

Implementation Management Based School (MBS) in School Intermediate Vocational Education in Indonesia: Systematic Literature Review

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Abstract

Management Based School (MBS) is form from decentralization education that provides authority to school in the process of managing source power , retrieval decisions , and improvements quality education in a way independent . In education vocational , especially in schools Intermediate Vocational (SMK), implementation from Management Based School (MBS) is important For increase quality graduate of in accordance needs of the world of work and industry . Research This aim analyze from implementation of MBS in vocational schools in Indonesia through approach Systematic Literature Review (SLR) with study on various article scientific papers published in 2013–2025 . Study results show that MBS implementation has an impact positive to improvement quality education , effectiveness leadership head school , work The same with the industrial world , as well as on competencies graduates . However , the implementation from MBS still face challenge in the form of limitations source Power human resources (HR), low participation from society , and limitations means infrastructure . Therefore that , leadership head school , culture organization and collaboration with stakeholders to become important factors in success implementation of MBS in vocational schools.

Keywords: management school based , education vocation , leadership education , systematic literature review

INTRODUCTION

Vocational education own role important in prepare source Power competent, skilled and ready human beings Work in accordance with the needs of the business world and the industrial world. Schools Intermediate Vocational (SMK) as institution education vocational expected capable produce graduates who do not only own competence professional and skills technical, but also ability adaptive to development knowledge knowledge, technology, and the continuing demands of the job market changed (Tilaar, 2016). The existence of vocational schools is one of the factor important in support development economy national through provision power Work appropriate skills with need industry. However Thus, education vocational education in Indonesia is still face various problems, such as low quality graduates, mismatch competence participant educate with need industry, high number unemployment vocational school graduates, as well as weakness management education and quality learning in schools (Sagala, 2017). Conditions the show that management education vocational Still need various improvements to be able to produce competitive and relevant graduates with development of the world of work .

One of the government's strategies in increase quality education is through implementation Management Based School (MBS). MBS is a management model education that provides autonomy more wide to school For arrange source power, designing educational programs, as well take decision in a way independent in accordance with needs and characteristics each school (Mulyasa, 2017). The implementation of MBS aims For increase effectiveness, efficiency, accountability, and quality service education through involvement active all over inhabitant school and society. In its implementation, MBS emphasizes importance participation head school, teachers, staff education, participants educate, committee schools and communities in the process of taking decision education so that created management more schools democratic and transparent (Rohiat, 2018). With existence autonomy school, every unit education expected capable develop appropriate learning innovations and strategies with need participant education and environment around .

At the vocational school level, the implementation of MBS is very important. Because education vocational need flexibility in management curriculum, development means practice, improvement productive teacher competencies,

as well as strengthening Work The same with the business world and the industrial world (DUDI) (Suhaedin et al., 2023). Vocational education own different characteristics with education general Because more emphasize on mastery skills practice and readiness Work participant educate. Therefore that, school need system capable management support development learning based competencies and needs industry. Research Sukarti and Wibowo (2013) show that implementation of MBS at State Vocational Schools in Sleman Regency is capable increase effectiveness management school in aspects context, input, process, and outcome of education. Implementation the impact on increasing quality service education, effectiveness learning, as well as strengthening culture organization school. In addition, Husni et al. (2024) explained that implementation of MBS in vocational schools has an effect to improvement quality learning, effectiveness management school, and readiness Work participant educate. Through implementation of MBS, schools own freedom in develop more learning programs relevant with need industry, improving teacher professionalism, as well as build partnership with various parties. However Thus, the implementation of MBS in Indonesia is still face various obstacles, such as limitations competence managerial head school, low participation community and committee school, limitations facilities and infrastructure practice, as well as Not yet optimally system evaluation quality education (Andriyan & Yoenanto, 2022). In several vocational schools, the implementation of MBS has not yet been walk in a way maximum Because Still existence dependence to policy government center and limitations ability school in manage source power owned .

