

Implementation of Excellent School-Based Management in Realizing an Outstanding School at SD Negeri 30 Banyuasin III

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Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi manajemen berbasis sekolah (MBS) dalam mewujudkan sekolah unggul di SD Negeri 30 Banyuasin III. Fokus penelitian ini mencakup penerapan prinsip kemandirian, partisipasi, transparansi, dan akuntabilitas dalam pengelolaan sekolah. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi yang melibatkan kepala sekolah, guru, komite sekolah, dan orang tua. Hasil penelitian menunjukkan bahwa implementasi MBS di SD Negeri 30 Banyuasin III telah dilaksanakan secara efektif, yang tercermin dari meningkatnya partisipasi warga sekolah dan masyarakat dalam pengambilan keputusan serta pengelolaan program. Selain itu, transparansi dalam pengelolaan keuangan dan peningkatan kualitas pembelajaran turut mendukung terwujudnya sekolah unggul. Namun, masih terdapat tantangan berupa keterbatasan sumber daya manusia dan sarana prasarana yang memerlukan pengembangan berkelanjutan. Oleh karena itu, implementasi MBS terbukti menjadi strategi yang efektif dalam membangun sekolah yang mandiri, partisipatif, dan berorientasi pada mutu.

Kata kunci: manajemen berbasis sekolah, sekolah unggul, mutu pendidikan, partisipasi, akuntabilitas

Abstract

This study aimed to analyze the implementation of school-based management (SBM) in realizing an excellent school at SD Negeri 30 Banyuasin III. The focus of this research included the application of the principles of independence, participation, transparency, and accountability in school management. This study employed a qualitative approach with a descriptive method. Data were collected through interviews, observations, and documentation involving the principal, teachers, school committee members, and parents. The results indicated that the implementation of SBM at SD Negeri 30 Banyuasin III was carried out effectively, as reflected in increased participation from school members and the community in decision-making and program management. In addition, transparency in financial management and improvements in learning quality supported the realization of an excellent school. However, challenges remained in terms of limited human resources and infrastructure, which require continuous development. Therefore, the implementation of SBM proved to be an effective strategy in creating independent, participatory, and quality-oriented schools.

Keywords: school-based management, superior school, education quality, participation, accountability

1. INTRODUCTION

School-based management (SBM) has become one of the most widely adopted reform strategies in education systems seeking to improve school quality through decentralization. The core idea behind SBM is that decision-making authority should be located closer to the school level, where leaders and teachers have a better understanding of local needs, student characteristics, and contextual challenges. By granting schools greater autonomy over budgeting, planning, and resource allocation, policymakers expect improved responsiveness, flexibility, and institutional effectiveness (Verges et al., 2024; Buerger et al., 2023). In Indonesia, SBM has been formally institutionalized as part of broader educational reform

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aimed at strengthening school independence and improving accountability mechanisms (Bandur, 2018; World Bank, 2010).

Recent empirical studies further indicate that the effectiveness of school-based management is closely associated with improvements in school climate and institutional coherence. Khanal and Guha (2023) found that the relationship between school autonomy and student performance is partially mediated by the quality of the school environment, suggesting that management reforms must be supported by internal organizational stability. Similarly, Cornito (2021) argues that an optimal balance between centralized and decentralized decision-making processes is necessary to prevent managerial fragmentation and ensure coordinated implementation at the school level. These findings reinforce the importance of examining SBM not only as a structural reform, but also as a dynamic organizational process shaped by contextual conditions and leadership practices.

However, the relationship between school autonomy and educational quality is complex. Global evidence suggests that autonomy alone does not guarantee improved student achievement. Rather, the effectiveness of autonomy depends on internal capacity, leadership quality, and governance mechanisms that ensure responsible decision-making (Ehren et al., 2022; Hallinger, 2018). Research indicates that autonomy without accountability may create disparities in performance across schools, particularly when leadership and management skills vary significantly (Buerger et al., 2023). Therefore, SBM is increasingly understood not merely as administrative decentralization, but as a governance framework requiring balanced autonomy and accountability (Verges et al., 2024).

Leadership plays a central role in translating school autonomy into meaningful school improvement. Extensive research demonstrates that principal leadership is positively associated with student outcomes, although its influence is often indirect and mediated through school conditions such as teacher collaboration, professional culture, and instructional quality (Wu & Shen, 2021; Leithwood et al., 2020). Hallinger (2018) emphasizes that leadership practices must be interpreted within contextual realities, suggesting that effective leadership is not universal but adaptive. In accountability-oriented systems, principals are also expected to engage in data-informed decision-making processes, using evidence to guide planning and evaluation (Lee et al., 2024; Schildkamp et al., 2017). This aligns with the view that SBM effectiveness depends on leadership capacity to integrate vision, monitoring, and professional learning.

In addition to instructional leadership, recent research highlights the importance of distributed leadership within decentralized school systems. Cai et al. (2023) demonstrate that shared leadership practices contribute to stronger teacher engagement and interpersonal trust, both of which are essential for sustaining collaborative school improvement efforts. Likewise, Tejeiro (2024) emphasizes that distributed leadership structures encourage inclusive participation among stakeholders and strengthen collective responsibility. Within the SBM framework, such distributed practices may enhance decision-making quality and foster shared accountability, particularly in schools aiming to achieve sustained excellence.

