



**ANALYSIS OF SCHOOL-BASED MANAGEMENT AT MTS OF  
BALPETU VILLAGE, KEPALA MADAN DISTRICT, SOUTH BURU  
REGENCY**

**ANALISIS MANAJEMEN BERBASIS SEKOLAH DI MTS DESA  
BALPETU KECAMATAN KEPALA MADAN KABUPATEN BURU  
SELATAN**

**Monalisa Lamatokang<sup>1</sup>, Rugayah Alhamid<sup>2</sup>, Julia Theresia Patty<sup>3</sup>**

<sup>1,2,3</sup>Universitas Pattimura

[monalisahlamatokan@gmail.com](mailto:monalisahlamatokan@gmail.com)<sup>1</sup>

[gayaalhamid@gmail.com](mailto:gayaalhamid@gmail.com)<sup>2</sup>

[juliapatty321@gmail.com](mailto:juliapatty321@gmail.com)<sup>3</sup>

**Abstract**

This study aims to analyze the implementation of School-Based Management (SBM) at Madrasah Tsanawiyah (Mts) in Balpetu Village, Kepala Madan District, South Buru Regency. Although the SBM concept is designed to provide autonomy to schools in resource management, this study identifies significant challenges in its implementation. The main challenges faced include financial limitations, a lack of qualified human resources, inadequate infrastructure, and minimal support from the local community and government. The limited educational facilities, such as buildings still using basic construction materials, as well as restricted electricity and internet access, further hinder the learning process. Additionally, operational funds sourced from the BOS program remain insufficient to meet the school's needs. This research employs a qualitative method, with data collected through interviews, observations, and document studies. Based on the findings, it is recommended that the local government and the Ministry of Religious Affairs pay more attention to the educational conditions in this area and provide adequate support to address the issues faced. This is essential to ensure optimal learning quality and achieve the desired educational goals. This research is expected to serve as a reference for developing school-based education policies in remote areas.

**Keywords:** School-Based Management, Infrastructure Limitations, Human Resources, Government Support, Learning in Remote Areas.

**Abstrak**

Penelitian ini bertujuan untuk menganalisis implementasi Manajemen Berbasis Sekolah (MBS) di Madrasah Tsanawiyah (Mts) Desa Balpetu, Kecamatan Kepala Madan, Kabupaten Buru Selatan. Meskipun konsep MBS dirancang untuk memberikan otonomi kepada sekolah dalam pengelolaan sumber daya, penelitian ini menemukan berbagai kendala yang signifikan dalam penerapannya. Kendala utama yang dihadapi meliputi keterbatasan keuangan, kurangnya sumber daya manusia berkualitas, minimnya sarana dan prasarana, serta rendahnya dukungan masyarakat dan pemerintah setempat. Keterbatasan fasilitas pendidikan, seperti gedung yang masih menggunakan bahan bangunan sederhana, serta ketersediaan listrik dan akses internet yang terbatas, turut menghambat proses pembelajaran. Selain



itu, dana operasional yang bersumber dari program BOS masih belum cukup untuk memenuhi kebutuhan sekolah. Penelitian ini menggunakan metode kualitatif dengan teknik pengumpulan data melalui wawancara, observasi, dan studi dokumen. Dari hasil penelitian, direkomendasikan agar pihak pemerintah daerah dan Kementerian Agama memberikan perhatian lebih terhadap kondisi pendidikan di wilayah ini, serta menyediakan bantuan yang memadai untuk mengatasi masalah-masalah yang dihadapi. Hal ini penting guna memastikan kualitas pembelajaran yang optimal dan mencapai tujuan pendidikan yang diharapkan. Penelitian ini diharapkan dapat menjadi rujukan dalam pengembangan kebijakan pendidikan berbasis sekolah di wilayah terpencil.

**Kata Kunci:** Manajemen Berbasis Sekolah (MBS), Keterbatasan Sarana dan Prasarana, Sumber Daya Manusia, Dukungan Pemerintah, Pembelajaran di Wilayah Terpencil.

