



Review Article

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# Practical Experience of School-Based Management Development in Madrasahs: A Systematic Literature Review

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**ABSTRACT:**

*School-Based Management is a breakthrough taken by the Government of Indonesia by giving autonomy to schools to manage and make decisions in a participatory manner to improve the quality of schools. This literature review research aims to know the participants' characteristics in the articles, the type of measurement, and school-based management development practices in madrasah. A total of 11 articles in 2003-2022 were used to carry out this literature review taken from the Google scholar database with the help of Harzing's Publish or Perish 8 software for data mining. The article search was done online using the keywords "School-Based Management in Madrasah" in both English and Bahasa. The literature review results show that the participants were school committees, principals, vice principals, teachers, administration staff, students, parents, academics, and school program managers. The studies' setting is mainly in Java Island. The measurements used in the quantitative studies were questionnaires, while interview guides were used in the qualitative approach. There were mainly four points that should be underlined from reviewed articles: (1) the principal's leadership is essential in SBM to achieve school goals, (2) the teacher as SBM supporting factor must have knowledge, skills, and attitudes as well as have sufficient insight and are willing to use their potential optimally, (3) encourage the participation of school members and the community to be directly involved in providing education, and (4) needs analysis should carry out at the outset to assist planning and managing resource availability.*

**Keywords;** school-based management, madrasa, systematic literature review

**ABSTRAK:**

Manajemen Berbasis Sekolah (MBS) merupakan terobosan yang dilakukan oleh Pemerintah Indonesia dengan memberikan otonomi kepada sekolah untuk mengelola dan mengambil keputusan secara partisipatif dalam rangka meningkatkan kualitas sekolah. Penelitian tinjauan pustaka sistematis ini bertujuan untuk mengetahui karakteristik partisipan, jenis pengukuran, dan praktik pengembangan manajemen berbasis sekolah di madrasah dalam suatu artikel. Sebanyak 11 artikel terpilih yang terbit pada rentang tahun 2003-2022 digunakan sebagai tinjauan pustaka ini. Artikel tersebut diambil dari database Google scholar dengan bantuan perangkat lunak Harzing's Publish or Perish 8. Pencarian artikel dilakukan secara online dengan menggunakan kata kunci "Manajemen Berbasis Sekolah di Madrasah" dalam bahasa Inggris maupun Indonesia. Hasil tinjauan pustaka menunjukkan bahwa para partisipan diantaranya: komite sekolah, kepala sekolah, wakil kepala sekolah, guru, staf administrasi, siswa, orang tua siswa, akademisi, dan ketua program sekolah. Lokasi studi paling banyak ditemukan di Pulau Jawa. Alat ukur yang digunakan dalam studi kuantitatif adalah kuesioner, sedangkan untuk pendekatan kualitatif digunakan panduan wawancara. Ada empat hal yang perlu digarisbawahi dari artikel-artikel yang diulas: (1) kepemimpinan kepala sekolah sangat penting dalam MBS untuk mencapai tujuan sekolah, (2) guru sebagai faktor pendukung MBS harus memiliki pengetahuan, keterampilan, dan sikap serta memiliki wawasan yang cukup dan mau menggunakan potensinya secara optimal, (3) kesuksesan MBS diantaranya didapat dari partisipasi warga sekolah dan masyarakat untuk terlibat secara langsung dalam penyelenggaraan pendidikan, dan (4) analisis kebutuhan perlu dilakukan sejak awal untuk membantu perencanaan dan pengelolaan sumber daya.

**Kata kunci;** manajemen berbasis sekolah, madrasah, tinjauan pustaka sistematis

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## THE INTRODUCTION

A sound education system includes physical resources, such as classrooms, teachers, and textbooks, and better teaching and learning<sup>1</sup>. Several factors dominate the issue of education administration: First, national education policies and implementation use an input-output analysis approach that is not implemented consistently; second, education regulations are carried out centrally, so that schools as education providers are very dependent on the bureaucracy; and third, community participation, especially parents, in the implementation of parenting is meager<sup>2</sup>. The change of government system in Indonesia has changed from centralization to decentralization. This condition is characterized by the granting of significant autonomy to the regions. It has opened up opportunities for the community to increase their participation in governance, including the education sector<sup>3</sup>.

