

## Implementation of School-Based Management Components at the Early Childhood Education Level: A Systematic Literature Review

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### *Abstract*

The concept of School-Based Management (SBM) has emerged as a key strategy for improving the quality of education in the context of regional autonomy. It offers potential solutions to various challenges faced by educational institutions. A systematic literature review was conducted to analyze the components of school-based management that have been discussed, researched or evaluated at the early childhood education institution level over the past decade (2019-2024). A total of nine studies were included in this review and it was found that principals' professionalism, teachers' performance, curriculum development, learning methods and innovations, learners' potential, procurement of facilities and infrastructure, control of school operational costs, school programs, school and community partnerships and school culture and character were discussed aspects in the implementation of school-based management. This review also shows positive views and evaluations of the implementation of school-based management elements. In addition, the results show that the implementation of the components of school-based management improves the quality of the education unit. However, more in-depth studies will be needed in the future to provide authors with clear guidelines for assessing the implementation of school-based management at the specific education unit level.

**Keywords:** Components; School Based Management; Early Childhood Education

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### *History*

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*Received 2025-03-15, Revised 2025-05-21, Accepted 2025-08-04, Online First 2025-08-14*

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## INTRODUCTION

School-based management (SBM) has become a new paradigm in education management, providing greater autonomy to schools in order to improve the quality of education. The concept of SBM is driven by the expectation that by giving schools greater authority, they will be more responsive to local needs and able to produce better educational outcomes. However, the successful implementation of SBM depends on a variety of complex factors, including the professionalism of school leaders, teacher performance, curriculum development, learning innovations, student potential, infrastructure adequacy, and community support.

SBM is widely promoted as part of education decentralization efforts to enhance participation and learning outcomes. It is generally characterized by managerial autonomy, assessment of learning outcomes, and accountability to stakeholders (Agbi et al., 2024). While extensive studies have explored SBM at the primary and secondary education levels, its application in early childhood education (ECE) institutions such as PAUD (*Pendidikan Anak Usia Dini*) remains relatively under-researched.

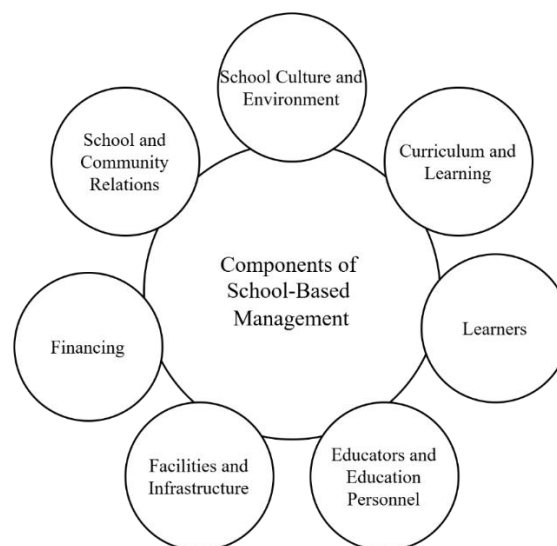
However, existing literature has not yet comprehensively mapped the implementation of SBM components in PAUD settings. Most previous studies focus on general SBM practices or those implemented at higher education levels. This raises the question: to what extent are SBM principles effectively applied at the early childhood level, and how do they influence school quality and learning outcomes?

This knowledge gap is critical, especially considering the unique developmental needs of young learners and the increasing urgency for inclusive and participatory management models at the foundational stages of education. This study aims to fill that gap by conducting a systematic literature review that specifically examines the implementation of SBM components at the early childhood education level between 2019 and 2024.

The research is guided by the following questions: (1) Which components are most frequently evaluated in the implementation of SBM at the PAUD level? (2) What are the impacts of implementing SBM components in early childhood education institutions? (3) Are there any innovative strategies or solutions identified in institutions applying SBM principles?