## INTRODUCTION

Education is one of the main pillars in the development of a nation. Through education, individuals are expected to adapt, contribute, and face future life challenges. Education also serves as an important tool in improving the quality of human resources (HR), which ultimately impacts the social and economic welfare of a nation (Manshur, 2017). However, a common issue faced by various regions in Indonesia, particularly in remote areas, is the low quality of education, caused by various factors including limited infrastructure, human resources, and support from the government and local communities (Wijoyo, 2021).

In this context, the concept of School-Based Management (SBM) emerged as an approach to educational management aimed at providing schools with greater autonomy in managing their resources (Kuntoro, 2019). The Indonesian government, through its policy of educational decentralization, encourages the implementation of SBM in hopes of increasing community participation in education, improving educational quality, and creating an educational environment that is more responsive to local needs. SBM also requires schools to be more independent in planning, implementing, and evaluating their educational programs (Siagian, 2002).

However, in practice, not all schools can implement SBM effectively. Schools located in remote areas, such as in Balpetu Village, Kepala Madan District, South Buru Regency, still face various challenges that hinder the optimal implementation of SBM. One of the main challenges is the lack of infrastructure. Schools in the area, especially Madrasah Tsanawiyah (Mts) in Balpetu Village, still operate with very minimal facilities. The school buildings are made of basic materials, there are limited classrooms, and essential facilities such as electricity and internet access are lacking. This situation frequently disrupts the learning process and prevents it from running effectively.

In addition to infrastructure limitations, schools in this area also face issues related to human resources (HR). Most of the teachers at these schools are still under contract (non-permanent status), with a limited number of educators. There is also a scarcity of teachers with the educational background required to meet the school's curriculum needs. This situation is further exacerbated by the lack of support from the local community and government. Although the School Operational Assistance (BOS) program has been provided, the funds are still insufficient to meet the school's operational needs, including improving infrastructure and enhancing the quality of education.

This reality indicates that the implementation of SBM at Madrasah Tsanawiyah in Balpetu Village has not yet been effective or efficient. The school has not been able to fully utilize the autonomy granted by SBM to optimally manage its resources. Limited infrastructure, inadequate human resources, and minimal support from the government and community are the main obstacles in achieving the desired educational goals.

The crucial role of education in shaping high-quality young generations necessitates immediate solutions to these challenges. Without significant improvements in infrastructure, human resources, and support from various stakeholders, schools in remote areas like Balpetu Village will continue to struggle to provide quality education to their students. This situation is contrary to the national objective of ensuring equitable access to quality education across all regions of Indonesia.



Previous studies have often highlighted issues related to the implementation of SBM in various regions in Indonesia. Most of these studies show that the success of SBM is highly dependent on the school's readiness, particularly in terms of infrastructure and adequate human resources (Allah et al., 2024). Schools with good infrastructure, qualified teachers, and strong support from the community and government tend to implement SBM more effectively and achieve significant improvements in educational quality (Baharudin et al., 2022; Mulyasa, 2002). On the other hand, schools in remote or underdeveloped areas often face difficulties in implementing SBM, resulting in lower educational quality (Nasional, 2001a, 2001b).

Considering the importance of education as a foundation for national development, as well as the challenges faced by schools in remote areas, this research aims to analyze the implementation of School-Based Management at Madrasah Tsanawiyah in Balpetu Village, Kepala Madan District, South Buru Regency. This study will delve deeper into the factors that influence the success or failure of SBM implementation in the school and provide policy recommendations that the government and other stakeholders can adopt to improve education in the area.

Specifically, this research will focus on several key aspects of SBM implementation at Madrasah Tsanawiyah in Balpetu Village, including: school infrastructure, availability of human resources (teachers and staff), financial and non-financial support from the government and local community, and strategies the school has implemented to overcome existing challenges. By employing a qualitative approach, the study will gather data through interviews with the school principal, teachers, and other relevant parties, as well as direct observations of the school's conditions.

This research is expected to provide a tangible contribution to efforts to improve the quality of education in remote areas, particularly in South Buru Regency. Additionally, the findings of this study are expected to serve as a reference for policymakers in designing more effective education programs, especially those related to SBM implementation in areas that still lag behind in terms of infrastructure and human resources.

