



Basic Views of School-Based Management Theory in Improving Education Quality

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Abstract

The main role of education is to improve the quality of human resources, both through government and non-government institutions. One solution is through School Based Management (SBM) as a management of resources to improve the quality of education. Schools are given direct authority regarding services in schools both internally and externally. This is in line with the decentralization policy which encourages schools to make decisions in a transparent, accountable and participatory manner by involving school members such as principals, teachers, students, parents and the community.

Keywords: School Based Management, Quality of Education

Abstrak

Peran utama pendidikan ialah untuk meningkatkan kualitas sumber daya manusia, baik melalui lembaga pemerintah maupun non pemerintah. Salah satu solusinya ialah melalui Manajemen Berbasis Sekolah (MBS) sebagai pengelolaan sumber daya untuk meningkatkan mutu pendidikan. Sekolah diberi wewenang langsung terkait pelayanan di sekolah baik pelayanan secara internal maupun secara eksternal. Hal ini sejalan dengan kebijakan desentralisasi yang mendorong sekolah untuk mengambil keputusan secara transparan, akuntabel dan partisipatif dengan melibatkan warga sekolah seperti kepala sekolah, guru, siswa, orang tua dan masyarakat

Kata Kunci: Manajemen Berbasis Sekolah, Kualitas Pendidikan

Introduction

Nowadays, many government policies regarding the principle of centralized education are starting to question its existence. Because it is considered that the policy is no longer relevant to the circumstances and demands of society. With the principle of centralization, all educational policies and regulations are entirely regulated by the center, while schools, especially teachers and students, are only implementers. Even though it is not certain that what is made by the center is in accordance with the conditions and demands of the school and the community where the education takes place. With this kind of condition it seems

that teachers cannot have creativity to develop their abilities, because they only follow the rules of the game that have been set. Vice versa, there is a discrepancy between the quality of educational output and the required workforce qualifications. This happens because the potential of one region to another is not the same, while the output produced by an education is the same. Though not necessarily the output can be useful in other areas. This is what causes inequality.

In the process of education, elementary schools occupy a very vital and strategic position. Errors and inaccuracies in implementing education at the basic level will be fatal for education at the next level.¹ Various efforts to reform education at the basic level have begun to be attempted to improve the quality of education, both in the areas of management, school performance, administration, input and output. To be able to achieve the maximum quality of education, serious efforts are needed to seek and find new formats in overcoming the low quality of basic education in our country.

According to Umaedi, improving the quality of education is a process that is integrated with the process of improving the quality of human resources itself. Recognizing the importance of the process of improving the quality of human resources, the government and the private sector have jointly and continuously strive to realize this mandate through various efforts to develop higher quality education.²

Government policies regarding regional autonomy have brought about fundamental changes in various lives, including education. The management change journal is regulated in the form of Law number 22 of 1999 regional government, which is then followed by implementation guidelines in the form of RI government regulation No. 25 of 2000 concerning government authority and provincial authority as an autonomous region.

The issuance of this law provides a logical consequence that education management must be adapted to the soul and spirit of autonomy, so that central-based education management is changed to regional-based education management or school-based management (SBM). School-based management is an alternative form of schooling as a result of decentralization in the education sector in the context of regional autonomy.

This new paradigm will enable schools to have broad autonomy, which requires the community to participate optimally and ensure that national policies are not neglected.

¹ Muhammad Rizal Rifa'i, "Pengembangan Nilai Karakter Melalui Pembelajaran IPS Di MI," *At-Tahdzib: Jurnal Pendidikan Dan Pembelajaran Dasar* 6, no. 01 (2021): 83–92.

² Ridwan Idris, "PENDEKATAN PENDIDIKAN BERBASIS MUTU," *Lentera Pendidikan : Jurnal Ilmu Tarbiyah dan Keguruan* 12, no. 1 (26 Juni 2009): 103–23, <https://doi.org/10.24252/lp.2009v12n1a8>.

Through school-based management, schools will have flexibility in making decisions regarding the management of resources, curriculum, including increasing the professionalism of staff.³ This automatically includes the teacher's freedom to appreciate and innovate according to their environment.