Based on background behind said, research This aim For analyze implementation Management Based School in School Intermediate Vocational education in Indonesia through approach *Systematic Literature Review* (SLR). This study expected can give description about implementation of MBS in vocational schools, factors that influence it its success, various challenges faced school, and contribution implementation of MBS towards improvement quality education vocational education in Indonesia.

METHODS

Study This use method A purposeful *Systematic Literature Review* (SLR). For identify, evaluate, and synthesize various study related implementation Management Based Schools in Indonesian Vocational Schools. The SLR approach allows researchers get description comprehensive about trend research and findings empirical related topic studied (Creswell, 2018) .

Stages study refers to the PRISMA model which includes identification, screening, eligibility, and inclusion. Article obtained through Google Scholar, ERIC, and journal databases national accredited using the keyword " Management" School -Based Management ", "MBS in Vocational Schools", and " *school-based management vocational school* ".

Criteria inclusion study includes :

1. Article published 2013–2025
2. Discuss implementation of MBS in vocational schools
3. Journal articles national or international
4. Own focus on quality education, leadership, or management school

Data analysis was performed use content analysis techniques with grouping findings based on theme main implementation of MBS in education vocational .

RESULTS AND DISCUSSION

Draft Implementation of MBS in Vocational Schools

Management Based School (MBS) is form decentralization education that provides authority more big to school in manage all over source Power education in a way independent in accordance with needs and characteristics school (Depdiknas, 2003). The implementation of MBS aims For increase quality education through giving autonomy to school in taking decisions, program management, and empowerment all over component school in a way participatory. In context School Intermediate Vocational (SMK), implementation of MBS has more characteristics complex compared to school general Because education vocational No only achievement - oriented academics, but also on mastery competence work and readiness participant educate enter the industrial world. Because Therefore, vocational school management requires flexibility in development curriculum, procurement means practice, improvement productive teacher competencies, as well as strengthening Work The same with the business world and the industrial world (DUDI).

Implementation of MBS in vocational schools includes a number of aspect important, namely management curriculum, management power educators and education, management participant education, financing education, facilities and infrastructure, and connection school with society and industry (Mulyono, 2018). In this aspect curriculum, school given freedom For develop appropriate learning with need industry and development technology. In this aspect power educators, schools sued capable increase teacher competence through training, certification, and work The same industry for quality learning more relevant with need work. In addition, in management financing,

schools also have authority For arrange use of education funds in a way effective and transparent to support improvement quality school .

Study Sukarti and Wibowo (2013) show that The implementation of MBS at State Vocational Schools in Sleman Regency is running smoothly. effective in aspects program planning, implementation activity school, and evaluation quality education. Schools that implement MBS optimally are able to increase effectiveness management education Because existence involvement active head school, teachers, committee schools and communities in the process of taking decision. In addition, Husni et al. (2024) explains that The implementation of MBS in vocational schools contributes to improvement effectiveness management school, quality service education, as well as strengthening culture quality education vocational. This is show that MBS does not only functioning as system administration school, but also as a strategy for create more schools independent, innovative, and responsive to needs of the world of work .

Leadership Role Principal in MBS Implementation

Success implementation Management Based Schools are greatly influenced by the quality of leadership head school. In implementation of MBS, head school own role as leader, manager, administrator, supervisor, and responsible motivator answer in direct all over activity school going to achievement objective education. Head school No only on duty manage administration school, but also must capable build culture conducive organization, improving participation inhabitant school, and weave Work The same with society and the industrial world (Wahjosumidjo, 2015).

According to Bush (2011), leadership effective education marked with ability head school in manage source Power in a way strategic, taking decision in a way right, and create environment supportive learning improvement quality education. In vocational school context, principal school sued own ability adaptive leadership to development technology and needs industry. This is important Because education vocational need dynamic management so that the learning process still relevant with demands of the world of work .