Unlike previous studies, this article specifically maps SBM implementation at the PAUD level by analyzing current research trends, evaluating practical outcomes, and highlighting innovative strategies in early childhood contexts.

In addition, the article explores how inclusive education and family involvement two increasingly critical elements in ECE intersect with the goals of SBM. For example, Vitriana et al., (2024) emphasize that inclusive education in PAUD requires not only institutional readiness but also strong family engagement, flexible curricula, and specially trained teachers. This aligns with Wahidah et al., (2025), who highlight the role of parents as co-educators in fostering early literacy.



*Figure 1. Components of School-Based Management*

Ministry of Education and Culture Directorate General of Basic Education Directorate of Primary School Development in 2013, curriculum documents are operational tools to facilitate the development, implementation, and assessment of the curriculum consisting of curriculum documents for each education unit or education program, curriculum documents for each subject, curriculum implementation guidelines, textbooks, teachers' guides, and other curriculum documents. Curriculum management is concerned with how the curriculum is designed, implemented (carried out) and controlled (evaluated and refined), by whom, when, within which scope and so on.

As mandated by Indonesian education policy (*Undang-Undang* No. 20/2003, Article 51; Government Regulation No. 32/2013), SBM principles must guide PAUD management. These principles independence, fairness, openness, participation, efficiency, and accountability necessitate implementation models tailored to the distinct characteristics of early childhood institutions.

By analyzing 12 relevant studies identified through rigorous database searches, this review contributes to a deeper understanding of how SBM is operationalized in PAUD contexts and offers a critical reflection on challenges, successes, and opportunities for improvement in educational management at the foundational level.

## METHODS

This study aims to analyze the implementation of School-Based Management (SBM) components at the Early Childhood Education (ECED) level. SBM, as an approach that emphasizes school autonomy, requires education units to optimize all their resources. However, the implementation of SBM in the field still faces various challenges, both in terms of understanding the concept and practice. Literature studies show that there is a significant potential of SBM in improving the quality of education, however, the success of its implementation still requires a more in-depth study, especially related to the mastery of SBM components and strategies to overcome the obstacles that arise.

The SBM program in Indonesia is also mandated by government policies, including Law No. 20/2003 on the National Education System. Article 51 Paragraph (1) states that: "The management of early childhood education units, primary education and secondary education is carried out based on minimum service standards with the principle of school-based management". Based on the above analysis, it can be said that the method used is a valuable systematic literature review for design research.

With publication rates increasing every year (Jinha, 2010), researchers need a method to make sense of the literature and identify where contributions are needed, especially in a field as educational or social as ours. This is the strength of literature reviews as a way to connect with other communities

looking at design, by reducing inclusion bias in literature reviews.

Searches for articles, journals, conference articles, and book chapters were initiated in the ERIC and Connected Paper databases, Frontiers and Google Scholar using various combinations of the following search terms: "School Based Management" AND "ECD" AND "Systematic Literature Review" "Implementation of SBM" AND "Early Childhood Education" "Components of SBM" AND "ECD" AND (Curriculum OR Learning OR Teachers) "Effectiveness of SBM" AND "ECD". The search strategy used combines keywords and BOOLEAN logic "AND" and "OR" to identify relevant articles. Advanced searches can add additional keywords that will be filtered in the inclusion and exclusion criteria.

This study used the following inclusion criteria based on operational definitions. First, regarding the research type, it includes research that uses numerical data to measure variables related to the implementation of school-based management (MBS) in early childhood education (PAUD) as well as research that explores an in-depth understanding of the experiences and perspectives of stakeholders related to the implementation of MBS in PAUD. For the population, it covers young children aged 3–6 years who are in PAUD institutions; PAUD teachers, meaning educators who teach in these institutions; the head of the early childhood education (ECD) school, referring to the leader of the ECD institution; and the school committee, which includes representatives of parents or communities involved in the management of PAUD.

