School-Based Management Policy: A Dual-Approach Strategy for Enhancing School Quality

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Abstract:

The objectives of this study are to identify the type of School-Based Management (SBM) model implemented at Junior high schools, examine how environmental factors influence the implementation process, and evaluate the impact of SBM. This research focuses on the importance of policymakers' involvement and non-academic achievements, which remain underexplored. Using a qualitative case study approach, data were collected through interviews, observations, document analysis, and questionnaires. The study reveals three key findings. SBM was implemented through strategic planning that was aligned with national regulations and tailored to the school's specific needs. Transformational leadership and participatory decision-making were central to fostering a collaborative school environment. The performance of the principal, teachers, and school committee contributed to achievements in both academic and non-academic domains, such as science olympiads, arts competitions, and sports tournaments. These findings suggest that integrating structured planning, inclusive leadership, and community participation enhances the overall quality of education. The research contributes to the discourse on effective SBM practices in urban schools and recommends the broader adoption of participatory and context-responsive strategies to support improvements in education quality.

Keywords: *School-Based Management, Educational Quality, Decision Making*

Abstrak:

Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis model Manajemen Berbasis Sekolah (MBS) yang diterapkan di sekolah menengah pertama, memeriksa bagaimana faktor-faktor lingkungan memengaruhi proses implementasi, dan mengevaluasi dampak MBS. Penelitian ini didasarkan pada pentingnya peran keterlibatan pembuat kebijakan dan prestasi non-akademik yang masih kurang dieksplorasi. Dengan menggunakan pendekatan studi kasus kualitatif, data dikumpulkan melalui wawancara, observasi, analisis dokumen, dan kuesioner. Penelitian ini mengungkapkan tiga temuan utama. MBS diterapkan melalui perencanaan strategis yang selaras dengan peraturan nasional dan disesuaikan dengan kebutuhan sekolah. Kepemimpinan transformasional dan pengambilan keputusan partisipatif merupakan hal yang penting dalam membina lingkungan sekolah yang kolaboratif. Kinerja kepala sekolah, guru, dan komite sekolah berkontribusi terhadap prestasi di bidang akademik dan non-akademik, seperti olimpiade sains, kompetisi seni, dan turnamen olahraga. Temuan-temuan ini menunjukkan bahwa integrasi perencanaan

terstruktur, kepemimpinan inklusif, dan partisipasi masyarakat meningkatkan kualitas pendidikan secara holistik. Penelitian ini berkontribusi pada wacana tentang praktik SBM yang efektif di sekolah-sekolah perkotaan dan merekomendasikan adopsi yang lebih luas terhadap strategi partisipatif dan responsif terhadap konteks untuk mendukung peningkatan kualitas pendidikan.

Kata Kunci: *Manajemen Berbasis Sekolah, Mutu Pendidikan, Pengambilan Keputusan*

INTRODUCTION

The quality of education plays a pivotal role in shaping the future of individuals and societies. School-Based Management (SBM) has emerged as a transformative policy that aims to enhance school quality by decentralizing control and providing schools with greater autonomy in decision-making (Nurhasanah et al., 2024; Ridho et al., 2021). In many countries, SBM has gained traction as a way to foster a more dynamic and responsive education system (Alrasheedi & Almutawa, 2022). By shifting the focus from centralized control to local empowerment, SBM enables schools to tailor their strategies to meet the specific needs of their communities. Many factors influence the quality of education; however, one factor suspected to have a significant impact is education management, particularly School-Based Management (SBM) (Fikriyah et al., 2024; Quaicoe et al., 2023). SBM differs from previous education management systems that were centralized; instead, SBM provides extensive autonomy to schools themselves and involves the community in advancing education within them (Nwanguma & James, 2024). Consequently, there is a paradigm shift in school management, moving from being regulated by central office bureaucracy to management based on the internal potential of the schools themselves.

Due to the changeover of school management from centralization to SBM, the management varies from school to school. The receptivity of individual school leaders, therefore, depends mainly on the readiness of the supporting aspects of SBM at the school level and the skills of the human resources involved at that level (Gunherani, 2023). The success of SBM implementation as an innovation in school system management requires support from strategies and procedures developed at the local level, in addition to the regulations and policies for school management established at the national level (Sugianto et al., 2024). Consequently, each school will have its characteristics reflected in the formulation of its vision, mission, priority programs, and the targets to be achieved (Berhanu, 2023). The characteristics of each school are also reflected in the condition of educational facilities and infrastructure, the quality of human resources, and the financial support for enhancing school quality, as well as the aspirations of the stakeholders involved with the school.

