



Principals' Strategies in Developing a Child-Friendly School Culture through a School Based Management Approach

Jufri^{1*}

¹ Faculty of Islamic Studies, Muhammadiyah University of Buton, Indonesia

ABSTRACT

This study examines the principal's strategy in developing a child-friendly school culture through a School Based Management approach at SDN 3 Katobengke. The study is grounded in the view that child-friendly school culture should not be understood merely as a formal program, but as an integral part of school governance that promotes a humane, participatory, and student-centered educational environment. In this context, School-Based Management provides schools with the autonomy and flexibility to formulate policies, strengthen stakeholder participation, and develop institutional practices that are responsive to students' needs. This research employed a qualitative approach with a case study design. The study was conducted at SDN 3 Katobengke, Baubau City. Data were collected through in depth interviews, observation, and documentation involving the principal, teachers, school staff, the school committee, parents, and students. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña, including data condensation, data display, and conclusion drawing. Data trustworthiness was ensured through source triangulation, technique triangulation, and member checking. The findings reveal that the principal's strategy in developing a child-friendly school culture was carried out through the strengthening of school policies, participatory leadership, stakeholder involvement, the creation of a supportive learning environment, and the habituation of positive values in daily school life. The principal acted not only as an administrator but also as a strategic leader who mobilized teachers, involved parents, and directed school governance toward students' best interests. The study concludes that School Based Management can function effectively in strengthening child-friendly school culture when supported by visionary leadership, collaborative governance, and consistent implementation of child-friendly values in everyday school practices.

Keywords: *Principal Strategy, Child Friendly School Culture, School Based Management Approach*

1. Introduction

The transformation of educational governance in the era of decentralization has positioned schools as the center of decision-making, quality development, and institutional innovation. (Santoso et al., 2023) In this context, School-Based Management (SBM) has become one of the important approaches in educational reform because it provides greater autonomy for schools to manage resources, formulate priority programs, build stakeholder participation, and adjust policies to local needs. SBM is not merely understood as a pattern of school administration, but as a governance paradigm that places schools as learning organizations responsible for the quality of educational services. Therefore, strengthening SBM becomes highly relevant when schools are expected not only to produce academic achievement but also to build a school culture that is humane, inclusive, participatory, and oriented toward the holistic development of students. (Rahman, 2024)

One of the important agendas in contemporary educational policy is the strengthening of a child-friendly school culture. (Luthfiana, 2023) The concept of a child-friendly school essentially emphasizes that schools must become spaces for growth that respect children's dignity, encourage participation, provide a

comfortable learning environment, and foster pedagogical relationships that support students' academic, social, emotional, and moral development. From the perspective of educational policy, child friendly schools should not merely be understood as additional programs or simply the fulfillment of administrative indicators, but rather as an integral part of school organizational culture. This means that child friendly principles need to be integrated into the school's vision, institutional governance, leadership patterns, learning processes, student development, school parent relationships, as well as systems of evaluation and quality improvement. (Arif Ganda Nugroho, 2022; Rahayu et al., n.d.)

Within this framework, School Based Management holds a highly strategic position. SBM provides schools with the space to formulate policies that are aligned with students' characteristics, community needs, and local challenges. (Luthfiana, 2023) Through SBM, principals, teachers, school committees, parents, and other stakeholders can formulate policies that are more responsive to children's needs. This approach also encourages participatory, accountable, and contextual decision-making. Thus, a child-friendly school culture can grow more strongly when it is managed through effective SBM mechanisms. In other words, the success of developing child friendly schools does not depend solely on the existence of programs, but is also greatly determined by the quality of school governance. (Darojat et al., 2022)

For elementary schools, the development of a child-friendly school culture has a very fundamental meaning. At this level, schools are not merely places for knowledge transfer, but also arenas for character building, social habituation, value reinforcement, and the formation of students' identities. Children at the elementary level need an environment that supports psychological safety, social acceptance, emotional closeness with teachers, and enjoyable learning experiences. Therefore, school policies oriented toward children's needs must be designed systematically and implemented consistently through visionary leadership. The principal holds a central role in this process, as he or she becomes the main actor in translating general policies into concrete institutional practices. In the context of SBM, the principal is not merely an administrator, but a change leader who directs the organizational culture of the school. (Junindra et al., 2022)