Many researchers have carried out research on school-based management, including by Eka Periaman Zai,⁴ Emilia Kurniawat, dkk⁵, Yuyun Elizabeth Patras, et al,⁶ however, there is still a lot of room for discussion on this matter. This research will discuss school-based management in relation to the quality of education.

Research Method

This research is a literature review, especially books on school-based management in improving the quality of education. The researcher uses content analysis techniques to parse and at the same time map the ideas contained in the primary unit of analysis. As well as involving several secondary literatures (including contemporary ones) to strengthen the framework of ideas that have been built since the classical period⁷.

Result and Discussion

A. Overview of School-Based Management

School-based management is a term that comes from three words: management, based and school. Each has the first meaning, management is "coordinating and harmonizing resources through a number of management inputs to achieve goals or to meet customer needs, second, based is based on or focused on, third, schools are the lowest organization in the ranks of the Ministry of National Education (Ministry of National Education) whose job

³ Nurhabibah, "PERAN KEPEMIMPINAN KEPALA SEKOLAH DALAM MENINGKATKAN MUTU PENDIDIKAN MELALUI MANAJEMEN SEKOLAH," *Prosiding Seminar Nasional PSSH (Pendidikan, Saintek, Sosial dan Hukum)* 1 (21 Juli 2022): 74.1-74.8.

⁴ Eka Periaman Zai dkk., "PERAN KEPALA SEKOLAH DALAM PELAKSANAAN MANAJEMEN BERBASIS SEKOLAH DI SMA NEGERI 1 ULUGAWO," *Curve Elasticity: Jurnal Pendidikan Ekonomi* 3, no. 2 (25 Agustus 2022): 13–23.

⁵ Emilia Kurniawati, Yasir Arafat, dan Yenny Puspita, "Peran Kepemimpinan Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Melalui Manajemen Berbasis Sekolah," *Journal of Education Research* 1, no. 2 (30 Oktober 2020): 134–37, <https://doi.org/10.37985/joe.v1i2.12>.

⁶ Yuyun Elizabeth Patras dkk., "MENINGKATKAN KUALITAS PENDIDIKAN MELALUI KEBIJAKAN MANAJEMEN BERBASIS SEKOLAH DAN TANTANGANNYA," *JURNAL MANAJEMEN PENDIDIKAN* 7, no. 2 (13 September 2019): 800–807, <https://doi.org/10.33751/jmp.v7i2.1329>.

⁷ Amir Hamzah, *Metode Penelitian Kepustakaan (Library Research)* (Malang: Literasi Nusantara Abadi, 2020).

is to provide 'basic skills provision' to students on the basis of provisions that are legalistic (macro, meso, micro) and professionalistic.⁸

School-based management according to Rahmat and Edi Suharto is "the delegation of decision-making authority to manage financial resources, curriculum, and teacher professionalism at the school level."⁹

School-based management is "the coordination and alignment of resources that are carried out automatically (independently) by schools through a number of management inputs to achieve school goals within the framework of national education, by directly involving all interest groups related to schools in the decision-making process".¹⁰

According to Myer and Stinehill (1993) quoted by Taufiqurrahman, Defining MPBS "as a strategy to improve education by transferring authority to make significant decisions from state and district officials to each school".¹¹

In general, school-based quality improvement management can be interpreted as "coordinating and harmonizing resources carried out independently by schools by directly involving all interest groups related to the school (stakeholders) in the decision-making process to meet school quality needs or to achieve quality goals. schools within the framework of the national education policy". In this management, schools are given the freedom to manage resources and sources of funds by allocating them according to priority needs, as well as being more responsive to local needs.

1. School-Based Management Goals

In general, SBM aims to make schools capable of being independent in all aspects of their educational management so that schools can determine the direction of development in accordance with the objective conditions and needs of society.¹² Therefore, the learning programs presented by schools must be relevant to the needs of the community so that the community can be involved, participate, and support educational activities and processes in schools. A harmonious relationship between

⁸ Idris, "PENDEKATAN PENDIDIKAN BERBASIS MUTU."