SMPN 47 Central Jakarta is one of the schools implementing the MBS program, as mandated by government policies related to the MBS implementation process. These policies encompass curriculum development, teacher development, infrastructure improvement, effective and efficient program management, fostering a culture of quality, and planning for short-term, medium-

term, and long-term programs, as well as the role of the school committee. However, SMPN 47 Central Jakarta faces various challenges related to resources, management, and leadership. These challenges include the low quality of human resources managing education, weaknesses in educational program development, ineffective recruitment patterns for educational staff, lack of cooperation with parents, unequal teacher awareness of MBS, minimal participation of the school community and academic environment, and low student academic achievement.

SBM grants greater autonomy in managing and empowering schools, promoting independence, innovation, and creativity. SBM gives principals and teachers a high degree of autonomy in managing schools while adhering to government guidelines (Dhlamini, 2023). This autonomy is implemented through several key strategies. These include an inclusive curriculum that addresses the diverse needs of students, effective teaching and learning processes to improve learning outcomes (Niesche et al., 2023), a supportive school environment that is conducive to education, equitable distribution of resources to ensure fairness, and standardization in areas such as monitoring, assessment and testing to ensure quality education.

The Management component involves providing strong leadership, developing school plans and policies, managing daily operations, maintaining effective communication with the community, encouraging community participation, and ensuring school accountability (Hashim et al., 2023; Kruger et al., 2022). Meanwhile, the SBM component focuses on enhancing student learning quality through the design of a culturally responsive curriculum, the delivery of effective teaching, and the implementation of programs for student personal development and performance discussions (Alajmi, 2022). The Human Resources component is dedicated to deploying and placing qualified personnel to meet students' needs, selecting staff with expertise in SBM, offering professional development opportunities, and ensuring the welfare of both staff and students.

SBM is a collaborative effort involving multiple stakeholders in the decision-making process, which improves the quality of school management. Schools that successfully implement SBM see improvements in academic achievement and school climate (Indra et al., 2022; Muafiah et al., 2022; Nordholm et al., 2022). Strong leadership and active community participation are crucial to the success of SBM. In the Indonesian context, Anif (2023) noted that schools in urban areas face fewer resource constraints compared to schools in rural areas, but still struggle with implementation due to leadership and staff quality issues. You (2021) emphasized the importance of teacher development programs in the implementation of SBM, particularly in enhancing teaching and learning processes. This provides valuable insights into how SBM can enhance school quality, while highlighting the need for a deeper understanding of the challenges and factors that contribute to its success.

While existing research has provided valuable insights into SBM, a gap remains in understanding how environmental factors, such as leadership style and community involvement, influence SBM. Although improvements in academic outcomes have been associated with SBM, its impact on student character

development and community engagement has been less frequently examined. The novelty of this research is marked by its emphasis on the MBS policy model, specifically the top-down and bottom-up strategies employed in implementing MBS, as well as the role of the School Environment and the participation of policymakers.

The objectives of this study are to identify the type of School-Based Management (SBM) model implemented at SMPN 47 Central Jakarta, examine how environmental factors—such as transformational leadership, teacher collaboration, and active school committee involvement—influence the implementation process, and evaluate the impact of SBM on both academic and non-academic outcomes. The research focuses on the practical execution of the SBM policy within the specific context of an urban public school, highlighting how participatory strategies and supportive leadership contribute to school quality. Special attention is given to how the roles of key stakeholders shape policy outcomes and position the school's SBM model within an intermediate implementation category.

The originality of this research lies in its comprehensive analysis of School-Based Management (SBM) implementation, which integrates model identification, environmental influences, and performance outcomes within an urban Indonesian school context. Unlike previous studies that focus primarily on academic results, this research also considers non-academic achievements, such as student character development and community engagement, as integral outcomes of SBM. Effective SBM implementation is not solely dependent on structural policies but is significantly shaped by contextual factors, particularly leadership style, stakeholder participation, and school culture. The study contributes to the body of knowledge on SBM by offering an empirical case of how participatory and situational leadership, along with active school committee involvement, enhance policy effectiveness. This paper provides valuable insights for policymakers, educators, and school leaders seeking to optimise SBM practices in similar urban school environments.