The emergence of the School-Based Management (SBM) policy is a breakthrough taken by the Government of Indonesia since 2000 by giving autonomy to schools to manage and make decisions in a participatory manner to improve the quality of schools<sup>4</sup>. SBM allows schools to manage existing resources by

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<sup>1</sup> Yuyun Elizabeth Patras and others, 'Meningkatkan Kualitas Pendidikan Melalui Kebijakan Manajemen Berbasis Sekolah Dan Tantangannya', *Jurnal Manajemen Pendidikan*, 7.2 (2019), 800–807 <<https://doi.org/10.33751/jmp.v7i2.1329>>.

<sup>2</sup> Muhammad Nur Hakim, 'Implementasi Manajemen Berbasis Sekolah Dalam Mewujudkan Sekolah Islam Unggulan', *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 1.2 (2016), 104–14 <<https://doi.org/10.31538/NDH.V1I2.7>>.

<sup>3</sup> Dra Samsidar, 'Peran Komite Sekolah Dalam Meningkatkan Mutu Pendidikan', *Al-Muaddib: Jurnal Ilmu-Ilmu Sosial & Keislaman*, 3.1 (2018), 1–15 <<https://doi.org/10.31604/muaddib.v1i1.364>>.

<sup>4</sup> Pengawas Sekolah and Muda Tingkat, 'PENTINGNYA OTONOMI PENDIDIKAN DALAM UPAYA MENINGKATKAN MUTU PENDIDIKAN DI INDONESIA Pendidikan Di Daerahnya Sendiri . Hal Ini Dimaksudkan Sebagai Pemberian Sebagian Wewenang Pusat Dan Standarisasi Nasional . Kerja Tenaga Pendidikan Serta Menciptakan Suatu', 1.1 (2022), 151–61.

involving school members and the local community in national education policies. SBM is the embodiment of decentralization in the education sector which includes structuring the dimensions of education administration from the old model to the new model<sup>5</sup>. Law Number 20 of 2003 concerning the National Education System emphasizes that the function of National Education is to develop skills and form valuable national character and civilization in the context of educating people's lives. Education policy is based on guidelines and instructions for administering education in educational activities. The foundation of education policy is the instructions and guidelines for implementing education in educational activities. Education policy is understood as part of public policy, namely general policy in education. Therefore, the educational policy aims to achieve the goals of the state and national development in education as one of the nation-state development goals<sup>6</sup>.

Alternative solutions to Indonesia's education problems can be found by changing social systems related to the education system and improving teacher quality and student performance. Improving the quality of education can be assumed to create higher quality human resources to lead this nation to fair competition in the global arena<sup>7</sup>. Management strategies and techniques applied by Islamic Education institutions in improving the quality of human resources by gradually adjusting the institutional structure with the behavior of the academic community to achieve the desired performance (efficiency). Every

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<sup>5</sup> Indra Saputra and Riska Ahmad, 'Penerapan Desentralisasi Pendidikan Pada Manajemen Berbasis Sekolah Dari Pola Lama ( Sebelum Desentralisasi Pendidikan ) Ke Pola Baru ( Era Desentralisasi )', *Keguruan : Jurnal Penelitian, Pemikiran, Dan Pengabdian*, 10.2 (2022), 66–70.

<sup>6</sup> Angelika Bule Tawa, 'Kebijakan Pendidikan Nasional Dan Implementasinya Pada Sekola Dasar', *SAPA - Jurnal Kateketik Dan Pastoral*, 4.2 (2019), 107–17 <<https://doi.org/10.53544/sapa.v4i2.82>>.

<sup>7</sup> Abdul Hafid, 'MODEL MANAJEMEN BERBASIS SEKOLAH Oleh: Abdul Hafid \*', *Lentera Pendidikan*, 14.2 (2011), 189–201.

manager, starting from managers, administrators, trainers, and educators in educational institutions, must be committed to the quality objectives, timeliness, and effectiveness of the program to be able to provide renewal of the process of teaching and learning activities in service and the best capacity in management practices and administration of the development of educational institutions<sup>8</sup>.

Indonesia has madrasas as an Islamic educational institution that teach the Islamic religion. There are two types of madrasas in Indonesia: formal and non-formal. The main difference between formal and non-formal madrasas is their status and government-regulated curriculum. The formal madrasas must follow the curriculum set by the government and teach subjects such as mathematics, social sciences, etc<sup>9</sup>. However, non-formal madrasas are educational institutions outside formal schools that primarily organize Islamic religious education and are not bound to the same curriculum<sup>10</sup>. In this research, the word "madrasa" refers to formal madrasa as formal educational institutions in Indonesia, which are mandated by the Indonesian 1945 Constitution to educate the Nation's life.