At the level of implementation, the development of a child-friendly school culture requires integration among policy, leadership, stakeholder participation, and the habituation of values in everyday school life. (S. Hasibuan, 2023; Umar et al., 2023) Schools that develop a child-friendly culture are not sufficiently prepared by merely drafting policy documents; they must also ensure that these policies are translated into institutional behavior, patterns of teacher-student interaction, communication mechanisms, classroom management, co curricular activities, and partnerships with parents. In this regard, SBM becomes an instrument that enables schools to align all these components more adaptively and in accordance with actual field needs. Since each school has different characteristics, the implementation of a child-friendly school culture also requires distinctive strategies and cannot be fully standardized. (Tujiyono, 2023)

Baubau City, as one of the regions that continues to develop in the education sector, faces an increasing need for school governance that is adaptive, participatory, and quality-oriented. In this situation, SBM policy becomes an important instrument for strengthening school capacity in responding to changing demands. Schools can no longer be managed through approaches that are overly centralized and uniform, because students' needs, community social characteristics, and the dynamics of the local educational environment require contextual strategies. (S. M. Hasibuan, 2023) At this point, the development of a child-friendly school culture needs to be understood as part of school policy

innovation, not merely as a complementary educational program. Schools that are able to optimize the principles of SBM will have greater opportunities to build an organizational culture that is open, participatory, and centered on students. (Gelumbang et al., 2023)

Based on this background, the main problem in this study is how the principal's strategy develops a child friendly school culture through a School-Based Management approach at SDN 3 Katobengke. This issue is important because, in many practices, SBM is still more often understood in a limited way as administrative management, budget planning, or the distribution of authority, while the dimension of school culture has not yet become a primary concern. In fact, the essence of SBM lies precisely in the school's ability to build governance that is dynamic, participatory, and oriented toward students' needs. In this context, it is necessary to understand more deeply how the principal designs policies, builds collaboration, mobilizes teachers, involves parents, and forms institutional habits that support a child-friendly school culture. Thus, the focus of this study is not merely on the existence of child-friendly programs, but on the principal's managerial strategies in integrating child friendly values into school governance. (Endang Komara, Moch. Apip, Sukamto, 2023)

The objective of this study is to analyze the principal's strategy in developing a child-friendly school culture through a School Based Management approach at SDN 3 Katobengke. More specifically, this study aims to identify the forms of policy and governance practices implemented by the principal, explain the patterns of school stakeholder participation in supporting a child-friendly school culture, and examine the supporting and inhibiting factors in the implementation of such strategies. This objective is important to generate a comprehensive understanding of how SBM is operationalized not only as an administrative framework, but also as a strategy for strengthening a school culture that is responsive to students' needs.

From the perspective of previous studies, a number of studies have discussed School-Based Management as an approach to improving educational quality, the effectiveness of principal leadership, the strengthening of organizational culture, and the enhancement of community participation. Other studies have also discussed child-friendly schools from the perspective of educational policy, school climate, character formation, or the protection of students' rights. However, there are still limitations in studies that specifically connect principal strategies, child-friendly school culture, and SBM policy within an integrated analytical framework. Some studies place SBM as a general context without elaborating how such policy influences the formation of school culture, while studies on child friendly schools often focus more on program indicators than on the dynamics of leadership and governance. In addition, studies that take the context of public elementary schools in Baubau City are still relatively limited. This is the research gap that makes this study important to conduct. (Hadi Ismanto, Nurul Hidayati Murtafi'ah, 2022)

The novelty of this study lies in its effort to position child-friendly school culture as the result of a school-based governance process strategically led by the principal. This study does not merely view SBM as a structural framework, but as a policy instrument that enables schools to build an institutional culture that is more participatory, inclusive, and student-centered. In addition, this study presents the local context of SDN 3 Katobengke in Baubau City as a concrete field of analysis, thereby enriching the literature on the implementation of SBM in the realities of public elementary schools in local areas. Another novelty lies in the emphasis on the principal's strategy as the main actor in translating SBM principles into policies and habituations that shape a child-friendly school culture.

Theoretically, this study is expected to contribute to the development of educational leadership, school organizational culture, and School-Based Management studies by showing that a child-friendly school culture does not emerge spontaneously, but is formed through policy strategies, communication, habituation, and collaboration that are consciously managed. Practically, this study is expected to serve as a reference for principals, school supervisors, education offices, and other stakeholders in formulating strategies to strengthen school governance that is more responsive to students' needs. Thus, this study is not only relevant to the development of educational management knowledge, but also has practical value in supporting school transformation toward institutions that are more qualified, humane, and oriented toward the comprehensive development of children.