RESEARCH METHOD

This study employs an exploratory case study design (Islam & Aldaihani, 2022). The exploratory approach was chosen because it enables the researcher to thoroughly investigate the phenomenon and gain a comprehensive understanding of the context and conditions in the field (Hosseinikhah et al., 2022). By exploring various data sources, this approach not only helps identify problems in depth but also facilitates the development of an initial, comprehensive understanding of the underlying dynamics. With a focus on qualitative data collection and analysis, the study aims to generate profound insights into the situation at SMPN 47 Central Jakarta.

The research was conducted at SMPN 47 in Central Jakarta, which was selected based on several strategic considerations. First, in terms of context and relevance, SMPN 47 possesses unique characteristics that are closely related to the issues or phenomena under investigation. Second, this location offers optimal data

accessibility, enabling the researcher to easily access various sources of information, such as school documentation, teaching and learning activities, and interactions among the school community. Third, the representativeness of this location is expected to accurately depict the real and in-depth conditions of the educational environment under study, thereby making a significant contribution to the understanding of the phenomenon being examined (Matta, 2022).

Data collection in this study was carried out using a combination of techniques to ensure that the information obtained is both rich and valid. The methods employed include observation, questionnaires, document analysis, and interviews. Through observation, the researcher directly monitors activities and interactions within the environment of SMPN 47 to capture natural dynamics. Questionnaire interviews were distributed among teachers, students, and administrative staff to systematically gather data regarding their perceptions, experiences, and viewpoints concerning the issues being investigated. Document analysis involved reviewing official school documents, reports, archives, and other records to obtain secondary data that supports the research findings. Additionally, in-depth interviews with key informants such as the school principal and teachers allowed the researcher to further explore the context and gain a deeper understanding of their perspectives. The integration of these techniques is expected to complement one another, enhancing the validity and reliability of the research outcomes.

Data analysis in this study was conducted qualitatively through several systematic stages, as outlined by Miles and Huberman (Truman, 2023). First, data obtained from observations, questionnaires, documents, and interviews were filtered to reduce redundancy and focus on the most relevant and significant information, thereby eliminating unnecessary data and concentrating on the core issues. Next, the reduced data were presented in the form of narratives, tables, or diagrams to facilitate interpretation and identify patterns, themes, and relationships among variables. Finally, conclusions were drawn based on the emerging patterns and themes, with the researcher critically interpreting the data to formulate the main findings that address the research questions. This qualitative analysis approach enables the researcher to uncover deeper meanings within the collected data and to understand the social and cultural contexts that underlie the phenomenon at SMPN 47 Central Jakarta.

RESULT AND DISCUSSION
Result

The MBS policy at SMPN 47 Central Jakarta is a policy issued by the government in line with the implementation of regional autonomy. The MBS policy at SMPN 47 employs a model that aligns with the school's conditions through a school development plan, focusing on the formulation of a strategic plan and an annual activity plan. The school principal follows the stages outlined in the four books issued by the Directorate of Junior High Schools for implementing MBS, which guide the implementation of school-based quality improvement management.

Implementation of the MBS Policy by Model Types

The implementation of the MBS (School-Based Management) policy is carried out by the procedures and regulations issued by the Government through Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which includes the democratization of education, improvement of education quality, elimination of discrimination, and enhancement of education system management. As a policy regarding MBS aimed primarily at improving school quality, SMPN 47 Central Jakarta focuses its school development plan on the stages of formulating a strategic plan and an annual activity plan. The formulation of the school development plan includes defining the school vision, mission, and objectives, analyzing real challenges, determining school targets, identifying functions, conducting a SWOT analysis, identifying alternative problem-solving steps, and formulating quality improvement programs. Based on the guidelines provided in the book, adjustments have been made to fit the school's conditions, resulting in the implementation of five aspects of the policy by SMPN 47 Central Jakarta: (a) Efforts to meet the standards set by the government, (b) Efforts to determine school programs, (c) Efforts to change the vision, mission, objectives, and school targets, (d) Efforts to establish a quality culture, and (e) Efforts to implement transparent management.