In terms of context, the focus is on early childhood education institutions such as kindergartens, playgroups, or childcare centers, located either in Indonesia (local context) or in other countries with relevant education systems. The publications considered must be articles published between 2019 and 2024. The language requirement specifies that articles should be written in Indonesian or English, and the articles should be accessible either openly or through a library. Relevance is also key, with only articles that directly address the implementation of MBS in PAUD and contribute to the understanding of this study being included.

The exclusion criteria are as follows. Articles not published after 2019 are excluded. Articles written in languages other than English or Indonesian are also excluded due to translation difficulties. Regarding study type, books, dissertations, theses, conference proceedings, or studies with weak research designs are excluded. Studies that lack clear research design, demonstrate weak data analysis, or have inadequate sample size are also excluded due to methodological quality concerns. Additionally, studies outside the fields of education, management, and related social sciences are not considered. Finally, studies that do not address the link between learning, teacher performance, and school-based management are excluded from this study.

Table 1

*Directory Search*

<i>Directory Search</i>	<i>Search Line</i>
<b>ERIC</b>	"School-Based Management" AND "Early Childhood Education" AND "Systematic Literature Review"
<b>Connected Paper</b>	"SBM Implementation" AND "Early Childhood Education" "SBM Components" AND "Early Childhood Education" AND (Curriculum OR Learning OR Teacher)
<b>Frontiers</b>	"Effectiveness of SBM" AND "Early Childhood Education" "Curriculum" OR "Teaching AND Practices" OR "Teacher AND Effectiveness"
<b>Google Scholar</b>	School-based management, systematic literature review, implementation of SBM, early childhood education, components of SBM, curriculum, learning, teachers, effectiveness of SBM.

Table 2

*Literature Review Criteria*

<i>Criteria</i>	<i>Inclusion of</i>	<i>Exceptions</i>
<b>Type of Research</b>	Quantitative (numerical data) and qualitative (experiences, perspectives) research	Research other than quantitative and qualitative
<b>Population</b>	Learners (3-6 years), ECD teachers, ECD principals, school committee	Population outside PAUD
<b>Context</b>	ECD institutions (kindergartens, playgroups, daycare centers) in Indonesia and other countries	Educational institutions other than PAUD
<b>Publication Time</b>	2019-2024	Before 2019
<b>Language</b>	Indonesian or English	Languages other than Indonesian or English
<b>Publication Type</b>	Journal article	Books, dissertations, theses, conference proceedings
<b>Methodology Quality</b>	Research design is clear, data analysis is robust, sample is adequate	Weak research design, weak data analysis, inadequate sample
<b>Field of Study</b>	Education, management, related social sciences	Other fields of study
<b>Study Focus</b>	The link between learning, teacher performance and SBM	Does not discuss the link