⁹ Ahmad Zaini Aziz, "MANAJEMEN BERBASIS SEKOLAH: ALTERNATIF PENINGKATAN MUTU PENDIDIKAN MADRASAH," *EL-TARBAWI* 8, no. 1 (31 Desember 2015): 69–92, <https://doi.org/10.20885/tarbawi.vol8.iss1.art5>.

¹⁰ Idris, "PENDEKATAN PENDIDIKAN BERBASIS MUTU."

¹¹ Ade Andriyan dan Nono Hery Yoenanto, "Optimalisasi penerapan dan pengelolaan manajemen berbasis sekolah: literatur review," *Jurnal Akuntabilitas Manajemen Pendidikan* 10, no. 1 (8 April 2022): 14–27, <https://doi.org/10.21831/jamp.v10i1.45011>.

¹² Suhadi Winoto, *Manajemen Berbasis Sekolah Konsep Dan Aplikasi Dalam Aktivitas Manajerial Di Sekolah Atau Madrasah* (Yogyakarta: LKIS, 2020), <http://digilib.uinkhas.ac.id/1166/>.

school and community is a fabric that must always be fostered so that educational products (outcomes) are no longer alien to the surrounding community.

2. Characteristics of School-Based Management

School-based management has characteristics that must be understood by schools that will apply it to clarify the characteristics of SBM. Then the system input–process–output approach will be used.

a. Output

The first approach is output because output will be used with the first approach, namely output because output has the highest level of importance. “Output is school performance. School performance is school achievement resulting from the school process.¹³ Output is usually divided into two categories, namely academic achievement and non-academic achievement.

b. Process

According to Umaedi in the second process, there are several categories that must be considered including the effectiveness of the teaching and learning process, strong school leadership, effective management of educational staff, schools have a quality culture, schools have a compact, smart and dynamic team work, schools have authority (independence) and (transparency), school management has a willingness to change, schools carry out continuous evaluation and improvement, schools are responsive and anticipatory to needs and schools have accountability and sustainability.¹⁴

c. Educational Input

Educational input is a part that is no less important than the process and output. Which are input indicators include the condition of the teacher (professionalism), the condition of students, adequate facilities and infrastructure.

According to Umaedi, the important parts of the input include that schools must have a quality policy, available resources, high achievement expectations, focus on customers (especially students), management input.

d. Factors That Need Attention

¹³ Winoto.

¹⁴ Winoto.

IBRA in collaboration with the world bank (1999) has reviewed several factors that need to be considered in relation to school-based management.¹⁵

1) School Obligations

The implementation of school-based management needs to be accompanied by monitoring obligations and determining relatively high accountability. In this case, schools are given autonomy, which automatically means that schools have the obligation to carry out government policies and meet the expectations of the school community. School-based management provides the widest opportunity for school principals, teachers and education managers to carry out the obligations that have been given by the government and meet the expectations of the school community. School-based management provides the widest opportunity for school principals, teachers and education administrators to carry out the obligations that have been given by the central government. With this in mind, schools are required to be able to display resources in a transparent, democratic, non-monopolizing manner, and be responsible to both the community and the government in order to increase service capacity to students.¹⁶

2) Government policies and priorities

Government policy must look at what priorities you want to achieve so that schools in implementing government policies are not wrong. For this reason, the government must make general guidelines regarding the implementation of SBM. So that the results of SBM can be evaluated properly and can be implemented effectively.

Within the Ministry of National Education bureaucracy in Indonesia, the Directorate of Education and Culture has the duties and functions of determining policies and strategies in the formulation, determination, implementation and evaluation of policies at the national level. Under the Dikmenum directorate there is the Regional Office of the Ministry of National Education which in general has the duties and functions of elaborating the policies set by the Dikmenum. Then at the Kandep level it has the main function of managing more specific education units then the lowest

¹⁵ E Mulyasa, *Manajemen Berbasis Sekolah: Konsep Strategi dan Implementasi* (Bandung: Remaja Rosdakarya, 2003).