Recently, the number of the madrasa, increasing every year and spreading throughout Indonesia, has contributed to educational equity and 9-year compulsory education<sup>11</sup>. However, classic problems related to management and quality are still found.

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<sup>8</sup> M Ihsan Dacholfany, 'Inisiasi Strategi Manajemen Lembaga Pendidikan Islam Dalam Meningkatkan Mutu Sumber Daya Manusia Islami Di Indonesia Dalam Menghadapi Era Globalisasi', *At-Tajdid: Jurnal Pendidikan Dan Pemikiran Islam*, 1.01 (2017), 1–13 <<https://doi.org/10.24127/att.v1i01.330>>.

<sup>9</sup> Afida Nurriqi, 'Karakteristik Pendidikan Agama Islam Di Madrasah Prespektif Kebijakan Pendidikan', *BINTANG*, 3.1 (2021), 124–41.

<sup>10</sup> Tedi Priatna, 'Demography of Madrasah Diniyah Takmiliah and Revitalizing the Institutional Function of Islamic Education', *Journal of Southwest Jiaotong University*, 55.1 (2020).

<sup>11</sup> Faridah Alawiyah, 'Pendidikan Madrasah Di Indonesia', *Jurnal Aspirasi: Jurnal Masalah-Masalah Sosial*, 5.1 (2014), 51–58.

In addition, the slow development of the internal scope of madrasas and the declining public interest in sending their children to madrasas need attention at the level of the younger generation of Indonesian people who are currently experiencing a desacralization of religious values<sup>12</sup>. Therefore, the principles of managing education in madrasas to strengthen the quality of madrasas need to be studied again.

In the era of autonomy, there has been a change in the direction of the implementation of education. It previously used centralized to a decentralized pattern. There is a model known as School-Based Management, which is an effort to improve the quality of education by giving schools/madrasahs broad authority to make policies to improve the quality of education. As an Islamic educational institution, madrasah-based management can be implemented and adapted to problems within the madrasah<sup>13</sup>. Besides that, the widespread criticism of school-based management practices that are not transparent, too bureaucratic, and transparent has considered improving education governance a practical solution<sup>14</sup>.

Studies related to school-based management in madrasas have previously discussed the influence of the roles of actors involved in school-based management, such as school principals, school committees, etc.<sup>15</sup>. In line with that, another studie had also

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<sup>12</sup> Imam Turmidzi, 'Pengelolaan Pendidikan Bermutu Di Madrasah', *Tarbawi: Jurnal Pemikiran Dan Pendidikan Islam*, 4.2 (2021), 165–81.

<sup>13</sup> Ahmad Zaini Aziz, 'Manajemen Berbasis Sekolah: Alternatif Peningkatan Mutu Pendidikan Madrasah', *El-Tarbawi*, 8.1 (2015), 69–92.

<sup>14</sup> Arismunandar Arismunandar, Nurhikmah H Nurhikmah H, and Widya Karmila Sari Achmad, 'Manajemen Berbasis Sekolah' (Badan Penerbit Universitas Negeri Makassar, 2015).

<sup>15</sup> Suyitno Suyitno, 'Pengaruh Keterampilan Manajerial Kepala Sekolah Dan Peran Komite Terhadap Efektivitas Manajemen Berbasis Sekolah', *Jurnal Basicedu*, 5.3 (2021), 1564–76; Heryon Bernard Mbuik, 'Pengaruh Kepemimpinan Kepala Sekolah Terhadap Penerapan Manajemen Berbasis Sekolah Di SD', *Indonesian Journal of Primary Education*, 3.2 (2019), 28–37; Nela Seriyanti, Syarwani Ahmad, and Destiniar Destiniar, 'Pengaruh

revealed study revealed there is a simultaneous influence between Principal leadership and the Role of the School Committee for the Success of School-Based Management<sup>16</sup>. Furthermore, the success of School-based management is also determined by the extent to which the institution is able to establish professional rules or management<sup>17</sup>. Additionally, many case studies also focus on implementing school-based management<sup>18</sup>. This study analysis will not be repeated from various existing studies. Based on previous studies, this study shows that a systematic literature review is needed to verify the development of madrasah management in achieving the school's vision. This study also discusses the research participants and methodology used to look at the practical experience of school-based management development in madrasahs.