### Prism Flow Diagram

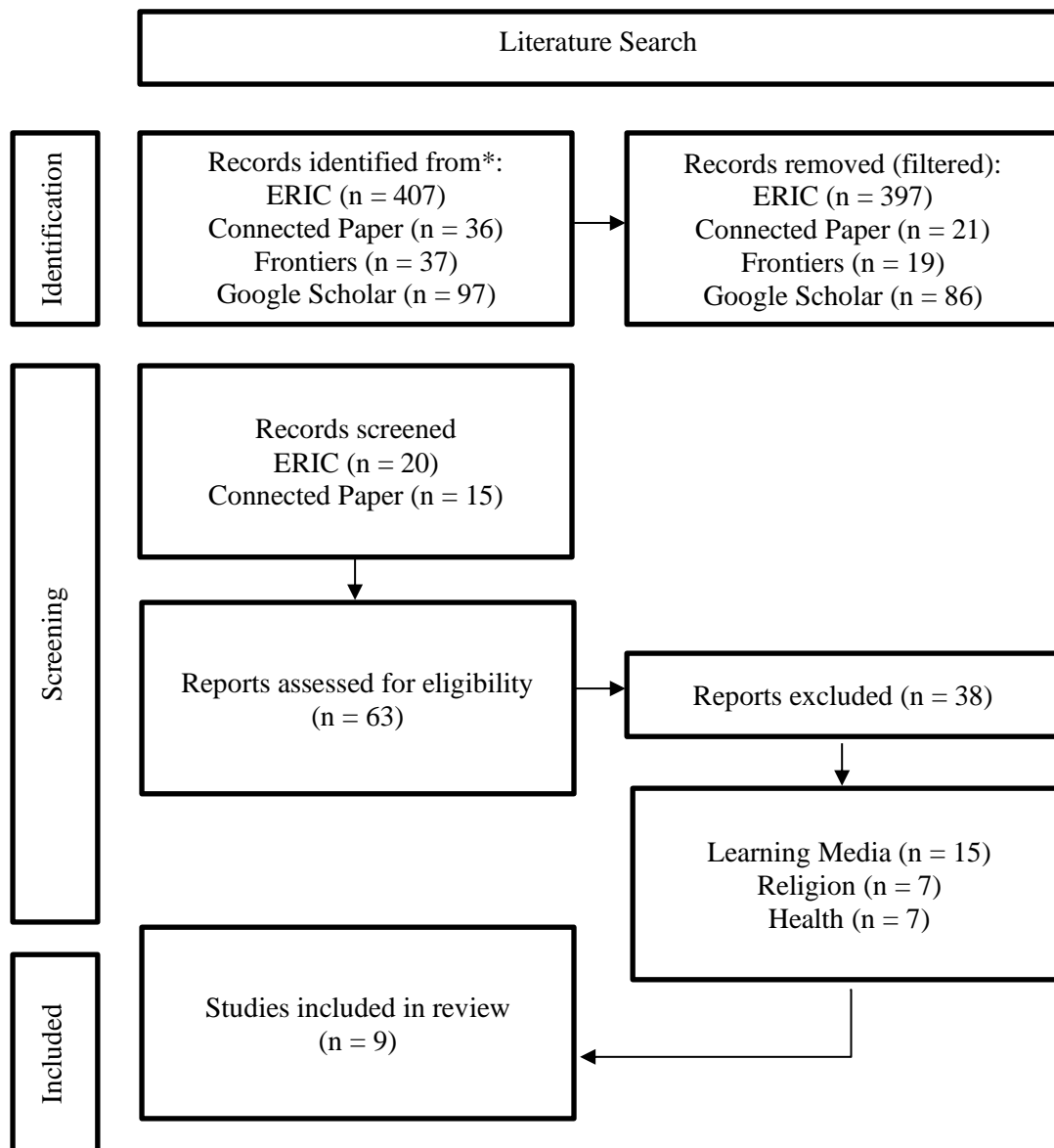


Figure 2. PRISMA flow diagram of study selection

## RESULTS AND DISCUSSION

Table 3

*Summary of Reviewed Articles on School-Based Management Implementation in Early Childhood Education*

No.	Author	Year	Focus of Article	Main Findings
1	Agbi et al.	2024	School committees and SBM	Stakeholder involvement in school improvement affects education quality.
2	Kareem et al.	2023	Transformational leadership	Principal leadership improves teacher commitment and student development.
3	Koc & Bastas	2019	Teacher satisfaction with SBM	SBM model improves teacher performance.
4	Ishii & Ogawa	2024	SBM in Senegal	Parental participation linked to better student outcomes.
5	Sanjaya et al.	2021	Balinese folklore learning	Innovative methods improve civic and character education.
6	Kurniawan & Nurdin	2023	SBM during COVID-19	Challenges include low parent participation and limited funding.
7	Vitriana et al.	2024	Inclusive education in PAUD	Need for flexible curriculum and trained teachers for inclusion.
8	Marliana et al.	2025	Implementation of inclusive education	Implementation is limited by facilities and lack of special educators.
9	Sousa & Ferreira	2024	Student participation in governance	Student involvement in decision-making improves school outcomes.
10	Cornito	2021	Centralized vs decentralized SBM	Balance between top-down and local decisions improves school performance.