2. Methods

This study employed a qualitative approach with a case study design. This approach was chosen because the study aimed to gain an in-depth understanding of the principal's strategy in developing a child-friendly school culture through a School Based Management (SBM) approach in the real context of SDN 3 Katobengke. (Aditiya & Widiastuti, 2025; Ihsan et al., 2023) A case study design enabled the researcher to examine the phenomenon holistically, contextually, and specifically by focusing on the dynamics of policy, leadership, stakeholder participation, and institutional practices that developed within the school environment. The research was conducted at SDN 3 Katobengke, Baubau City. The research subjects were selected purposively based on the consideration that they possessed knowledge, experience, and direct involvement in the implementation of school policies. The main informants in this study included the principal, teachers, administrative staff, the school committee, parents, and several students who were relevant to the focus of the study. (Tontowi et al., 2022)

Data were collected through in-depth interviews, observation, and documentation. In-depth interviews were used to explore the perspectives, experiences, and strategies of the principal, as well as the perceptions of other informants regarding the child-friendly school culture. Observation was conducted to directly examine school governance practices, interactions among school members, habituation processes, and the school environment that reflected child-friendly values. (Jufri, 2024) Documentation was used to review various documents such as the school's vision and mission, work programs, school regulations, meeting minutes, and other documents related to the implementation of SBM and child-friendly school culture. The data were analyzed interactively using the model of Miles, Huberman, and Saldaña, which includes data condensation, data display, and conclusion drawing/verification. The trustworthiness of the data was ensured through source triangulation, technique triangulation, and member checking. Through these procedures, this study was expected to produce valid, in-depth, and contextual findings concerning the principal's strategy in developing a child-friendly school culture through a School Based Management approach. (Latifah et al., 2022)

3. Findings and Discussions

3.1 Findings

The findings of this study indicate that the principal's strategy in developing a child-friendly school culture through a School-Based Management (SBM) approach at SDN 3 Katobengke was implemented gradually through the strengthening of school policies, the establishment of positive interaction patterns, the involvement of school stakeholders, the management of a supportive learning

environment, and the habituation of values oriented toward the best interests of children. These findings show that the child friendly school culture in this school was not developed through a stand-alone program, but was integrated into the school's daily governance.

The first finding shows that the principal positioned school policy as the primary foundation for the development of a child-friendly school culture. This was reflected in the principal's efforts to incorporate child-friendly principles into the school's operational vision, disciplinary regulations, student development patterns, and daily habituation programs. In practice, the principal did not focus solely on preparing formal documents, but also ensured that the policies formulated could be understood and implemented by all school members. School regulations were directed not merely toward enforcing discipline, but also toward building an orderly, safe, comfortable atmosphere that respected students. Thus, school policy functioned as a guiding instrument that affirmed that students' needs, comfort, and development were central concerns in school governance.

The second finding reveals that the principal's leadership was a central factor in driving the child-friendly school culture. The principal carried out his role not only as an administrator, but also as a promoter of values and a role model for teachers and school staff. Based on interviews with several informants, the principal consistently emphasized the importance of persuasive, communicative, and educational approaches in interacting with students. Teachers were encouraged to prioritize guidance rather than punishment, dialogue rather than shouting, and mentoring rather than pressure. The principal also actively built internal communication with teachers so that all educators would share the same perception regarding the importance of a learning atmosphere that is friendly, open, and respectful of children's psychological conditions. This finding indicates that the success of developing a child friendly school culture was strongly influenced by the principal's participatory and developmental leadership style.

The third finding relates to the implementation of the principle of participation within the framework of School Based Management. At SDN 3 Katobengke, the development of a child-friendly school culture was not carried out in a centralized manner, but instead involved various school stakeholders. Teachers were engaged in designing habituation activities, organizing classroom environments, and preparing learning approaches that were more enjoyable for students. The school committee and parents were also given space to support school programs, particularly those related to character development, environmental cleanliness, and the cultivation of discipline and responsibility. This involvement indicates that a child-friendly school culture was viewed as a collective responsibility, not merely the task of the principal. In the context of SBM, such a pattern demonstrates that school autonomy was utilized to build collaboration that supports students' needs in a more contextual way.