The implementation of the School-Based Management (SBM) policy at SMPN 47 Central Jakarta reflects a systematic and adaptive application of national education regulations as stipulated in Law No. 20 of 2003 concerning the National Education System. This law advocates for the democratization of education, the elimination of discrimination, the enhancement of educational quality, and the improvement of school management systems. In line with this, SMPN 47 integrates SBM through comprehensive school development planning. The process includes setting the vision, mission, and objectives; conducting a SWOT analysis; identifying real challenges; and outlining measurable targets and action plans. The implementation strategy shows a blend of regulatory compliance and school-specific adaptation, enabling a flexible model that caters to the unique needs of an urban educational environment.

The SBM model at SMPN 47 was operationalised through structured planning and inclusive stakeholder engagement. The school regularly revisits its strategic plan to align it with the school's vision and mission. Notably, teachers, administrators, and school committee members all contribute to the design and execution of the program. Activities are designed collaboratively to support school improvement initiatives. The participatory nature of planning supports the school's efforts to foster a quality culture and ensure transparent governance, as outlined in Table 1. This approach aligns school programs with national education standards while responding to local conditions and needs.

Table 1. The SBM Implementation Model

Implementation Aspects	Description
Vision & Mission	Defined collaboratively with stakeholders
SWOT Analysis	Conducted to identify internal and external factors
Target Setting	Based on realistic analysis of school challenges
Program Development	Aligned with strategic goals and government standards
Transparency Practices	Evident in participatory decision-making processes

The SBM implementation model at SMPN 47 follows both national policy frameworks and contextual adjustments. Five central components guide the school's approach: achieving government standards, formulating strategic school programs, redefining school vision and goals, cultivating a quality-oriented culture, and ensuring transparent management. These elements are not only aligned with policy requirements but are actively reshaped to reflect the school's realities, demonstrating an effective integration of regulation and local practice. This integration enhances ownership among stakeholders and promotes a more sustainable implementation model. It can be concluded that the SBM model at SMPN 47 Central Jakarta is effectively tailored to the school's context, demonstrating a mid-level or "intermediate" category of implementation. The school meets basic regulatory requirements and also exceeds them by incorporating participatory leadership and adaptive planning processes.

School Environment and MBS Policy

The implementation of the MBS policy is closely related to how the school environment supports this policy. The school's role as a leader significantly contributes to the success of this implementation. The decision-making process is a crucial component of the MBS program's execution. From research findings regarding the principal of SMPN 47 Central Jakarta in the decision-making process using a participatory strategy, it is evident that decision-making is organized in three forums: First, leadership meetings with coordinators; Second, leadership meetings with the teaching staff and school committee; and third, leadership meetings with the school committee and parents of students (see Fig. 1).
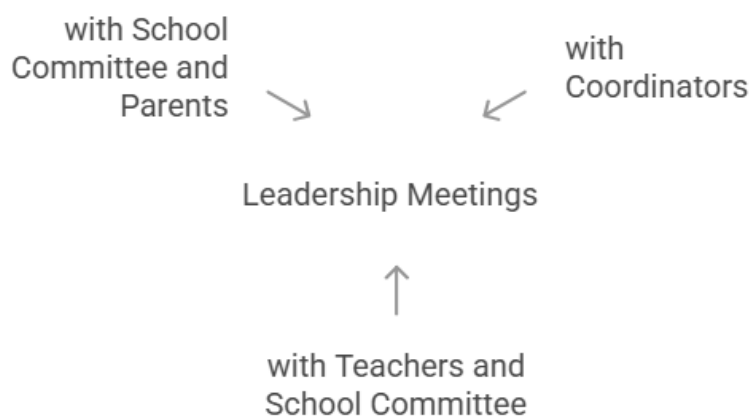
Figure 1. The Decision-Making Process

The leadership style of the principal at SMPN 47 plays a central role in building a participatory and collaborative school culture. The principal's transformational leadership approach encourages open communication, inclusive decision-making, and shared responsibility. These elements are fundamental to the school's ability to navigate complex education challenges and to ensure that policies like SBM are not only implemented in form but also embraced in practice by all stakeholders.

Interviews with key stakeholders—including the principal, teachers, school committee members, and parents—revealed that decisions are made through a tiered structure of leadership meetings. These include regular sessions between the principal and coordinators, discussions with teaching staff and school committee members, and engagement with parents. This multi-level decision-making structure fosters a sense of collective ownership and encourages proactive contributions from various community members. Teachers and parents reported feeling more invested in the school's development as a result of this inclusive governance approach.