Through an in-depth analysis of selected studies, this review reveals significant patterns, challenges, and opportunities in the implementation of School-Based Management (SBM) at the early childhood education (ECE) level. Some articles emphasize the importance of leadership and stakeholder engagement. For example, Kareem et al. (2023) highlight that transformational leadership from principals enhances teacher commitment and school improvement. Similarly, Agbi et al. (2024) and Sousa & Ferreira (2024) stress the role of stakeholder participation, including parents and students, in driving better educational outcomes. These findings support the idea that SBM requires not only structural autonomy but also active engagement from internal and external actors. In contrast, other studies (e.g., Kurniawan & Nurdin, 2023; Marliana et al., 2025) highlight implementation constraints, such as limited parental involvement, insufficient infrastructure, and the absence of trained special

educators in inclusive PAUD environments. These barriers indicate that SBM success is not merely a matter of policy but also of operational readiness. These results align with the approach of educational management theory, which asserts that the effectiveness of school governance depends on the balance between decentralization, participatory decision-making, and the professional capacity of educators (Caldwell, 2005; Moradi et al., 2012). Moreover, the findings are consistent with transformational and participatory leadership frameworks, which stress that leadership must inspire, empower, and facilitate collaboration (Day et al., 2016; Arar & Nasra, 2020).

Comprehensive Analysis of Studies on School-Based Management Through an in-depth analysis of the various studies that have been conducted on school-based management (SBM), we can identify a number of significant trends, challenges faced, and opportunities that can be utilized in its implementation.

First of all, the trends emerging from these studies indicate a shift towards decentralization of decision-making at the school level. This reflects a growing confidence in the capacity of schools to manage resources and respond to local needs. In addition, there is increasing attention to community participation and collaboration between various stakeholders, including parents, teachers and local governments.

However, the challenges faced in implementing MBS cannot be ignored. Many schools experience difficulties in managing their budgets effectively, often due to a lack of adequate training and resources. In addition, resistance to change from some quarters, both within and outside the school, can hinder progress towards a more autonomous management system.

On the other hand, the opportunities for MBS development are vast. By utilizing information and communication technology, schools can increase transparency and accountability in budget management and facilitate better communication between all stakeholders. In addition, training and professional development for teachers and principals can strengthen their capacity to effectively implement the principles of SBM.

Overall, this analysis not only illustrates the current state of school-based management but also provides valuable insights for future improvements and innovations. By understanding these trends, challenges and opportunities, we can formulate more effective strategies to implement SBM and improve the quality of education in our schools.

Most Frequently Evaluated Components in School-Based Management (SBM) Implementation: Based on an in-depth analysis of the various studies that have been conducted, there are several key components that are often the focus of evaluation in the implementation of School-Based Management (SBM). These components reflect various aspects that contribute to the effectiveness and success of SBM in the educational context.



**Stakeholder Participation:** One of the most important elements in MBS is the level of stakeholder involvement, which includes teachers, parents, school committees and the wider community. The active participation of all these parties is crucial in making decisions that have a direct impact on the learning environment. Evaluation of this participation often includes measuring how often and how strongly they contribute to the decision-making process, as well as their impact on school policies and practices.

**School Performance:** School performance is measured through various indicators that reflect the effectiveness of the education provided. These include student academic achievement, which can be measured through examination results and achievement of curriculum standards, student attendance rates that demonstrate commitment and engagement in the learning process, and customer satisfaction levels, which include parents and students. This data provides a clear picture of the quality of education provided by the school.