The fourth finding shows that the school's physical and social environment was an important part of the strategy for developing a child friendly school culture. From the observations, it was evident that the school sought to create an environment that was clean, organized, and conducive to students' learning comfort. The arrangement of classrooms, the cleanliness of the school yard, and the availability of spaces for student interaction received attention in school management. Although the school infrastructure still had certain limitations, the school attempted to maximize the existing facilities in order to continue providing a sense of comfort for students. In terms of the social environment, interactions between teachers and students tended to be close yet properly directed. Students were given opportunities to express opinions, ask questions, and participate in

school activities without fear. This confirms that a child friendly culture was reflected not only in policies, but also in the daily atmosphere of the school.

The fifth finding concerns the habituation of values as the core of shaping a child-friendly school culture. The school developed various forms of habituation that supported positive behavior, such as greetings, politeness, cleanliness, cooperation, and responsibility. These habituation practices were carried out consistently in daily activities, both inside and outside the classroom. Teachers became key actors in instilling these values through role modeling and repeated guidance. In this context, a child friendly school culture was not narrowly understood as merely administrative protection, but rather as a process of forming a school climate that supports the growth of mutual respect, care, and learning comfort. Interview results showed that the habituation carried out continuously had helped build more positive social relationships within the school environment.

The sixth finding indicates that the learning approach applied by teachers was also part of the principal's strategy in strengthening a child friendly school culture. The principal encouraged teachers to manage learning in a more varied, communicative, and non pressuring manner. In classroom practice, teachers sought to create a more open classroom atmosphere, provide opportunities for students to be active, and adjust their approach to the characteristics of elementary school students. This finding shows that the principal's policy did not stop at the managerial level, but also influenced pedagogical practices in the classroom. Thus, a child-friendly school culture was realized not only through school programs, but also through learning relationships that provided children with space to develop more optimally.

The seventh finding relates to the supporting factors in the implementation of the principal's strategy. This study found that the principal's commitment, cooperation among teachers, parental support, and a shared awareness of the importance of students' learning comfort were the main factors supporting the development of a child friendly school culture. The principal played an important role in building a shared vision that the school should become a place that is enjoyable and supportive of children's development. Teachers' support was evident in their willingness to adjust their teaching and student-guidance approaches according to school directions. Meanwhile, parental involvement became a reinforcing factor, particularly in supporting the habituation of positive attitudes at home that were aligned with school policies. This collaboration indicates that the implementation of SBM in the school had opened sufficient space for cooperation among school stakeholders.

However, the findings of the study also revealed several inhibiting factors. Limitations in school facilities and infrastructure remained obstacles to creating a fully ideal learning environment. In addition, not all parents had the same level of involvement in supporting school programs, so behavioral guidance at home was not always in line with the values developed at school. On the other hand, there were challenges in maintaining consistency among all teachers in applying uniform approaches toward students, especially when dealing with children who had different characteristics and levels of discipline. These findings indicate that the development of a child friendly school culture is a dynamic process that requires continuous strengthening in terms of policy, resources, and collective commitment. Overall, the findings of this study show that the principal's strategy at SDN 3 Katobengke in developing a child friendly school culture through a School-Based Management approach rested on five main aspects, namely strengthening school policies, participatory leadership, stakeholder involvement, the creation of a comfortable learning environment, and the habituation of positive values. These strategies were implemented contextually in accordance with the school's condition

and were not merely oriented toward fulfilling formal indicators. A child friendly school culture grew through governance practices that placed students at the center of attention, as well as through collaboration among the principal, teachers, parents, and other school stakeholders.

These findings confirm that School-Based Management can become an effective approach in developing a child friendly school culture when it is implemented substantively rather than merely administratively. The school autonomy granted through SBM allows principals to develop policies that are more responsive to students' needs, while at the same time building collective participation in creating a more humane school environment. Thus, the success of developing a child friendly school culture at SDN 3 Katobengke lies not only in the existence of certain programs, but also in the principal's ability to integrate child-friendly values into the overall governance of the school.