In academic research, a literature review is an essential feature. A systematic review is a formulated question that uses systematic and explicit methods to identify, select, and critically appraise relevant research and to collect and analyze data from the studies included in the review<sup>19</sup>. By summarizing, analyzing, and synthesizing a group of related literature from the previous

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Kepemimpinan Kepala Sekolah Dan Peran Komite Sekolah Terhadap Keberhasilan Manajemen Berbasis Sekolah', *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 6.1 (2020), 15–33.

<sup>16</sup> Seriyanti, Ahmad, and Destiniar.

<sup>17</sup> Abdulloh Hadziq, 'Implementasi Manajemen Berbasis Sekolah (School Based Management) Dalam Mewujudkan Sekolah Efektif (Studi Kasus Di Mts Nu Sabilul Muttaqin Jepang Mejobo Kudus)', *Quality*, 4.2 (2017), 351–71.

<sup>18</sup> Sahril Muhammad and Mardia Rahman, 'Implementasi Manajemen Berbasis Sekolah Untuk Meningkatkan Mutu Sekolah Dasar Islam Insan Kamil Bacan Kabupaten Halmahera Selatan', *Edukasi*, 15.1 (2017); Karseno Handoyo, Mudhofir Mudhofir, and Maslamah Maslamah, 'Implementasi Manajemen Berbasis Madrasah Dalam Peningkatan Mutu Pendidikan Di Madrasah', *Jurnal Ilmiah Ekonomi Islam*, 7.1 (2021), 321–32; Aulia Diana Devi, 'Implementasi Manajemen Berbasis Sekolah Dalam Meningkatkan Kualitas Di Sekolah Menengah Pertama', *Edukatif: Jurnal Ilmu Pendidikan*, 3.3 (2021), 963–71.

<sup>19</sup> David Moher and others, 'Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement', *BMJ (Online)*, 339.7716 (2009), 332–36 <<https://doi.org/10.1136/bmj.b2535>>.

studies. We can assess a specific premise and/or develop new concepts<sup>20</sup>. This current study on a systematic literature review adopts the PRISMA (Preferred Reporting Items for Systematic reviews and Meta-Analyses) model. It uses the Google Scholar database to retrieve the data. The PRISMA model is pervasive in a systematic literature review<sup>(21)</sup>. This study tries to answer the following questions; 1) who are the participants from the previous studies? 2) what type of measurement is being taken? and 3) what type of leadership usually appears in studies of leadership and its relevance to management? The purpose of this systematic literature review study is to 1) determine the characteristics of the participants in the research articles on school leadership, 2) to know the type of measurement, 3) to analyze and synthesize a group of related literature from the past studies on school-based management development in madrasas.

## METHOD OF RESEARCH

This study used a qualitative systematic review method with the PRISMA model adapted from<sup>22</sup>. It follows a set of standard guidelines, generally called protocols, to identify and synthesize all relevant studies and assess what is known from the study topic. The search protocols for articles were done online using the keywords "School-Based Management in Madrasah" in both English and Bahasa using Harzing's Publish or Perish 8 software

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<sup>20</sup> Yu Xiao and Maria Watson, 'Guidance on Conducting a Systematic Literature Review', *Journal of Planning Education and Research*, 39.1 (2019), 93–112 <<https://doi.org/10.1177/0739456X17723971>>.

<sup>21</sup> Marta Abelha and others, 'Graduate Employability and Competence Development in Higher Education—A Systematic Literature Review Using PRISMA', *Sustainability*, 12.15 (2020), 5900; Susanna Vonny N Rante and Harmelia Tulak, 'Far from Expectation: A Systematic Literature Review of Inclusive Education in Indonesia', *Universal Journal of Educational Research*, 2020; Vivian Welch and others, 'Extending the PRISMA Statement to Equity-Focused Systematic Reviews (PRISMA-E 2012): Explanation and Elaboration', *Journal of Clinical Epidemiology*, 70 (2016), 68–89.

<sup>22</sup> Moher and others.

from the Google Scholar database. This data withdrawal was carried out on March 30, 2023. All articles that have passed the selection process have entered the topic. The Inclusion criteria in the current study include papers with an h-index > 0.00. It is because data from the Google Scholar database had enormous data variations and were sometimes unindexed. Furthermore, this study would use a paper with a citation quality h-index of  $0.00 >$  or at least once cited, as shown in the Harzing's publish or perish program. Furthermore, the literature search was limited to articles published from 2003 to 2023.

