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Optimizing School-Based Management to Improve Student Performance: A Review of the 2023 Curriculum

Wahyu Lestari¹, Febri Eka mahendra², Norma Fitria³, Zulkipli Jemain⁴

^{1,2,3}Pascasarjana MPI Universitas Islam Lampung

⁴Universitas Muhammadiyah Palembang

tari80020@gmail.com¹, febrichgev@gmail.com², normafitriapramuji@gmail.com³,
zulkipli@um-palembang.ac.id⁴

Alamat: Jl. Jenderal Sutowo No.7, Metro, Kec. Metro Pusat, Kota Metro, Lampung

Korespondensi penulis: tari80020@gmail.com

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Abstract. This study examines the optimization of school-based management (SBM) in improving student performance in the era of the 2023 curriculum. With the background of the importance of adapting to curriculum changes and the challenges faced in the education system, this research aims to identify effective SBM strategies and their impact on student performance. The methodology employed is qualitative research, utilizing data collection techniques such as interviews, questionnaires, observations, and document studies. The findings indicate that the implementation of SBM, which involves all stakeholders collaboratively, can significantly enhance student learning outcomes. Furthermore, this study provides recommendations for strengthening teacher training and increasing parental involvement in the educational process. The implications of this research emphasize the importance of sustaining SBM practices to create a responsive and adaptive learning environment and to achieve better educational goals in the future.

Keywords: student performance, school-based management, 2023 curriculum, optimization, education.

INTRODUCTION

Education is a major pillar in developing quality human resources. In this context, school-based management (SBM) is very important to improve the quality of education. SBM provides autonomy to schools to make strategic decisions that are relevant to local needs and contexts, and allows active participation from all stakeholders, including teachers, students, and parents (Wibowo, 2020). According to Hargreaves and Fullan (2012), SBM creates a conducive environment for the development of educational innovation, so that it can accelerate the improvement of student performance.

The change in the 2023 curriculum in Indonesia brings new challenges and opportunities for the implementation of SBM. This curriculum is designed to meet the needs of education that is more adaptive and relevant to the development of the times, prioritizing 21st century skills, and student character (Ministry of Education and Culture, 2023). However, the transition to this curriculum also requires schools to make adjustments in the management and administration of resources (Permendikbud No. 22,

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*Corresponding author, e-mail address

2023). As stated by Sallis (2014), curriculum changes must be accompanied by effective management strategies so that educational goals can be achieved optimally.

In this context, an important question arises: how can MBS be optimized to improve student performance? According to Day et al. (2016), optimizing MBS requires a collaborative approach involving all parties, including developing teacher competencies and improving educational facilities. This is in line with previous research findings showing that stakeholder involvement in decision-making can improve student academic performance (Leithwood & Jantzi, 2012).

The purpose of this study is to identify MBS optimization strategies and their impact on student performance. This study is expected to provide new insights into effective MBS practices in facing the challenges of the 2023 curriculum. By analyzing various aspects that influence MBS, it is hoped that concrete recommendations can be obtained for decision makers in the field of education, including school principals and regional education offices. As expressed by Fullan (2016), success in education depends not only on curriculum changes, but also on the quality of management and leadership in schools.

With this background, this study aims to develop a systematic framework for optimizing MBS, so that it can contribute significantly to improving student performance in the 2023 curriculum era.

THEORETICAL STUDY

3 A. School-Based Management Concept

School-Based Management (SBM) is a managerial approach that gives schools autonomy to manage and develop themselves. According to Hargreaves and Fullan (2012), SBM aims to improve the quality of education through the empowerment and involvement of all stakeholders, including teachers, students, and parents. The main principles of SBM include decentralization, participation, and accountability, which enable schools to make more informed decisions according to their local context (Bishop, 2016). With SBM, schools are expected to be able to respond to students' needs more effectively and improve their academic performance.

B. Student Performance

Student performance can be defined as the level of academic achievement achieved ⁴by students in the learning process. Indicators ⁵of student performance include test scores, class participation, and social skill development (Kirkpatrick & Lee, 2016). Many factors influence student performance, including motivation, family support, and a conducive learning environment. Research shows that environmental factors, such as school facilities and teaching ⁶quality, contribute significantly to academic performance (Finn, 2016). This emphasizes ⁷the importance of the role of SBM in creating a supportive environment for students.

C. Curriculum 2023

The 2023 curriculum in Indonesia aims to address the challenges of 21st-century education by integrating critical, creative, and collaborative skills into ⁸the teaching and learning process (Ministry of Education and Culture, 2023). This curriculum design prioritizes project-based learning and student character development. The implications of the 2023 curriculum for educational management are very significant, because MBS is expected to accommodate these changes by implementing a more adaptive and innovative approach to resource management. This is in line with Fullan's opinion (2016) that curriculum changes must be supported by strong leadership at the school level in order to be successful in their implementation.

Thus, this theoretical study provides an overview that optimizing MBS is very important in improving student performance, especially in the context of changes to the 2023 curriculum. By strengthening the role of all stakeholders and implementing effective management strategies, it is hoped that educational goals can be achieved better.