¹⁶ Mulyasa.

ranks, namely schools which are managers of implementing SBM in each school.

3) Roles of Parents and Society

"SBM requires the active role of parents and the community so that they feel they own the school and are also responsible for the success of the school. Through the school council, parents and the community can participate in making various decisions." So that there is no overlap in school management between parents, schools and the community. So the government must make guidelines for the form of community participation.¹⁷

4) Professionalism and Managerial Roles

School-based management demands a lot of behavior changes for teachers and school administration who must have a professional and management nature. The principal as the top leader is required to have good skills so that he can direct all the policies of the school itself. For school needs the principal must:

- a) Have the ability to collaborate with teachers and the surrounding community.
- b) Have the ability and broad insights about the theory of education and learning
- c) Have the ability and skills to analyze the current situation, based on what should be and be able to predict future events based on the current situation.
- d) Able to take advantage of various opportunities, turn challenges into opportunities, and conceptualize new directions for change.¹⁸

5) Professional Development

In implementing SBM, the government must open professional development training as early as possible. This professional development center functions as a service provider for the training of education personnel for SBM. It is better if schools and the community need to be directly involved by involving themselves in discussions about SBM.

¹⁷ Dakir Dakir dan Latifah Husein, *Manajemen Berbasis Sekolah (MBS)*, ed. oleh Rustam Effendi (Yogyakarta: K-Media, 2017), <http://digilib.iain-palangkaraya.ac.id/4039/>.

¹⁸ Mulyasa, *Manajemen Berbasis Sekolah: Konsep Strategi dan Implementasi*.

3. SBM Implementation

In order for the implementation of SBM to go well, it must also be supported by professional teaching staff. Adequate school institutions, sufficient facilities and infrastructure and no less important is the problem of funds and the active role of parents. However, due to the crisis that our nation is experiencing, it has brought more or less losses to the world of education. It can be seen from the number of students who are always decreasing from year to year, the active role of the community is also decreasing because they prioritize their thoughts and energy and money to fulfill their daily needs.

Because schools vary from the physical form of schools that are good to those that are not fit for use, there are schools located in the city center to schools that are located in remote areas. In a condition where the school has active support from the community to the point where it is lacking, it does not even get active support from the community. For this reason, in the implementation of SBM, schools must be grouped according to their respective management capabilities. This grouping is not meant to differentiate but to make it easier for related parties to provide support.

a. Implementation strategy at the school level

To be able to implement school-based quality improvement management, schools must carry out the following activity stages:

- 1) Compilation of databases and school profiles that are more representative, accurate, valid and systematic, covering all aspects
- 2) Do a self-evaluation (self-assessment)
- 3) After self-evaluation and analysis, based on this analysis the school begins to organize, identify school needs and formulate vision, mission and goals as well as things that can support the teaching and learning process.
- 4) Departing from the vision, mission and quality improvement goals, the school together with the community plans and compiles long-term and short-term (annual) programs this school program planning must include what quality indicators/targets will be achieved in that year as a process of improving the quality of education
- 5) Priorities often cannot be achieved within one year of school programs, therefore schools must develop long-term planning and development strategies by identifying key policies and priorities.
- 6) Monitor and evaluate to ensure whether the planned program can be implemented in accordance with the objectives, whether the objectives have

been achieved and the extent to which they have been achieved. Because our focus is on student quality, monitoring and evaluation activities must meet the needs to meet student learning processes and outcomes.

B. Education Quality

Etymologically, the meaning of education is the same as 'education' in English which comes from the Latin word 'educere' which means to include something. Intended to include something knowledge to someone (student). Whereas in the context of Arabic, there are several terms that are usually used in the sense of education, including ta'lim, tarbiyah, and ta'dhib.

According to Ahmad D. Marimba, Education is conscious guidance or leadership by the educator on physical and spiritual development before the educated lead to the formation of the main personality.¹⁹ Meanwhile, according to George F. Kneller, education is a process of awareness or self-awareness in realizing oneself and developing all of one's potential.²⁰

From this understanding, the writer can draw a conclusion that education is an intentional activity, providing physical and spiritual guidance from the educator to the educated in the form of instilling noble morals, moral, mental and physical training, resulting in changes that are manifested in real life. .