The school's internal environment, especially the decision-making culture, strongly supports the implementation of SBM. Decision-making is framed not as a top-down directive but as a shared responsibility, where different stakeholders contribute according to their roles and areas of expertise. This model enhances school resilience by promoting collaborative problem-solving and fostering trust among school stakeholders.

Participatory decision-making structures are key enablers of successful SBM implementation. By engaging stakeholders at multiple levels, the school ensures that its programs are relevant, feasible, and widely supported. The principal's role as a facilitator rather than a sole decision-maker has encouraged innovation and responsiveness in policy execution. This has led to more substantial alignment between school goals and stakeholder expectations. The findings suggest that a supportive school environment, shaped by transformational leadership and inclusive decision-making, significantly enhances the implementation of SBM. The presence of a structured yet flexible governance system enables SMPN 47 to not only implement policies effectively but also adapt them to better serve its students and community. This demonstrates the critical importance of school culture and leadership style in sustaining education reform at the school level.

Performance of Civitas in the School Environment

The performance of all school members is reflected in several achievements attained in both academic and non-academic dimensions. From an academic perspective, SMPN 47 Central Jakarta has successfully graduated its students with satisfactory graduation scores, comparable to those of other well-known schools in the community. In terms of non-academic achievements, which are part of the quality culture program, SMPN 47 Central Jakarta has made significant contributions to improving school quality, such as: (1) in the field of science, reaching the finals of the science olympiad for DKI Jakarta, (2) in the arts, winning poetry reading and wall magazine competitions at the Central Jakarta level, (3) in sports, achieving first place in futsal, athletics, and badminton at the Central Jakarta level, (4) third place in DKI Jakarta for the portfolio competition, and (5) second place in mathematics at the DKI Jakarta level and second place in English in South Jakarta.

The performance of key school actors—the principal, teachers, and school committee—and their collective impact on school achievements. Academic records and extracurricular accomplishments indicate a balanced improvement in both cognitive and character development outcomes. SMPN 47 has consistently

maintained high graduation rates, with students consistently achieving competitive scores comparable to those of top-performing schools in Jakarta. These outcomes reflect not only the quality of instruction but also the strength of the school's internal coordination and strategic planning.

Several notable achievements in both academic and non-academic areas (see Table 2). Academically, the school has demonstrated strong results in national exams and subject-specific competitions. Non-academic accomplishments are also significant, including top rankings in poetry, science olympiads, sports tournaments, and wall magazine design at the city and provincial levels. These successes are the result of integrated school programs that encourage student participation, talent development, and community engagement beyond the classroom.

Table 2. The Notable Achievements

Achievement Category	Achievement Description
Academic	High graduation scores; 2nd place in Math & English
Science	Finalist in DKI Jakarta science olympiad
Arts	Winner in poetry reading & wall magazine
Sports	1st in futsal, athletics, badminton (Central Jakarta)
Portfolio	3rd place in DKI Jakarta

The school's emphasis on cultivating a quality culture—through supportive leadership, professional development, and collaborative planning—has translated into measurable performance outcomes. The academic success and co-curricular achievements reflect a well-rounded education strategy that values both scholastic excellence and student character building. It can be stated that the high performance of SMPN 47 is closely linked to its effective implementation of SBM principles. The combination of transparent planning, inclusive decision-making, and a culture of collaboration empowers stakeholders and motivates continuous improvement. These practices create a strong foundation for academic success and meaningful student engagement, setting a benchmark for similar urban public schools.

Discussion

The implementation model of SBM at SMPN 47 emphasizes the importance of strategic planning and stakeholder involvement in the practical application of SBM. Schools that tailor government policies to their local context tend to show stronger performance outcomes (Indra et al., 2022; Purnomo et al., 2024). At SMPN 47, strategic planning is not only procedural but also reflective of stakeholder aspirations, ensuring that goals remain relevant and actionable. The success of the MBS (School-Based Management) policy cannot be uniform across different regions due to the varying conditions in each area (Kameshwara et al., 2024). Therefore, the implementation of MBS must take into account the local context, including the community's history, geographical location, and social structure. Furthermore, schools should be granted full authority to develop the MBS concept while also striving to enhance educational quality according to their capabilities.