RESEARCH METHODS

A. Type of Research

This study uses a qualitative approach, which aims to understand the phenomenon in depth through context analysis and social interaction. Qualitative research is very suitable for exploring complex issues in education, including ⁹the implementation of school-based management (SBM) and its impact on student performance. In line with

Creswell's (2014) view, this approach allows researchers to explore the subjective views of participants, as well as understand the meaning behind their experiences in the educational context. Through a qualitative approach, this study is expected to reveal the dynamics that exist in school management and its impact on students.

2 B. Data Collection Techniques

Data in this study were collected through several techniques, namely interviews, questionnaires, observations, and documentation studies. Interviews were conducted with principals, teachers, and students to obtain diverse views on the implementation of SBM. According to Merriam (2016), interviews are an effective method for obtaining in-depth information about individual experiences and perspectives. Questionnaires are used to collect quantitative data that can complement interviews. Direct observation in the classroom will provide a real picture of the educational practices implemented. In addition, documentation studies will be used to analyze relevant documents such as school reports and the curriculum implemented. This is in line with the guidelines provided by Yin (2018) on the importance of data triangulation to increase the validity of the study.

9 C. Data Analysis

The collected data will be analyzed using thematic analysis method. Thematic analysis allows researchers to identify patterns and themes that emerge from the data, thus providing deeper insight into the implementation of SBM and its impact on student performance. As expressed by Braun and Clarke (2006), thematic analysis is a useful tool for organizing and summarizing data, as well as assisting researchers in drawing conclusions based on identified themes. In addition, data analysis will be conducted iteratively, with systematic coding and categorization steps, thus enabling researchers to produce credible and meaningful findings.

With this structured research method, it is hoped that the research results can provide a significant contribution to the understanding of optimizing school-based management in improving student performance.

RESULTS AND DISCUSSION

A. Optimizing School-Based Management

Optimizing school-based management (SBM) is key to improving the quality of education. Some strategies and best practices in SBM include strengthening collaboration between all stakeholders, including principals, teachers, and parents. According to Leithwood and Jantzi (2012), active participation of all parties in decision-making can strengthen school leadership and improve responsiveness to student needs. Principals play an important role as visionary leaders and drivers of change, while teachers are responsible for implementing innovative learning practices. Through capacity building and ongoing training, teachers can improve their skills in implementing the curriculum more effectively.

B. Impact of MBS on Student Performance

Research shows that there is a positive relationship between MBS and improved student performance. By implementing MBS, schools are able to create a learning environment that is more responsive and adaptive to student needs. A study by Fink and Stoll (2016) showed that schools that implemented MBS succeeded in significantly improving student learning outcomes. Examples of successful implementation can be seen in several schools that implemented programs to increase parental involvement in the educational process, which had a direct impact on student motivation and achievement. This is in line with the findings by Harris and Jones (2017) which showed that community involvement can contribute to improving student academic outcomes.

C. Review of the 2023 Curriculum

The 2023 Curriculum is designed to provide education that is more relevant and in line with the demands of the 21st century. In this context, MBS is expected to be in line with the objectives of the curriculum, namely improving students' critical and creative skills. However, challenges remain in the implementation of MBS in the new curriculum era, including the need to increase the capacity of principals and teachers in implementing new approaches. According to Fullan (2016), the success of curriculum change is highly dependent on the quality of leadership at the school level and the support of the education system as a whole. Therefore, it is important for related parties to create

training and professional development opportunities for educators so that they can better face these challenges.

Thus, optimizing MBS not only contributes to improving student performance, but is also in line with the objectives of the 2023 curriculum, creating challenges and opportunities that must be faced by all stakeholders in education.

CONCLUSION AND SUGGESTIONS

A. Summary of Findings

This study shows that school-based management (SBM) has significant effectiveness in improving student performance. Through the application of SBM principles, such as decentralization, active participation, and accountability, schools are able to create a learning environment that is more responsive and adaptive to students' needs. The findings show that schools that implement SBM well are not only successful in improving students' academic outcomes, but also strengthening parental and community involvement in the education process. With a collaborative strategy involving all stakeholders, schools can better respond to the challenges of the 2023 curriculum, so that student performance improves overall.

B. Recommendations

Based on these findings, several recommendations can be given for better SBM practices in the future. First, it is important for school principals to play an active role in training and professional development for teachers, so that they can implement innovative teaching practices that are in accordance with the new curriculum. In addition, schools need to strengthen communication and engagement mechanisms with parents and the surrounding community, in order to build solid support for the education process. Another recommendation is to integrate information technology in management and learning, so that it can facilitate access to information and increase student involvement in learning.

C. Conclusion

The sustainability of MBS in a dynamic educational context is very important to ensure that the learning process can continue to adapt to changes in society. In the era of

the 2023 curriculum, where 21st century skills are becoming increasingly relevant, MBS can be an effective tool to improve the quality of education. By focusing on collaboration between principals, teachers, and all stakeholders, MBS not only contributes to improving student performance but also creates a more inclusive and responsive school culture. Therefore, support from the government, community, and other related parties is needed to optimize the implementation of MBS, so that higher education goals can be achieved.

Thus, this study confirms the importance of MBS in improving student performance and provides practical suggestions for dealing with it in the future. The sustainability of this practice will greatly determine the quality of education in Indonesia, especially in facing the challenges and opportunities that exist in the current era of education.

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