3.2 Discussions

The findings of this study indicate that the principal's strategy in developing a child-friendly school culture at SDN 3 Katobengke did not operate as a separate program, but was integrated into school governance through a School Based Management (SBM) approach. This finding is consistent with the view that SBM is an educational management model that provides schools with autonomy to design, implement, and evaluate policies in accordance with local school needs. From Mulyasa's perspective, SBM emphasizes school independence, stakeholder participation, management flexibility, and accountability in efforts to improve educational quality. Based on this framework, the child friendly school culture at SDN 3 Katobengke can be understood as the result of utilizing school autonomy to create a learning environment that is more responsive to students' needs. (Gunawan & Gunawan, 2022)

The strengthening of school policies, which emerged as one of the main findings, indicates that the principal used his managerial function to make child friendly principles part of the school's operational policies. This is in line with SBM theory, which places the school as the decision making unit most capable of understanding the actual needs of students and their surrounding environment. In this context, school policy functions not only administratively, but also as a strategic instrument in shaping the direction of organizational culture. In other words, SBM at SDN 3 Katobengke did not stop at the technical aspects of management, but developed into a substantive approach for building a school climate that is more humane, participatory, and student-centered. (Saharuddin et al., 2025)

The finding regarding the central role of the principal can also be explained through educational leadership theory. In this study, the principal acted as a driver of change, a mentor, and a role model who influenced how teachers understood and implemented child friendly values. This role is in line with the concept of transformational leadership, namely leadership that is able to build a shared vision, inspire organizational members, and encourage collective cultural change. The principal not only performed administrative functions, but also built the moral and professional commitment of teachers so that learning and student guidance were carried out in persuasive, communicative, and educational ways. From this perspective, the success of developing a child friendly school culture is strongly determined by the principal's ability to articulate a vision, mobilize school members, and maintain consistency in implementing values in daily practice.

In addition, the findings show that the participation of teachers, parents, and the school committee became an important element in developing a child friendly school culture. This finding reinforces the basic assumption of SBM that school

quality cannot be built in a centralized manner, but rather through the involvement of multiple stakeholders. Participatory theory in SBM emphasizes that involving school stakeholders will increase their sense of ownership of programs, strengthen shared responsibility, and enhance the likelihood of successful policy implementation. In the context of SDN 3 Katobengke, the involvement of these various elements shows that a child-friendly school culture grew through a collective social process. The principal functioned as the coordinator of the strategy, while teachers, parents, and the school committee became partners in creating an environment that supported students' development. (Tiniyyah & Danu Sugiarto, Prim Masrokan Muhajir, 2023)

From the perspective of school culture theory, the findings concerning value habituation, positive interaction, and a comfortable learning atmosphere indicate that a child-friendly school culture is formed through a continuous process of value internalization. School culture, as explained by Deal and Peterson, is a set of values, beliefs, norms, traditions, and habits that develop within school life and influence the behavior of all school members. Therefore, a child friendly school culture cannot be built merely through slogans or policy documents, but must be realized in daily practices such as the way teachers interact with students, the way the school organizes the learning environment, and the way all school members build relationships based on mutual respect. The findings of this study confirm that the school culture at SDN 3 Katobengke was formed through repeated habituation, teacher role modeling, and the reinforcement of positive values in everyday activities. (Karimah Novianti, 2022)

Learning that is more communicative, open, and non pressuring also shows that a child-friendly school culture is closely related to the pedagogical dimension. In this regard, the principal's strategy influenced not only managerial aspects, but also classroom teaching practices. This indicates that the principal's leadership has a broad cultural effect because it can shape teachers' work norms and learning orientation. When connected to organizational culture theory, changes in school culture will be effective if the desired values are not only conveyed verbally, but are also institutionalized in work practices, guidance systems, and collective habits. Thus, the principal's strategy at SDN 3 Katobengke demonstrates that a child friendly culture was built through the integration of policy, role modeling, communication, and habituation.

However, the existence of obstacles such as limited facilities, varying levels of parental involvement, and the lack of complete uniformity in teachers' approaches indicates that the implementation of a child friendly school culture through SBM is a dynamic process. In SBM theory, the effectiveness of school autonomy still depends on resource capacity, leadership, and environmental support. This means that schools may have a strong commitment, but the sustainability of the culture being built requires capacity strengthening and continuous evaluation. Therefore, the findings of this study confirm that SBM becomes effective when supported by visionary principal leadership and a school culture that is consciously shaped through the participation of all school members. The findings of this study show that the child friendly school culture at SDN 3 Katobengke was the result of the interaction between SBM policy, principal leadership, and the process of school culture formation. SBM provided the framework of autonomy and participation, the principal acted as the strategic driving force, and school culture became the space for the actualization of child friendly values in everyday school life. Thus, these three aspects mutually reinforced one another and became an important foundation for creating a school that is more humane, participatory, and oriented toward the holistic development of students. (S. M. Hasibuan, 2024)