## RESEARCH FINDING AND DISCUSSION

The search begins by inputting "School-Based Management in Madrasas" keywords in Harzing's Publish or Perish 8 software. The data mining from the Google Scholar database obtained 109 articles written in both Bahasa and English. Meanwhile, using the English word as the keyword resulted in 15 articles.

The screenshot displays the Harzing's Publish or Perish 8 software interface. At the top, there is a search bar with the keyword 'School-Based Management in Madrasas' entered. Below the search bar, a table lists search results with columns for Title, Author, Year, Citations, and other metrics. The table shows 15 results, with the first few rows visible below. The interface also includes various toolbars and filters on the right side.

Title	Author	Year	Citations
Manajemen berbasis sekolah di...	[Author]	[Year]	[Citations]
School-Based Management in...	[Author]	[Year]	[Citations]
Manajemen berbasis sekolah...	[Author]	[Year]	[Citations]
Manajemen berbasis sekolah...	[Author]	[Year]	[Citations]
Manajemen berbasis sekolah...	[Author]	[Year]	[Citations]
Manajemen berbasis sekolah...	[Author]	[Year]	[Citations]
Manajemen berbasis sekolah...	[Author]	[Year]	[Citations]
Manajemen berbasis sekolah...	[Author]	[Year]	[Citations]
Manajemen berbasis sekolah...	[Author]	[Year]	[Citations]
Manajemen berbasis sekolah...	[Author]	[Year]	[Citations]
Manajemen berbasis sekolah...	[Author]	[Year]	[Citations]
Manajemen berbasis sekolah...	[Author]	[Year]	[Citations]
Manajemen berbasis sekolah...	[Author]	[Year]	[Citations]
Manajemen berbasis sekolah...	[Author]	[Year]	[Citations]
Manajemen berbasis sekolah...	[Author]	[Year]	[Citations]

Figure 1. Searching Protocols in Harzing' s Publish or Perish Software



After examining the title, there were two of the same articles in two different search results. The results after deducting the duplicates are 107 articles. The articles selected after this are only those published in research journals. It is done to filter quality because articles published in research journals have gone through peer review. Furthermore, 21 discoveries were excluded because it was in the form of student works of final projects. Furthermore, 75 articles did not meet the requirements, h-index > 0.00. In the end, there are 11 articles included in this literature review study. The literature search is described in more detail in PRISMA Flow, shown in Figure 2 below, adapted from <sup>23</sup>. The Figure 2. PRISMA Flow shows the outflow of actions from the different stages of the systematic review. The figure describes the number of identified article records, the articles included or excluded, and the reasons for exclusion.

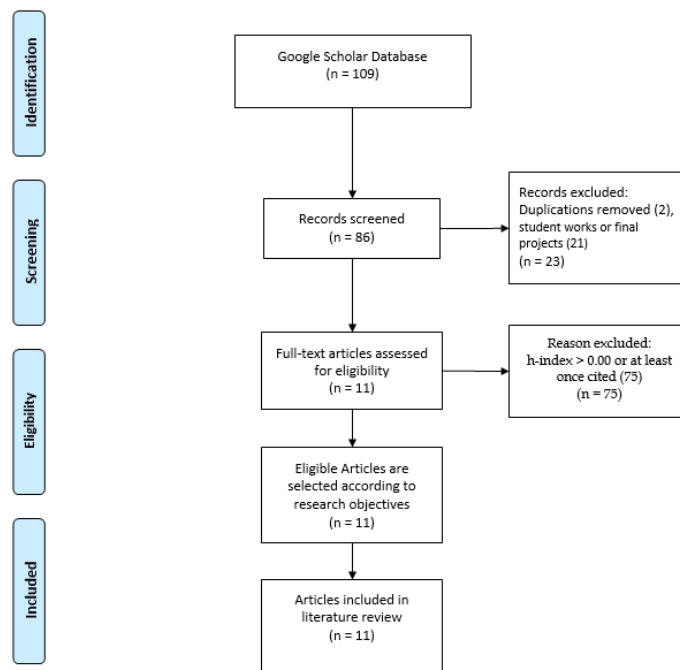


Figure 2. PRISMA Flow

<sup>23</sup> Moher and others.

## Participants and Settings

The research participants included in the literature review consisted of school committees, school principals, vice principals, teachers (<sup>24</sup> <sup>25</sup>, school employees, students <sup>26</sup>, <sup>27</sup>, <sup>28</sup>, <sup>29</sup> and also the parents of the students. Furthermore, those in charge of school programs <sup>30</sup> were also mentioned in the article. Some articles also included community leaders in their studies, such as <sup>31</sup> <sup>32</sup> (please refer to table 1).