Study Suhaedin et al. (2023) showed that leadership transformational head schools in vocational schools are able increase quality learning, teacher performance, and motivation Work power educator in a way significant. Head schools that implement style leadership transformational tend capable push innovation learning, improving culture Work collaborative, and constructive commitment together in increase quality education. In addition, Komariah and Triatna (2018) explained that head visionary school capable create culture quality and innovation education through development of school programs that are oriented towards needs participant education and the industrial world. With thus, leadership head school become factor main in determine success implementation of MBS in vocational schools because head school play a role as driving force main change and development school .

Implementation of MBS in Improving the Quality of Vocational High School Education

The implementation of MBS provides impact positive to improvement quality education at vocational schools because school own freedom in develop educational programs in accordance need participant education and the industrial world. Through MBS, schools can manage curriculum in a way more flexible, improve effectiveness learning, as well as develop various innovative programs For increase competence graduates (Triwiyanto, 2019). In education vocation, flexibility management is very important because vocational schools must capable adapt learning with development technology and the ever -changing needs of the job market changed .

Research by Kenedi and Batulante (2023) shows that implementation of MBS at State Vocational School 3 Sumbawa Besar is capable increase effectiveness management school, strengthening connection Work The same with society, as well as increase quality service education. In addition, the implementation of MBS also encourages school For more active weave partnership with the business world and the industrial world in form practice Work field, synchronization curriculum, as well as training competence for teachers and participants educate. Work The same the become one of the important strategies in increase readiness Work vocational school graduates .

According to Sallis (2015), implementation management quality in education can increase quality service education in a way sustainable if done through planning, implementation, evaluation and improvement of the program in a comprehensive manner systematic. In implementation of MBS, schools sued For do evaluation quality education in a way periodically to be able to identify weaknesses and improve quality service education. In addition, the implementation of MBS also supports improvement teacher professionalism through activity training, supervision academic and development competence sustainable (Barnawi & Arifin, 2017). With Thus, the implementation of MBS is not only impact on increasing quality management school, but also contribute to improvement quality learning and power competition vocational school graduates in the world of work .

Challenge Implementation of MBS in Vocational Schools

Although MBS implementation provides various impact positive to improvement quality education, its implementation in vocational schools is still face various challenge. One of the constraint main is limitations competence source Power man in management education, especially in the aspect of managerial and leadership school (Usman, 2019). Not all head schools and teachers have adequate capabilities in managing educational programs based autonomy school, so that implementation of MBS in several school Not yet running optimally.

In addition, the low participation community and committee schools also become obstacle in implementation of MBS. In a number of case, involvement public still limited to support administrative and not yet play a role active in planning and evaluation of educational programs (Hasbullah, 2019). In fact, one of principle The main MBS is participation active all education stakeholders in support improvement quality school .

Limitations facilities and infrastructure practice in vocational schools also becomes challenge Serious in implementation of MBS, especially for schools in the area with limitations budget education. Facilities lack of practice adequate can influence effectiveness learning based competence and reduce readiness Work participant educated (Yamin, 2018). In addition, Andriyan and Yoenanto (2022) stated that system evaluation implementation of MBS in Indonesia is still tend administrative and not yet fully quality data- based education in a way comprehensive. Therefore that, is necessary strengthening monitoring and evaluation system, improvement competence head schools and teachers, as well as optimization Work The same with the industrial world so that the implementation of MBS in vocational schools can walk more effective and sustainable .

CONCLUSION

Based on results *Systematic Literature Review* (SLR), implementation Management Based School (MBS) in School Intermediate Vocational schools (SMK) in Indonesia provide impact positive to improvement quality education and effectiveness management school. The implementation of MBS supports management curriculum, resources Power human resources, financing, and Work The same with the business world and industrial world (DUDI) so that capable increase quality learning and competence graduates. Success MBS implementation is influenced by leadership head school, culture organization, stakeholder participation, and support facilities and infrastructure. However, the implementation of MBS is still face a number of obstacles, such as limitations competence managerial, low participation society, and limitations facility education. Therefore that, is necessary strengthening management school and work The same various parties so that the implementation of MBS in SMK can walk more optimal and sustainable.

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