School-Based Education Quality Improvement Management (MPMBS) at SDN Cikoneng 2 is in the socialisation stage. The supporting factors for achieving quality education through school-based quality improvement management at SDN Cikoneng 2 are:

- a. The principal is a visionary leader.
- b. The educational curriculum is implemented in schools.
- c. Professionalism of competent teaching and education staff.
- d. Cooperation with staff and other employees.
- e. Collaboration with parents of students and the surrounding community.

A principal who formulates a vision for advancing and improving educational quality at the school must be able to manage, control, and evaluate the performance of all parties involved in the school. The vision and mission must be communicated to ensure effective coordination and achieve the desired outcomes [18]. The principal must organise and distribute tasks in an orderly manner, and assignments must be aligned with their areas of expertise. Through this collaboration, it is hoped that all parties will understand their respective roles and work together to find solutions to problems that arise in educational management.

Leaders (in this case, the principal) also need to refine specific strategies, adapt to changing social conditions and technological advancements, so that educational goals can be achieved effectively [19]. Furthermore, the principal, as the educational manager at the school, must build commitment and commitment together with the school community to achieve these goals. Collaboration with staff and other employees is equally important to ensure that all parties understand the goals and programs being implemented. This will minimise misunderstandings regarding the policies established by the principal. Involving parents and the surrounding community is crucial to support the programs implemented at the school [20]. Without the support of parents, school programs cannot run as well as they should. Collaboration with parents and the community is expected to improve the quality of education in schools [21].

Obstacles faced by SDN Cikoneng 2 in implementing MPMBs

Factors inhibiting the quality of education at SDN Cikoneng 2 include:

a. Lack of teacher motivation and discipline

Teachers' lack of satisfaction with school services stems from financial concerns. The school lacks sufficient funds to pay contract teachers. Furthermore, at SDN Cikoneng 2, most of the teachers are nearing retirement age, so their enthusiasm is not as strong as that of younger teachers.

In this case, the principal has a role to play in bolstering the enthusiasm and motivation of teachers, enabling them to continue carrying out their duties effectively and achieving their goals. Achievement motivation is an innate drive that prompts a person to strive for a standard or measure of excellence. This motivational technique can be implemented before, during, or after a supervision session.

b. Lack of facilities and infrastructure

Although the government has assisted in procuring facilities and infrastructure, schools still lack them. This impacts learning activities. Facilities and infrastructure play a crucial role in the educational process. Therefore, providing adequate facilities and infrastructure must be a priority for schools in implementing the MPMBs (School-Based Learning Implementation Program).

3.2. Discussion

Strategies for Improving the Quality of Education Implemented by SDN Cikoneng 2, Bandung Regency

The findings confirm that effective MPMBs implementation depends not only on formal autonomy but also on the principal's visionary leadership and capacity to mobilise stakeholders. This supports Wang & Lin [14], who argue that visionary leadership fosters adaptive change in decentralised contexts. In Bandung's case, autonomy is effective when paired with professional competence and motivation. Similar to Pasaribu [4] and Lolowang [11], this study finds that leadership, participation, and collaboration are essential. However, it provides empirical insight into the financial and motivational constraints faced by rural primary schools. Additionally, local governments should provide stronger financial support and ongoing professional development to sustain school autonomy.

As the head of a school organisation, one must be able to manage all activities within the school, from organising students, educators, and the school community to overseeing the facilities and infrastructure necessary for the learning process. The strategies used by the principal of SDN Cikoneng 2 to improve the quality of education at the school include:

a. Improving the quality of educators

Improving the quality of educators by involving teachers in various activities such as Teacher Working Groups (KKG), seminars, workshops, training, and other professional development activities. This aims to ensure that teachers continually improve their competency and expertise, enabling them to provide better educational services to students. According to research conducted by Permana et al. [22], the management of KKG as a forum for improving teacher performance enables teachers to develop teaching readiness, acquire

professional teaching skills, and experience an improvement in the quality of their performance.