School principals have the responsibility to implement government policies and guidelines to ensure the best education for children in schools (Guha, 2021;

Lim, 2024). Therefore, principals must continually follow the initiatives and developments of policies being introduced by the government. Adaptive leadership is a crucial factor in successful policy implementation, as leaders who adapt their approach to evolving dynamics can drive more effective change (Levatino et al., 2024). Flexibility in policy implementation is also crucial, as it allows for necessary adjustments to address unforeseen circumstances, ensuring the policy remains effective despite various obstacles (Thoyib, 2022). These findings collectively validate SMPN 47's approach, which applies national guidelines through adaptive, school-specific strategies involving both internal and external stakeholders.

The participatory decision-making strategy at SMPN 47 Central Jakarta has led to noticeable improvements in work motivation, job satisfaction, and the empowerment of school personnel, fostering a strong commitment to their duties. According to the Vroom-Yetton Leadership Theory, the effectiveness of decisions hinges on both the quality of the decision and the commitment to it. The quality refers to decisions that are technically sound and aligned with organizational goals, leveraging available information. The commitment aspect is enhanced through participation, as members who are involved in decision-making tend to feel a greater sense of ownership and responsibility toward the decisions (Anif, 2023; Liu & Yin, 2023). While the principal has made progress in implementing this participatory approach, there remain weaknesses that need to be addressed. This process must be continuously supported by the entire school community, as trusting the principal to drive change will ultimately lead to the desired improvements. As changes in school leadership occur, the culture of participatory decision-making should remain in place, ensuring ongoing progress and continuity.

The implementation of the MBS (School-Based Management) policy by the principal depends heavily on the support of teachers and the school committee. Through transformational leadership, the principal actively involves teachers in the decision-making process, soliciting their ideas and suggestions while considering the school's financial and resource constraints (Purnomo et al., 2024; Silabay & Alegre, 2023). This collaborative approach fosters a sense of teamwork, where the principal does not merely issue commands but works as a team member with the teachers. This collaboration is essential for the success of school programs, as it cultivates innovation, creativity, and growth within the school community. Teamwork, as noted, encourages positive change and facilitates the development of programs, which, in turn, enhances the overall effectiveness and efficiency of school management.

The two improvements in achievement (academic and non-academic) reflect the school community's performance in implementing MBS to enhance school quality (Perry-Hazan & Somech, 2023; Sugianto et al., 2024). Essentially, whether a school is of high quality is not only reflected in the achievements and scores obtained by the school, but can also be demonstrated through activities in the arts, language, computer skills, crafts, and other areas (Quaicoe et al., 2023). Another aspect of quality is the ability of graduates from SMPN 47 Central Jakarta to be accepted into superior secondary schools. Effectiveness means setting a goal

and being able to achieve it. Consequently, an organization or individual cannot be effective unless it has clearly defined its goals to be achieved.

The success of the participatory decision-making process at SMPN 47 Central Jakarta further depends on the continuous development of leadership skills and the engagement of all stakeholders within the school. As the principal and teachers collaborate, it is crucial that the school's vision and objectives remain clear and that these are regularly communicated and revisited. That ensures that all parties involved are aligned in their goals, fostering a shared understanding of the school's direction (Fatihin et al., 2023; Nurhasanah et al., 2024). The role of non-academic activities in building a school's public image and internal morale (Niesche et al., 2023). These studies confirm that participation in competitions, arts, sports, and community service boosts student confidence and enhances the school's reputation. SMPN 47's success in these areas highlights the effectiveness of its SBM implementation.

The implications of these findings suggest that a school's success in implementing SBM lies in its ability to blend national policy directives with localised practices supported by transformational leadership and community involvement. SMPN 47 serves as a model for how participatory governance and context-responsive planning can lead to significant academic and non-academic achievements. These insights can inform policy and practice in other urban schools aiming to implement SBM effectively.

CONCLUSION

The practical implementation of the SBM policy at SMPN 47 Central Jakarta is supported by three key findings: the integration of national policy with school-specific planning strategies, the pivotal role of transformational leadership and participatory decision-making in fostering a supportive school environment, and the performance of school stakeholders that results in balanced academic and non-academic achievements. While these findings offer valuable insights, the study is limited to a single case within an urban public school, which may not represent the diversity of SBM implementation across different school types and regions in Indonesia. Furthermore, the research primarily relied on qualitative methods, which, while rich in depth, could benefit from complementary quantitative analysis to strengthen generalizability. Future research should investigate the role of digital tools and innovations in enhancing participatory governance and school performance under the SBM framework.

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