While the quality or quality of education is "the overall description and characteristics of goods/services that demonstrate their ability to satisfy specified or implied needs".²¹ In general, quality can/can mean the degree (level) of superiority of a product (work result) either in the form of goods or services, both tangible (that can be touched or tangible) or intangible (can't be touched or not tangible). "In the context of education, the notion of educational quality refers to the process and outcomes of education."²² A quality education process also involves various inputs such as teaching materials, methodologies, infrastructure, resources, and the creation of a conducive atmosphere.

1. Education Process

¹⁹ Abd Rahman Bp dkk., "PENGERTIAN PENDIDIKAN, ILMU PENDIDIKAN DAN UNSUR-UNSUR PENDIDIKAN," *AL-URWATUL WUTSQA: Kajian Pendidikan Islam* 2, no. 1 (1 Juni 2022): 1–8.

²⁰ Sofia Nur, Purwanto Purwanto, dan Rochmat Budi Santoso, "Tata Kelola Pembentukan Karakter Siswa Di Madrasah Kota Magelang," *Jurnal Ilmiah Ekonomi Islam* 7, no. 2 (5 Juli 2021): 881–90, <https://doi.org/10.29040/jiei.v7i2.2662>.

²¹ Mulyasa, *Manajemen Berbasis Sekolah: Konsep Strategi dan Implementasi*.

²² - Repsi Desrijayanti, "PENGARUH PENERAPAN MANAJEMEN BERBASIS SEKOLAH TERHADAP PENINGKATAN MUTU PENDIDIKAN DI SEKOLAH MENENGAH PERTAMA NEGERI 2 BATANG PERANAP" (skripsi, Universitas Islam Negeri Sultan Syarif Kasim Riau, 2019), <https://doi.org/10/11/15.%20DAFTAR%20PUSTAKA.pdf>.

The educational process is changing "something" into "something else". Meanwhile, what influences the process is the input, and the result of the process is the output. In education at the elementary school level, the process in question is the process of decision making, institutional management, program management, and teaching and learning.²³

Although basically the educational process includes the four processes above, the teaching and learning process has the highest level of importance compared to other processes. The process can be said to be of high quality if the coordination and harmonization and integration of inputs are carried out harmoniously, so as to create enjoyable learning situations.

2. Educational Results

Educational outcomes or "educational output is school performance. School performance is school achievement resulting from school processes/behavior. In the context of education 'educational outcomes'". Achievements that can be achieved by a school in an educational process (student achievement) can be divided into two, namely in the academic and non-academic fields. For example, academic ability can be seen from the value of the test results, EBTA/EBTANAS. Whereas in the non-academic field, for example in a sport, skills, voice arts and others. From the example above is a tangible school achievement. While examples of intangible school achievements such as discipline, mutual respect, worship and others.

For the Madrasah Ibtida'iyah level, the results of educational achievements in the academic field can be realized by students who successfully graduate and can be accepted at state junior high schools.

Conclusion

The basic concept of School-Based Management contains three important points, namely the first regarding open school management, the second is a quality and creative learning process, and the third is the active role of the community which includes financial, physical issues and is involved in determining strategic policies for improving quality education. Implementation of School Based Management makes a major contribution to the quality of education. The quality of education which includes input, process and output. With

²³ Isep Juanda, "Peningkatan Mutu Pendidikan Dalam Perspektif Manajemen Berbasis Sekolah," *Kordinat: Jurnal Komunikasi antar Perguruan Tinggi Agama Islam* 18, no. 1 (27 Mei 2019): 1–22, <https://doi.org/10.15408/kordinat.v18i1.11470>.

this system education no longer uses the education production function or input-output analysis approach, but the approach used is input-output analysis process. In the first approach, the process is given less attention, while in the second approach, the process also determines the success of education. With the implementation of School-Based Management, it turns out that it has an effect on the quality of education, both in terms of input, process and output.

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