Therefore, this study not only has academic significance by providing an in-depth analysis of SBM implementation but also has practical relevance in assisting the government and local communities in addressing the educational challenges they face. Efforts to improve the quality of education through SBM will depend heavily on collaboration between schools, the government, and the community. As such, this research will also highlight the importance of active participation from various parties in supporting education in remote areas.

In conclusion, quality education is the right of every Indonesian child, regardless of social, economic, or geographical background. The challenges faced by schools in remote areas like Balpetu Village reflect broader issues in the national education system. With greater attention from various stakeholders, it is hoped that schools in these areas can improve and provide better education for future generations, equipping them to face the challenges ahead.

## METHODS

This research aims to analyze the implementation of School-Based Management (SBM) at Madrasah Tsanawiyah (Mts) in Balpetu Village, Kepala Madan District, South Buru Regency. To achieve this objective, a qualitative research method was employed, which allows for a deeper understanding of the issues and dynamics related to SBM implementation within the context of a specific school environment. The qualitative approach was chosen because it enables the researcher to explore the various social, cultural, and organizational factors influencing SBM implementation, as well as the challenges and opportunities faced by the school (Rose et al., 2014).

The research follows a case study design, focusing on a single school, Madrasah Tsanawiyah in Balpetu Village. The case study approach allows for an in-depth analysis of the school's specific context and the various factors that influence the effectiveness of SBM. By focusing on one school, the research can uncover detailed insights into the school's management practices, the challenges it faces, and how SBM has been implemented over time. This approach is suitable for examining complex educational phenomena within a real-life setting.

To gather comprehensive data, several qualitative data collection methods were employed, including:



1. Interviews: Semi-structured interviews were conducted with key stakeholders, including the school principal, teachers, and local community members. The interviews focused on understanding their perspectives on SBM implementation, the challenges they face, and the support (or lack thereof) they receive from local authorities. The interviews allowed for open-ended responses, providing rich, detailed data on the issues under investigation.
2. Observation: Direct observation was conducted at the school to gain a better understanding of the actual conditions of the school infrastructure, classroom activities, and the learning environment. This method provided first-hand information on how SBM is being implemented on a day-to-day basis and allowed the researcher to identify specific issues related to school management, teacher-student interactions, and the use of school resources.
3. Document Analysis: Relevant documents, such as school records, government reports, and SBM-related guidelines, were analyzed to complement the interview and observation data. This method helped provide a clearer understanding of the formal processes and structures in place for SBM implementation, as well as the official support received from the local government and the Ministry of Religious Affairs.

The sampling technique used in this study was purposive sampling. Participants were selected based on their direct involvement in the SBM implementation process and their ability to provide relevant information about the challenges and successes of the program. The primary participants included the school principal, teachers, and members of the local community, including parents and local government representatives. The purposive sampling method ensured that the data collected were rich and directly related to the research questions.

Data analysis in this study followed a thematic analysis approach. Thematic analysis was chosen because it allows for the identification of key patterns and themes within the qualitative data collected. The process involved coding the data from interviews, observations, and documents, grouping similar codes into themes, and interpreting these themes to answer the research questions. This method provided a systematic way to understand the challenges faced by the school and how these challenges impact the effectiveness of SBM implementation.

To ensure the validity and reliability of the findings, triangulation was used. Triangulation involves cross-verifying data from multiple sources (interviews, observations, and documents) to ensure consistency and accuracy. Additionally, member checking was conducted by sharing the findings with participants to confirm that their views and experiences were accurately represented. This helped increase the credibility of the research and ensured that the conclusions drawn were based on robust and reliable data.

Throughout the research process, ethical considerations were strictly adhered to. Informed consent was obtained from all participants before the interviews and observations took place. Participants were informed about the purpose of the study, how the data would be used, and their right to withdraw from the study at any time. The confidentiality and anonymity of all participants were maintained to protect their privacy and ensure that the information they provided was used responsibly.

This methodology provides a comprehensive approach to analyzing the implementation of School-Based Management at Madrasah Tsanawiyah in Balpetu Village, highlighting both the challenges and opportunities faced by the school in improving the quality of education in a remote area.

## RESULTS AND DISCUSSION

### Results

The data collected from interviews, observations, and document analysis reveal several key findings regarding the implementation of School-Based Management (SBM) at Madrasah Tsanawiyah (MTs) Balpetu. These findings focus on three major areas: infrastructure and resources, human resources, and community involvement.