4. Conclusion

This study concludes that the principal's strategy in developing a child-friendly school culture at SDN 3 Katobengke through a School Based Management approach was implemented substantively through the integration of policy, participatory leadership, stakeholder involvement, and the habituation of positive values in daily school life. The findings demonstrate that child friendly school culture was not developed merely as an administrative program, but as part of the school's overall governance and organizational culture. The principal played a central role as a strategic leader who translated the principles of School-Based Management into operational policies, collaborative practices, and educational interactions that were more responsive to students' needs. In this process, teachers, parents, and other school stakeholders also contributed significantly to creating a supportive, participatory, and student centered school environment. The study further reveals that the success of building a child friendly school culture depends not only on policy formulation, but also on the consistency of implementation, collective commitment, and the school's ability to internalize child-friendly values into everyday practices. This study confirms that School Based Management can serve as an effective framework for strengthening child friendly school culture when supported by visionary principal leadership and collaborative school governance. Therefore, building a child friendly school requires not only formal programs, but also a sustained cultural transformation within the school institution.

References

- Aditiya, Q., & Widiastuti, N. (2025). Implementasi Manajemen Berbasis Madrasah dalam Upaya Peningkatan Mutu Pembelajaran di MTs Nahdlatul Wathan Pesang Tahun Pelajaran 2024/2025. *UNISAN JURNAL*, 04(4), 90–99.
- Arif Ganda Nugroho, dan L. (2022). Proses Pembelajaran Menggunakan Strategi Inkuiri Dalam Manajemen Berbasis Sekolah (MBS) dengan Hasil Kepuasan Guru Di Madrasah Tsanawiyah Assalam Martapura Arif. *AL – ULUM ILMU SOSIAL DAN HUMANIORA*, 8(2).
- Darojat, A. Z., Kulsum, U., & Iqbal, R. (2022). Implementasi Manajemen Mutu Berbasis Madrasah Pada Madrasah Ibtidaiyah Al Khoiriyah Kota Bandar Lampung. *UNISAN JURNAL*, 01(0), 432–440.
- Endang Komara, Moch. Apip, Sukanto, M. (2023). Aktualisasi Manajemen Berbasis Sekolah (MBS) Berbasis Pendidikan Islam dalam Peningkatan Kualitas Mutu Sekolah. *Adabuna: Jurnal Pendidikan Dan Pemikiran*, 3(1), 46–59.
- Gelumbang, I., Gelumbang, K. E. C., Muara, K. A. B., & Sumatera, E. (2023). Implementasi Manajemen Berbasis Sekolah dalam Meningkatkan Mutu Lulusan di SMP Ilmu Al-Quran Syuhratul Islam Gelumbang Kec. Gelumbang Kab. Muara Enim Sumatera Selatan Tahun Pelajaran 2021/2022. *UNISAN JURNAL*, 02(04), 1157–1165.
- Gunawan, A., & Gunawan, A. (2022). AL-AFKAR: Journal for Islamic Studies Pengembangan Manajemen Mutu Madrasah Dalam Meningkatkan Mutu Lulusan Di Madrasah Aliyah Tujuan Pendidikan Nasional tertuang dalam Undang-undang Sistem. *AL-AFKAR: Journal for Islamic Studies*, 5(4), 298–306. <https://doi.org/10.31943/afkarjournal.v5i4.382>.
- Hadi Ismanto, Nurul Hidayati Murtafi'ah, S. L. (2022). Implementasi Peran Komite Sekolah dalam Pelaksanaan Manajemen Berbasis Sekolah di SMA Negeri 1 Bakauheni Lampung Selatan. *UNISAN JURNAL*, 01(0), 491–501.
- Hasibuan, S. (2023). Implementasi Manajemen Berbasis Sekolah dalam Meningkatkan Mutu Lulusan Di Sekolah Menengah Kejuruan Negeri 1