**Principal Leadership:** The principal's leadership style is a determining factor in the successful implementation of SBM. Evaluations often include the principal's ability to facilitate collaboration among teaching staff, create a positive school culture and a clear and inspiring leadership vision. Effective leadership can drive innovation and continuous improvement in educational practices.

**Resource Availability:** The availability and management of adequate resources is a vital component in the implementation of MBS. This includes a sufficient budget to support educational programs, adequate facilities to support the teaching and learning process, and the necessary infrastructure to create a conducive learning environment. Evaluation of these resources helps in identifying areas that require attention and improvement.

**Policy and Regulation:** Broader education policies play a significant role in supporting or hindering the implementation of SBM. Evaluation of these policies includes analyzing how existing regulations can facilitate the development of SBM, as well as the challenges that schools may face in adjusting to the policies.

Understanding this policy context is critical to creating effective strategies for implementing SBM. By taking into account the above components, a thorough evaluation of the implementation of School-Based Management can be conducted, resulting in valuable insights for continuous improvement and development in the education system.

### ***The Impact of Implementing School-Based Management Components at the Early Childhood Education Level***

While most existing research has focused on primary and secondary education, it is important to note that some of the principles of School Based Management (SBM) can also be effectively applied

in the context of early childhood education (ECD). Implementing SBM at the ECD level can have a number of significant positive impacts, including:

**Improved Quality of Learning:** By actively involving teachers and parents in the curriculum design process, ECD schools can create more relevant and engaging learning experiences for children. This involvement not only improves the quality of learning but also encourages creativity and innovation in teaching methods.

**Increased Parent Involvement:** MBS provides opportunities for parents to play a more active role in their children's education. Through various programs and activities that involve parents, they can better understand the curriculum and contribute directly to supporting the learning process, which in turn strengthens the relationship between school and family.

**Utilization of Local Resources:** ECD schools that implement MBS can utilize various resources within the community, such as local potential, culture, and expertise. This not only enriches children's learning experience but also strengthens the bond between school and community.

**Increased Accountability:** By applying the principles of MBS, ECD schools can be more accountable for children's learning outcomes. It creates a system where all parties, including teachers, parents and school administrators, have responsibility in achieving the set educational goals.

### ***Solutions or Innovations in Institutions Implementing School-Based Management Components***

In the context of implementing SBM, several solutions and innovations that have emerged from various studies point to steps that can be taken to improve the efficiency and effectiveness of educational institutions. Some of these include:

**Capacity Building:** Through specially designed training and development programs for principals, teachers and school committee members, education institutions can improve their competencies and skills in managing education. This training can include classroom management, curriculum development and innovative teaching techniques.

**Community Partnerships:** Building solid relationships with the local community is key to getting the support and resources needed. These partnerships can include collaboration with community organizations, government agencies and the private sector to create a more supportive educational environment.

**Information Technology:** Utilizing information technology can improve communication between schools, parents and communities. Using digital platforms to share information, discuss children's progress and organize activities can strengthen collaboration and engagement.

**Development of a Relevant Curriculum:** It is important to ensure that the curriculum implemented in ECD is appropriate to local needs and contexts. This can be done by involving various stakeholders in the curriculum design process, thus creating a program that is more responsive to the needs of children and communities.

**Continuous Evaluation:** Conducting regular evaluations of the MBS implementation is essential to measure its effectiveness. This evaluation process should include data collection on learning outcomes, feedback from parents and teachers, and analysis of the strengths and weaknesses of the system. Thus, educational institutions can make necessary improvements to achieve better educational goals.

Education is an important foundation for individual and societal development. In this context, various studies show that the quality of education is strongly influenced by leadership, teaching methods, and parental and community involvement. This discussion aims to explore the key elements that contribute to improving education quality based on recent research.