### Infrastructure and Resources

One of the most pressing challenges faced by Madrasah Tsanawiyah Balpetu is the severe lack of adequate infrastructure. The school's physical facilities, including classrooms and basic learning materials, are insufficient to support effective teaching and learning. Observations revealed that the



Ruang Kelas Belajar (RKB), or classrooms, are still constructed from basic materials such as wooden planks, which is far below the standard required for a conducive learning environment. The poor condition of these classrooms, characterized by inadequate ventilation, limited natural and artificial lighting, and old, worn-out furniture, creates an uncomfortable and distracting environment for both students and teachers.

Several respondents, including both students and teachers, confirmed the detrimental impact of these conditions on the learning process. They emphasized that the classrooms are often too hot, poorly lit, and cramped, making it difficult for students to focus and for teachers to effectively conduct lessons. The lack of comfortable and well-maintained classroom spaces hinders students' motivation and overall engagement in their studies.

In addition to physical infrastructure challenges, the school also faces a significant shortage of digital resources. The limited availability of computers and printers, provided by the provincial Ministry of Religious Affairs, does not meet the demands of modern educational practices. Students have also voiced frustration over the lack of a functioning library and stable internet access, both of which are critical for accessing additional learning materials and fostering independent research. Without these digital tools and resources, students are unable to fully participate in the technological advancements of education, putting them at a disadvantage compared to students in better-equipped schools. Overall, the inadequate infrastructure severely hampers the quality of education at Madrasah Tsanawiyah Balpetu.

### **Human Resources**

The second major challenge faced by Madrasah Tsanawiyah Balpetu is the shortage of qualified human resources. A significant number of teachers at the school are honorary staff, many of whom have not received formal training in the School-Based Management (SBM) framework. This lack of training has resulted in a limited understanding of SBM among the teachers, and they report feeling inadequately supported by the local government in terms of professional development opportunities. Several teachers have expressed frustration with this situation, as they are expected to implement SBM principles without having the necessary knowledge or resources to do so effectively. This gap in training and support has led to inconsistencies in how lessons are delivered, with some teachers struggling to manage their dual roles as educators and administrators.

Moreover, the school faces a critical staffing issue. With only a small number of teachers available to cover the entire curriculum, many are forced to teach multiple subjects, often outside their areas of expertise. This situation not only places an additional burden on the teachers but also impacts the quality of education the students receive. Teachers who are spread too thin may find it difficult to dedicate sufficient time to preparing lessons, resulting in less effective teaching. The shortage of qualified teachers, combined with the lack of professional development and support, hinders the school's ability to implement SBM effectively and raises concerns about the long-term sustainability of educational improvements at the school. Addressing these challenges will require a focused effort to improve teacher training, increase staff numbers, and provide more substantial support from the local government.

### **Community and Government Support**

Another major finding is the limited involvement of the local community and government in supporting the school. School-Based Management (SBM) is designed to promote greater community participation in school management, encouraging collaboration between parents, community leaders, and the school in decision-making processes. However, in the case of Madrasah Tsanawiyah Balpetu, this has not been the reality. Parents and local leaders are largely disengaged from school activities, with little to no participation in key decisions affecting the school's operations. Several respondents noted that education is not a top priority for many members of the community, which has severely hindered the school's ability to implement SBM effectively. The lack of involvement has left the school administration to operate in isolation, without the broader support network that SBM envisions.

Furthermore, the financial support provided by the local government is inadequate. While the school does receive some funding through the Bantuan Operasional Sekolah (BOS) program, these funds are insufficient to meet the full range of the school's operational needs. Essential areas such as facility maintenance and the procurement of teaching materials are underfunded, forcing the school to





operate with limited resources. This financial strain has led to difficulties in maintaining an optimal learning environment for students, as the school is unable to invest in necessary upgrades or purchase adequate educational tools.

The combination of minimal community engagement and insufficient government funding highlights significant barriers to effective SBM implementation at Madrasah Tsanawiyah Balpetu. For SBM to succeed, it is essential that both the local community and government actively participate in the process, providing not only financial support but also a shared commitment to improving the quality of education.