The locations selected in this literature review are in Indonesia, mostly taking samples of places in the Provinces of

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<sup>24</sup> Nuryanto Nuryanto, 'Peningkatan Mutu Madrasah Ibtidaiyah: School-Based Management Dan Kompetensi Guru Madrasah', *Elementary: Jurnal Ilmiah Pendidikan Dasar*, 4.1 (2018), 21 <<https://doi.org/10.32332/elementary.v4i1.1075>>.

<sup>25</sup> Arif Ganda Nugroho and Latifah, 'Proses Pembelajaran Menggunakan Strategi Inkuiri Dalam Manajemen Berbasis Sekolah (MBS) Dengan Hasil Kepuasan Guru Di Madrasah Tsanawiyah Assalam Martapura', *AL- ULUM ILMU SOSIAL DAN HUMANIORA*, 8.2 (2022), 95–104.

<sup>26</sup> Aceng Jaelani and Moh Masnun, 'The Implementation of School Based Management in Madrasah Ibtidaiyah', *Al Ibtida: Jurnal Pendidikan Guru MI*, 6.2 (2019), 256 <<https://doi.org/10.24235/al.ibtida.snj.v6i2.3793>>.

<sup>27</sup> Entin Dwi Herlina, 'Pelaksanaan Manajemen Berbasis Sekolah Dalam Upaya Peningkatan Mutu Madrasah Tsanawiyah Di Mts Negeri Bonang Kabupaten Demak', *Educational Management*, 1.1 (2012), 2.

<sup>28</sup> M. Ainin, L. Kholidah, and A. sum, 'Eksplorasi Program Pembinaan Pelaksana Pendidikan Pendekatan School Based Management Pada Madrasah Tsanawiyah Kawasan Pinggiran, Pedesaan, Dan Terpencil Di Jawa Timur', *Jurnal Pendidikan Dan Pembelajaran Universitas Negeri Malang*, 20.1 (2013), 102–12.

<sup>29</sup> Yoyon Suryono and Setya Raharja, 'Pengkajian Implementasi Manajemen Berbasis Sekolah Di Sekolah Dasar Dan Madrasah Ibtidaiyah Di Propinsi Daerah Istimewa Yogyakarta', *Cakrawala Pendidikan*, 2 (2003), 207–26.

<sup>30</sup> Lilik Ardiansyah and Achmad Dardiri, 'Manajemen Budaya Sekolah Berbasis Pesantren Di Madrasah Tsanawiyah Ali Maksum, Sewon, Bantul, Yogyakarta', *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, 6.1 (2019), 50–58 <<https://doi.org/10.21831/jppfa.v6i1.22626>>.

<sup>31</sup> Ahmad Muhyani Rizalie, 'Implementasi Manajemen Berbasis Sekolah Untuk Peningkatan Mutu Pendidikan Di Sekolah Dan Madrasah Menengah Atas (Studi Multi Kasus Pada SMA Negeri 1, SMK Negeri 2 Dan MA Negeri 1 Kandungan Kabupaten Hulu Sungai Selatan)', *Jurnal Paradigma*, 11.2 (2016), 295–316.

<sup>32</sup> Suryono and Raharja.

Central Java, the Special Region of Yogyakarta, and East Java. Schools outside Java were sampled<sup>33</sup> and<sup>34</sup>. The SBM system was considered a novelty in education, so the sampled respondents were academics who played a direct role in this system. But on the other hand, it is not only the academic community but the role of outside scholars, such as student guardians and community leaders, who play an essential role in the success of the SBM system whose study was conducted on school principals<sup>35</sup>,<sup>36</sup>,<sup>3738</sup>,<sup>39</sup>,<sup>40</sup>. Sampling was also conducted in private and public schools<sup>41</sup>. (See table 1)

Table 1. Participants' Characteristics & Measuring Instrument

Researchers	Participants & Setting			Measuring instruments and methods
	Male	Female	Total	
(Jaelani & Masnun, 2019)	The school committee, teachers, parents, and teachers MI Ash Shofiyah with 463 students			Qualitative Field research (interviews, observations, documents)
	MI Salafiyah, with 471 students		471	
	MI Madinatunnajah		121	

<sup>33</sup> Nugroho and Latifah.