Additionally, the principal regularly conducts ongoing supervision activities to promote teacher professionalism. This aims to measure teacher performance and identify any areas for improvement. Supervision techniques can be implemented through classroom visits to gather information and improve the quality of learning processes and outcomes, a shared responsibility [23]. Then, at the end of each activity, a meeting is always held to discuss the various problems encountered and find solutions.

b. Improving the quality of students

Student quality will be excellent if handled appropriately. Therefore, teachers who interact directly with students in the learning process are required to prepare lesson plans before implementing learning activities. The goal is to ensure students receive the material well and understand it easily. Furthermore, for materials categorised as difficult, teachers are encouraged to utilise computer media, such as animations, to facilitate understanding and enhance student motivation. According to research conducted by Ilma, Hidayat and Martaningsih [24], MBS is ideally designed to enhance students' academic and religious competencies through participatory planning that involves teachers, parents, and the surrounding community.

Furthermore, to develop students' interests and talents, the school offers various extracurricular activities, including scouting, soccer, volleyball, Quranic reading and writing (BTQ), and English [25]. This is expected to enable students to excel in both academic and non-academic fields.

c. Improving facilities and infrastructure

Facilities and infrastructure have a significant impact on educational outcomes. Good facilities and infrastructure can support quality learning activities. Facilities can be obtained through government assistance, grants, or by purchase. The facilities and infrastructure at SDN Cikoneng 2 have improved. In addition to having a sufficient number of classrooms, the facility also features a library, student restrooms, and ablution facilities. Moreover, since the outbreak of the COVID-19 pandemic, each classroom has been provided with a sink to provide comfort for students and ensure they maintain cleanliness. However, in terms of quantity, the facilities and infrastructure at SDN Cikoneng 2 are still lacking, with a shortage of chairs, a lack of a health and safety room, and learning media.

d. Increase promotion to the public.

Cikoneng 2 Elementary School is located close to other elementary schools. Therefore, the number of students is not too large. Therefore, promoting and presenting a positive image of the school to the community is necessary. This aims to make the school widely known by the community and can attract their children to attend Cikoneng 2 Elementary School. Efforts are made in addition to promotions through posters on social media, as well as by holding large events such as celebrations of important days, school anniversaries, and other similar occasions. A good school image is important in the eyes of parents and students.

Image reflects the thoughts, emotions, and perceptions of individuals. A good school image will be one of the key considerations in parents' decision-making process when choosing a school. Therefore, if the company's image is one of unquestionable credibility, then the purchase decision is no longer a lengthy process [26]. This is similar to schools: if parents' trust in the school has been established, they are more likely to choose the school in question as a place to educate their children.

In the implementation of MPMBS, granting schools broad autonomy is key. In this concept, schools are given freedom, flexibility, and authority in managing their operations, accompanied by responsibility for managing resources and developing strategies tailored to local conditions. This empowers educational staff to concentrate on their primary duties [4]. However, it is important to emphasise that all programs implemented by schools are inseparable from the support and participation of parents and the community [25]. Furthermore, democratic and professional leadership as the core implementers of school programs with professional and integrated capabilities is a crucial factor in the successful implementation of sound school management [27]. For this reason, harmonious cooperation between school components is a determining factor in the school's success in implementing each program to achieve the desired goals [2].

4. CONCLUSION

In terms of policy aspects and the school's main objectives, the principal possesses leadership qualities that can enhance the quality of education. The implementation of School-Based Quality Improvement Management (MPMBS) in elementary schools in Bandung Regency begins with the socialization stage carried out by introducing the concept of school-based management to every element of the school, namely teachers, staff, employees, students, parents of students, and the school committee during the work meeting at the beginning of the school year, then working together with all elements of the school. The strategies implemented to improve the quality of education include enhancing the quality of educators, improving the quality of students, upgrading facilities and infrastructure, and increasing outreach to the community. The results of this research in the form of an analysis of the implementation of MPMBS in Elementary Schools can be used as input for policy makers in determining School-Based Quality Improvement Management (MPMBS) policies in elementary schools in Bandung Regency as well as input for education stakeholders, especially parents and the community regarding their important role in the implementation of education, so that it can have an impact on a more effective and efficient school management system.

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