## **Discussion**

The challenges identified in the results section point to several key areas that hinder the successful implementation of School-Based Management (SBM) at Madrasah Tsanawiyah Balpetu. These challenges are not unique to this school, as they reflect broader issues in remote and underdeveloped regions of Indonesia.

### **Infrastructure and Resources**

The lack of infrastructure at Madrasah Tsanawiyah Balpetu highlights the critical role that adequate facilities play in the successful implementation of School-Based Management (SBM). Schools that are tasked with managing their own resources under the SBM framework require a baseline level of infrastructure to operate efficiently. In the case of Balpetu, the absence of proper classrooms, digital learning tools, and other essential facilities severely undermines the school's ability to offer a conducive learning environment for students. Research has consistently demonstrated that well-maintained school facilities have a positive effect on both teacher performance and student outcomes, as they create an environment that fosters focus, engagement, and effective teaching.

The school's reliance on outdated infrastructure further complicates its efforts to adopt modern teaching methodologies. Without access to proper digital tools, such as computers, projectors, or internet connections, teachers are unable to integrate technology into their lessons, a key component of contemporary education. This not only hinders the overall quality of teaching but also limits students' exposure to the kinds of digital literacy that are increasingly important in today's world. Furthermore, the lack of internet access prevents teachers from tapping into online educational resources, which could be valuable for their professional development and for enhancing classroom instruction.

This situation underscores the urgent need for more robust government intervention. Schools in remote areas like Balpetu require significant investment in infrastructure to meet modern educational standards. Providing these schools with adequate tools, including digital resources and internet access, is essential to leveling the playing field and ensuring that students in remote regions have equal opportunities to succeed academically. For SBM to be effective, basic infrastructure must be prioritized as a foundational element of school improvement.

### **Human Resources and Teacher Training**

Another critical factor in the successful implementation of School-Based Management (SBM) is the availability of qualified and well-trained teachers. The findings reveal that Madrasah Tsanawiyah Balpetu is facing a shortage of adequately trained teaching staff. This issue is common in rural schools, where teachers are often required to take on multiple roles due to staff shortages and have limited access to professional development opportunities. These conditions put significant strain on teachers, preventing them from focusing on improving their teaching methods and overall classroom management.

The lack of professional training in SBM further complicates the situation. SBM requires teachers and school staff to have a strong understanding of various aspects of school management, including financial planning, curriculum development, and community involvement. However, many of the teachers at Madrasah Tsanawiyah Balpetu reported that they had not received any formal training in these areas. As a result, they are not fully equipped to implement SBM effectively, leading to inconsistencies in both school management and instructional delivery in the classroom. This gap in knowledge and skills significantly hinders the overall effectiveness of SBM at the school.



To overcome these challenges, a concerted effort from both local governments and the Ministry of Religious Affairs is necessary. These institutions need to prioritize targeted professional development programs for teachers in remote areas like Balpetu. This could involve providing workshops on SBM principles, as well as training in modern teaching techniques and the use of digital tools in the classroom. By offering teachers the resources and training they need, it is possible to enhance their capacity to manage their classrooms effectively and improve the overall implementation of SBM, ultimately benefiting both teachers and students alike.

### **Community and Government Support**

The limited involvement of the community in school management is another significant challenge to the implementation of School-Based Management (SBM). In theory, SBM aims to decentralize control, granting more authority to schools and their communities to make decisions. However, this model requires active participation from parents, local leaders, and other stakeholders. In Balpetu, the local community has shown minimal interest in school affairs, which has weakened the school's ability to implement SBM effectively. Without the engagement and collaboration of the community, many of the potential benefits of SBM, such as increased accountability and tailored decision-making, remain unrealized.

Additionally, financial support from the local government is inadequate. Although the Bantuan Operasional Sekolah (BOS) program provides some funding, it is not enough to meet the full operational needs of Madrasah Tsanawiyah Balpetu. This lack of funds makes it difficult for the school to maintain its facilities, purchase educational materials, and implement SBM effectively. The situation is further compounded by the absence of additional resources from the local government to support SBM implementation. This shortfall in both financial and administrative support from the government undermines the core principle of SBM, which is to empower schools to manage their resources and make decisions independently.