One significant finding comes from a study by Kareem et al (2023), which highlighted the impact of principals' transformational leadership. Strong leadership can increase teacher commitment, which in turn has a positive impact on student development and institutional progress. This suggests that principals have a central role in creating a supportive environment for educational development. However, challenges remain, especially in the context of the COVID-19 pandemic, where research by Kurniawan & Nurdin (2023) noted that the implementation of School-Based Management (SBM) has experienced obstacles, such as low parental participation and limited funding.

In a broader context, parental and community participation has also been shown to have a significant effect on student achievement. Ishii & Ogawa (2024) found that in Senegal, parental participation in SBM was positively associated with student achievement. This emphasizes the importance of community involvement in education, which can be a driving factor for student success. Learning methods also play an important role in the quality of education. Sanjaya et al (2021) showed that Balinese folklore-based learning is more effective in improving students' civic skills than conventional methods. Innovation in teaching methods is key to attracting students' interest and improving their learning outcomes.

On the other hand, teachers' satisfaction with the new management model may also affect their performance. Research by Koc & Bastas (2019) showed that teachers at the Project School were satisfied with the management model implemented, which contributed to their improved performance. This shows that teachers need to feel support and satisfaction in their work environment to be able to provide the best for students.

However, support for parents is also very important. Khumalo (2023) emphasizes the need for greater support for parents to increase their involvement in children's education, especially in South

Africa. This suggests that collaboration between schools and parents should be strengthened to support student development. Student participation and knowledge of the School Management Committee are also important factors in improving the quality of education. Sousa & Ferreira (2024) and Agbi et al., (2024) emphasize that student involvement in the learning and decision-making process can improve overall educational outcomes.

Finally, a balance between centralized and decentralized decision-making can contribute to better school performance, as shown by Cornito (2021). This shows that a holistic and collaborative approach is essential in achieving better educational goals. Overall, the results of these various studies underscore the importance of collaboration between stakeholders, innovation in teaching methods and active participation from parents and communities. By integrating all these elements, we can create a better and more effective educational environment for all students. Further discussion on the implementation of these strategies in educational practices across different contexts is needed to achieve this goal.

## **CONCLUSION**

The review shows that the success of School-Based Management (SBM) in early childhood education (ECE) institutions is determined by the interconnectedness of key components, including transformational leadership, stakeholder participation, curriculum relevance, infrastructure readiness, and community engagement. Strong leadership particularly by school principals acts as a catalyst for promoting innovation, accountability, and collaboration. These findings confirm the theoretical proposition of transformational and participatory leadership frameworks, in which school effectiveness is rooted not only in structural autonomy but also in inclusive governance and human capacity development. The review also affirms the importance of balancing centralized policies with local flexibility, enabling schools to adapt to contextual realities, such as those experienced during the COVID-19 pandemic.

These findings are important for both policymakers and practitioners. For policymakers, they underline the need for supportive regulations that empower schools while ensuring equitable access to resources and capacity development. For ECE practitioners, the results highlight the importance of building a school culture that encourages collaboration, embraces innovation, and involves families as active partners. This study contributes to the field of early childhood education management by synthesizing how SBM principles can be adapted and optimized in PAUD settings. Further empirical research is recommended to explore how specific SBM components function in diverse cultural and socioeconomic contexts, and to develop practical models or toolkits for implementing SBM effectively in early learning institutions. Future studies may also examine the long-term impact of SBM on child

development outcomes and the role of inclusive education in enhancing educational equity from an early age.

## ACKNOWLEDGMENTS

We would like to express our deepest gratitude to all those who contributed to the completion of this research. Special thanks go to the authors Septiana Br Ginting, Noviana Mustapa, Siti Aisyah, and Laila Maharani for their dedication and thorough work in conducting the systematic literature review on the implementation of school-based management at the early childhood education level. We also extend our appreciation to Universitas Terbuka for providing the academic environment and support that enabled this research, as well as to the various scholars and institutions whose studies were included in the review, enriching the findings and insights. Finally, we are grateful to our families, colleagues, and mentors for their continuous encouragement and invaluable feedback throughout the research process.

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