<sup>34</sup> Nuryanto.

<sup>35</sup> Jaelani and Masnun.

<sup>36</sup> Abdul Ghofir Muslim, 'Manajemen Sekolah Berbasis Pesantren Di Madrasah Tsanawiyah Al Iman Bulus Gebang Purworejo', *Media Manajemen Pendidikan*, 3.3 (2021), 374–83.

<sup>37</sup> Rizalie.

<sup>38</sup> Ardiansyah and Dardiri.

<sup>39</sup> Herlina.

<sup>40</sup> Nugroho and Latifah.

<sup>41</sup> Suryono and Raharja.

Researchers	Participants & Setting	Measuring instruments and methods
	students	
(Muslim, 2021)	3 teachers and 2 parents of students	Qualitative Interview
(Suryono & Raharja, 2003)	8 public Primary Madrasa students, 4 Private Primary Madrasa students  123 people, including school principals, deputy principals, teachers, parents of students, community leaders, supervisors in government, from elements of government, representatives of organizations or institutions, and also from the Ministry of Religion	Quantitative Evaluative survey with a questionnaire
(Ainin et al., 2013)	Principal, school committee, teacher	Quantitative Multistage proportional cluster area purposive sampling technique
(Rizalie, 2016)	Principals, teachers, counselors, administrators, curriculum developers, parents, community, students	Qualitative Phenomenology Constant

Researchers	Participants & Setting	Measuring instruments and methods
		comparative
(Ardiansyah & Dardiri, 2019)	Principal, vice principal, teacher, and school PIC program	Qualitative Interview Documentation Observation
(Ulfah, 2019)	The survey was conducted on 100 people 4 school committees, 6 teachers and school employees, 45 students, 45 parents	Quantitative Multiple linear regression Questionnaire
(Nuryanto, 2018)	Teachers	Management strategy
(Pasaribu, 2017)	Comparing SBM systems from various countries	Qualitative
(Herlina, 2012)	Head of school, head of administrative staff, teachers, school staff, school committee	Qualitative Explorative study
(Nugroho & Latifah, 2022)	Teachers	descriptive Survey observational Correlational Causal

Researchers	Participants & Setting	Measuring instruments and methods
		comparison

### *Measuring Instruments*

Of the 11 articles in this literature review, 5 used qualitative methods for data collection, 3 used a quantitative approach, and others used mixed methods for data collection and analysis (see Table 1). In quantitative research <sup>42</sup> measuring the role of the principal in the SBM system based on answers to contextual questionnaires, furthermore, designing a questionnaire to assess the importance of educational autonomy in managing school-based management. Three other papers <sup>43</sup> measure through a questionnaire regarding the implementation of SBM in the formal education system.

Several studies using qualitative methods conducted in-depth interviews, observations of people who played a direct role in implementing SBM MBS <sup>44 45 46</sup>, and additional literature or documentation study data <sup>47 48</sup>. Meanwhile, a survey was added for teachers and school staff <sup>49 50</sup> to examine their participation and role in SBM activities. Furthermore, <sup>51 52</sup> also interviewed students and community leaders in this study. Meanwhile <sup>53</sup> used a

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<sup>42</sup> Muslim; Herlina; Ardiansyah and Dardiri; Jaelani and Masnun; Rizalie.

<sup>43</sup> Suryono and Raharja; Ulfah; Ainin, Kholidah, and sum.

<sup>44</sup> Jaelani and Masnun.

<sup>45</sup> Muslim.

<sup>46</sup> Ainin, Kholidah, and sum.

<sup>47</sup> Ardiansyah and Dardiri.

<sup>48</sup> Pasaribu.

<sup>49</sup> Suryono and Raharja.

<sup>50</sup> Nugroho and Latifah.

<sup>51</sup> Suryono and Raharja.

<sup>52</sup> Rizalie.

<sup>53</sup> Pasaribu.

sequential literature study from previous research which described the implementation of SBM in schools in several countries.

### *Practical Experience of School-Based Management Development in Madrasah*

Based on the process review literature, SBM is closely related to leadership in practice. Discussions about the principal's leadership mostly appear in all reviewed articles. The principal can be said to be a key figure in driving the development and progress of the school. As mentioned in the selected papers, the key to successful madrasa management is always associated with the madrasa principal's expertise in leading, coaching, motivating, and planning<sup>54</sup>. Apart from being managerial, the role of the principal in SBM is also directed at improving the quality of students through holistic educational programs to serve all the needs of students in schools<sup>55</sup>.