- Lempuing Jaya. *UNISAN JURNAL*, 02(05), 46–52.
- Hasibuan, S. M. (2023). Manajemen Berbasis Sekolah dalam Meningkatkan Kualitas Lembaga Pendidikan SD / MI. *Tadribuna: Journal of Islamic Management Education*, 4(1).
- Hasibuan, S. M. (2024). Dampak Positif Keberhasilan Manajemen Berbasis Sekolah. *Jurnal Mumtaz*, 4(2), 80–85.
- Ihsan, M., Yuliansyah, M., & Anwar, K. (2023). Implementasi Manajemen Berbasis Sekolah Dalam Meningkatkan Mutu Pendidikan di SMAN 3 dan SMKN 3 Banjarbaru Kalimantan Selatan. *Jurnal Ilmiah Wahana Pendidikan*, 9(3), 248–255.
- Jufri. (2024). *Pengembangan Teknologi Pembelajaran Interaktif Berbasis Video Animasi pada Pelajaran Pendidikan Agama Islam di Sekolah Dasar*. 4, 416–432.
- Junindra, A., Nasti, B., & Gistituati, N. (2022). School-Based Management In Improving The Quality Of Education In Elementary School Manajemen Berbasis Sekolah (MBS). *Jurnal CERDAS Proklamator*, 10(1), 88–94.
- Karimah Novianti, S. S. P. & A. S. (2022). Analisis Manajemen Berbasis Mutu Di Madrasah Aliyah Negeri Insan Cendekia Kota Palu. *Prosiding Kajian Islam Dan Integrasi Ilmu Di Era Society 5.0 (KIIIES 5.0) Pascasarjana Universitas Islam Negeri Datokarama Palu*, 1, 91–94.
- Latifah, M., Alwi, R., Tamami, A., Ahmad, F., Ummul, I., & Iuqi, Q. A. (2022). Pemberdayaan Masyarakat Melalui Pola Pendekatan Manajemen Berbasis Madrasah (MBM) dalam Meningkatkan Kecerdasan Emosional (EQ). *Risalah : Jurnal Pendidikan Dan Studi Islam*, 8(4), 1522–1533.
- Luthfiana, R. (2023). Implementasi Manajemen Berbasis Sekolah dalam Upaya Meningkatkan Mutu Pembelajaran Pendidikan Agama Islam. *Journal of Education and Culture*, 3(3), 20–30.
- Rahayu, I. G., Heviana, E., & Sari, M. (n.d.). Implementasi manajemen berbasis sekolah dan masyarakat dalam lembaga pendidikan islam. *Diklat Review: Jurnal Manajemen Pendidikan Dan Pelatihan*, 137.
- Rahman, A. (2024). Implementasi Manajemen Berbasis Madrasah Dalam Upaya Peningkatan Mutu Pembelajaran. *UNISAN JURNAL*, 03(04), 813–820.
- Saharuddin, N., Fellang, I., & Manjal, M. (2025). Manajemen Berbasis Sekolah : Kajian Literasi Tentang Pengertian , Tujuan , Prinsip Dan Model Penerapan MBS. *FAI UIM*, 6(1), 24–35.
- Santoso, S. A., Pendidikan, D., Islam, A., Tinggi, S., Tarbiyah, I., Paciran, M., Timur, J., & Sekolah, M. B. (2023). Upaya madrasah dalam menerapkan manajemen berbasis sekolah. *TAMADDUN* :, 24(2), 76–84.
- Tiniyyah, A. K., & Danu Sugiarto, Prim Masrokan Muhajir, A. M. (2023). Manajemen Peningkatan Mutu Madrasah dalam Membentuk Madrasah Efektif di Era Global. *Jurnal Studi Manajemen Pendidikan Islam*, 7.
- Tontowi, A. H., Fita, M., Untari, A., Pendidikan, F. I., Pendidikan, F. I., Pendidikan, F. I., Sekolah, B., Pendidikan, M., & Article, H. (2022). Implementasi Manajemen Berbasis Sekolah dalam Meningkatkan Mutu Pendidikan di SDN 2 Kaliwenang Kabupaten Grobogan. *Wawasan Pendidikan*, 2(1), 600–606. <https://doi.org/https://doi.org/10.26877/wp.v2i2.10064>
- Tujiyono. (2023). Peran Komite Bagi Kemajuan Sekolah dalam Penerapan Manajemen Berbasis Sekolah. *Jurnal Edukasi*, 1, 93–102.
- Umar, S., Yuliejantiningih, Y., & Miyono, N. (2023). Implementasi Manajemen Berbasis Sekolah dalam Lingkungan Madrasah Ibtidaiyah Program Khusus Al Ikhlas Tenganan Kabupaten Semarang. *Jurnal Inovasi Pembelajaran Di Sekolah*, 4(2), 260–268. <https://doi.org/10.51874/jips.v4i2.112>