For SBM to succeed in Balpetu, it is crucial to enhance both community and government involvement. Efforts must be made to raise awareness about the importance of education among community members, possibly through local outreach initiatives or collaboration with religious institutions. Furthermore, the local government must provide more substantial financial and logistical support to schools in remote areas, ensuring that they have the necessary resources to implement SBM effectively and improve educational outcomes.

## **CONCLUSION**

### **Conclusion**

The research on the implementation of School-Based Management (SBM) at Madrasah Tsanawiyah Balpetu reveals several key challenges that hinder its success. The first and most prominent issue is the inadequate infrastructure, which includes poorly constructed classrooms, limited learning materials, and a lack of digital resources such as computers and internet access. These factors create an environment that is not conducive to effective learning and teaching. The second challenge is the shortage of qualified and well-trained teachers. Most of the teaching staff are honorary workers with minimal formal training in SBM, resulting in inconsistencies in lesson delivery and school management. Additionally, the teachers are overburdened, often required to teach multiple subjects outside their areas of expertise.

Another significant finding is the limited involvement of the community and local government. Although SBM encourages greater community participation in school management, in reality, the local community shows little interest in engaging with the school. Financial support from the government is also insufficient, with funds from the Bantuan Operasional Sekolah (BOS) program unable to cover the school's full operational needs. These challenges collectively hinder the successful implementation of SBM at Madrasah Tsanawiyah Balpetu.

### **Recommendations**

To address the issues identified, several recommendations are proposed:



1. The government, in collaboration with local authorities, should prioritize upgrading the school's physical infrastructure. This includes building proper classrooms, providing adequate learning materials, and ensuring that digital tools such as computers and internet access are available. Such improvements are essential for creating a conducive learning environment and supporting modern teaching methodologies.
2. There needs to be a concerted effort to provide targeted professional development for teachers. Workshops on SBM principles, modern teaching methods, and the use of digital tools should be conducted to equip teachers with the skills and knowledge they need to implement SBM effectively. Additionally, increasing the number of qualified teachers would help reduce the burden on the existing staff and improve the quality of education.
3. It is essential to raise awareness among community members about the importance of their participation in school management. Local outreach programs and collaborations with religious institutions could help foster a stronger connection between the community and the school. Furthermore, the local government should provide more substantial financial and administrative support to ensure that the school can meet its operational needs and implement SBM effectively.

## REFERENCES

- Allah, H., Arifin, Z., & Khoiri, M. (2024). Strategi Manajemen Perubahan Dalam Meningkatkan Perkembangan Kurikulum Madrasah Diniyah Di Pondok Pesantren Al Mardiyah Tambakberas Jombang. *Manajeria: Jurnal Ilmu Manajemen Pendidikan*, 3(01), 13–29.
- Baharudin, Y. H., Purbosari, P., Budiarti, W. N., Kartika, W. D., & Inayah, L. N. (2022). Kajian Implementasi Manajemen Berbasis Sekolah untuk Pengembangan Sekolah Dasar. *Journal on Teacher Education*, 3(3), 149–165.
- Kuntoro, A. T. (2019). Manajemen mutu pendidikan Islam. *Jurnal Kependidikan*, 7(1), 84–97.
- Manshur, A. (2017). Peran komite madrasah dan kepemimpinan kepala madrasah dalam meningkatkan mutu pendidikan islam. *At-Tuhfah*, 6(1), 34–48.
- Mulyasa, E. (2002). *Manajemen berbasis sekolah* (Vol. 90). Bandung: remaja rosdakarya.
- Nasional, D. P. (2001a). Manajemen peningkatan mutu berbasis sekolah. *Jakarta: Ditjen Dikdasmen Depdiknas*.
- Nasional, D. P. (2001b). Peningkatan Mutu Pendidikan di Sekolah Dasar. *PEQIP, Jakarta*.
- Rose, S., Spinks, N., & Canhoto, A. I. (2014). *Management research: Applying the principles*. Routledge.
- Siagian, S. P. (2002). *Manajemen Pendidikan*. Yogyakarta: Deepublish.
- Wijoyo, H. (2021). *Manajemen Pembiayaan Pendidikan*. Insan Cendekia Mandiri.