Furthermore, the teacher figure is a topic often appearing in the articles reviewed. Teachers are considered one of the factors supporting the success of school-based management<sup>56</sup>. Although the teacher is not the only determining factor for success in education, the teacher is an important figure in the learning process. Teachers are said to be qualified if they have knowledge, attitudes, and teaching competency standards programmed by the government in the form of teacher certification<sup>57</sup>.

To achieve success in managing a school, several authors of the articles reviewed agree that schools must invite all school members (teachers, students, employees) and the community (student parents, community leaders, scientists, entrepreneurs, and so on) to participate in SBM. The increase in participation is by

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<sup>54</sup> Ulfah; Ardiansyah and Dardiri; Pasaribu; Jaelani and Masnun; Ainin, Kholidah, and sum; Rizalie.

<sup>55</sup> Muslim; Pasaribu; Ainin, Kholidah, and sum; Rizalie; Ardiansyah and Dardiri.

<sup>56</sup> Herlina; Muslim; Nuryanto; Rizalie; Nugroho and Latifah.

<sup>57</sup> Muslim; Nuryanto; Nugroho and Latifah.

creating an open and democratic environment. Both school members and the community are encouraged to be directly involved in providing education, starting from decision-making, implementation, and evaluation of education <sup>58</sup>.

Madrasas, as educational institutions, have different characteristics and needs. Several authors in this article agree that a needs analysis is crucial <sup>59</sup>. It aims to determine the difference between the target and the learning needs of students. In addition, a needs analysis is also carried out to obtain synchronous and credible information so that later schools can plan and prepare supporting resources carefully <sup>60</sup>.

The implementation of SBM in both public schools and madrasas, in general, has the same goal: improving education quality, which leads to improved school management and operations. Furthermore, SBM also creates conditions that can develop teaching and learning processes. Moreover, the output of education in madrasas is more specific in teaching students to be later able to live life without losing their spiritual roots.

## THE CONCLUSION

The results of this literature review found that the characteristics of the participants and settings varied widely. There are at least nine groups of participants in this literature review research: school committees, principals, vice principals, teachers, school admin staff, students, parents, academics, and school program managers. Mostly, the articles analyzed in this literature review are studies that were mainly conducted on the island of Java. Meanwhile, some studies have also been shown outside the island of Java. Temporarily, the measuring instruments for the school-based management articles in this literature review are

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<sup>58</sup> Nuryanto; Rizalie; Ainin, Kholidah, and sum; Jaelani and Masnun; Herlina; Ardiansyah and Dardiri; Muslim.

<sup>59</sup> Nuryanto; Pasaribu; Ardiansyah and Dardiri; Muslim; Ainin, Kholidah, and sum.

<sup>60</sup> Pasaribu; Ardiansyah and Dardiri.



interviews guide for qualitative research, usually related to implementation. In comparison, the questionnaire is used in various pieces that use a qualitative approach, for example, to measure impact.

Based on the results of the discussion, it can be concluded that there were mainly four points that should be underlined from reviewed articles: (1) the principal's leadership is essential in SBM to achieve school goals, (2) the teacher as SBM supporting factors must have knowledge, skills, and attitudes as well as have sufficient insight and are willing to use their potential optimally, (3) encourage the participation of school members and the community to be directly involved in providing education, and (4) needs analysis should carry out at the outset to assist planning and managing resource availability.

### *Recommendation*

This literature review is limited to research published in 2013-2022, defining other variables that may be related to the management status of private or public schools and the location of schools in urban or remote villages, which have not been discussed in this article. For this reason, research published over a range of years or from different databases (e.g., Scopus, Web of Science, Science Live, Directory of Open Access Journals, etc.) is needed to get a more comprehensive picture. It is hoped that the results of this literature review can be used as factual considerations in implementing SBM in public and private schools to implement a management strategy to improve the quality of education following the conditions of the school and the resources it has.

In addition, this research can be used as a basis or recommended for further research interested in studying school-based management. In addition, a broader search involving these keywords is required to make the results different and increase new information. Religion-based schools, namely Madrasas, in the current era of autonomy are in dire need of reform. In the context

of growing human resources, a school management model provides excellent hope for schools to develop and improve their skills according to school conditions. Therefore, the results of implementing SBM in all schools cannot be the same. However, all schools have the same opportunity to become quality schools.

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