Teacher professional development constitutes another essential component of school improvement within decentralized systems. Research consistently shows that sustained, structured, and practice-based professional development contributes to improved instructional practices and student achievement (Darling-Hammond et al., 2017; Kraft et al., 2018; Sims et

al., 2023). Moreover, global reviews highlight a persistent gap between evidence and actual professional development practices in many countries, particularly in low- and middle-income contexts (Popova et al., 2019). Within SBM settings, school leaders often coordinate mentoring programs, teacher evaluation, and collaborative learning initiatives, which directly influence instructional quality (Okafor & Ugwumba, 2024; Zheng et al., 2019). This suggests that SBM cannot be separated from teacher capacity development, as autonomy requires professional competence to translate policy into classroom-level improvement.

In addition to leadership and teacher development, participation and transparency are fundamental principles of SBM. Effective stakeholder involvement—particularly from parents and school committees can enhance legitimacy, shared responsibility, and resource mobilization (Hardiansyah, 2022; Silabay et al., 2022). Transparency in financial and program management contributes to trust and accountability, especially in contexts where public oversight is essential (Riadi et al., 2021; Samson, 2022). Empirical evidence on parental involvement further indicates that structured engagement is positively related to student achievement, although outcomes vary depending on the form and intensity of participation (Kim, 2022). These findings reinforce the idea that SBM is not limited to internal management, but extends to relational governance between schools and communities.

Despite the growing body of research on SBM, several limitations remain evident. Many studies focus on large-scale policy evaluation or statistical associations between autonomy and achievement, while fewer studies explore how SBM principles operate in an integrated manner within a specific school context. Research in Indonesia acknowledges variations in implementation quality across regions, highlighting differences in leadership competence, participation levels, and resource management practices (Bandur, 2018; Bandur et al., 2022). Furthermore, international reviews of school autonomy reforms caution that contextual factors significantly shape outcomes, meaning that effective practices in one setting may not be directly transferable to another (Verger et al., 2024).

Another limitation is the relatively limited attention given to schools recognized as “excellent” within decentralized systems. While many studies discuss general improvement processes, fewer studies examine how autonomy, leadership, teacher development, participation, and accountability are strategically combined to achieve sustained excellence at the primary school level. School excellence is rarely the result of a single intervention; instead, it emerges from coherent management strategies, aligned instructional practices, collaborative cultures, and responsible resource governance (Leithwood et al., 2020; Wu & Shen, 2021).

In the Indonesian primary education context, understanding how SBM contributes to school excellence is particularly important because policy implementation varies widely across schools. Some institutions demonstrate strong integration of participatory governance and instructional leadership, while others face challenges related to limited human resources and infrastructure (Hardiansyah, 2022; Silabay et al., 2022). Consequently, there is a need for in-depth qualitative investigation into how SBM principles—*independence, participation, transparency, and accountability*—are enacted in daily school practices and how these practices contribute to measurable school performance.

Therefore, this study aims to examine the implementation of school-based management at SD Negeri 30 Banyuasin III, a primary school recognized for its performance, and to analyze how its management practices support the realization of school excellence.

Based on this background, the study seeks to answer the following research question: “How does the implementation of school-based management contribute to achieving school excellence at SD Negeri 30 Banyuasin III?”

2. METHOD

This study employed a qualitative case study design to explore the implementation of school-based management (SBM) in achieving school excellence at SD Negeri 30 Banyuasin III. A qualitative approach was considered appropriate because the study sought to understand management practices, leadership dynamics, and stakeholder experiences within their real-life context. Qualitative inquiry allows researchers to examine complex social processes and organizational interactions in depth rather than reducing them to numerical indicators (Creswell & Poth, 2018; Yin, 2018). Since SBM involves interconnected elements such as leadership, teacher development, participation, and resource management, a case study design enabled a holistic examination of these components within a bounded school setting (Merriam & Tisdell, 2016).

Participants in this study consisted of individuals who were directly involved in the implementation of SBM at the school. Purposive sampling was applied to ensure that selected participants possessed relevant knowledge and active roles in school decision-making processes (Patton, 2015). A total of twelve participants were involved, including one principal, seven teachers, and four school committee members. The principal was included because of their central responsibility in planning, coordination, and policy implementation. Teachers were selected due to their direct engagement in instructional planning and professional development activities. School committee members were included to represent community participation, which is a key principle of SBM implementation in Indonesia (Bandur, 2018; Hardiansyah, 2022).

Data were collected through semi-structured interviews, observations, and document analysis. Semi-structured interviews allowed participants to share their experiences and perspectives while maintaining focus on the research objectives (Merriam & Tisdell, 2016). Observations were conducted to examine leadership practices, meetings, and routine school activities related to decision-making and program implementation. Document analysis included school development plans, financial reports, meeting minutes, and other relevant records that provided contextual support for the interview findings. The use of multiple data sources enabled triangulation, which strengthens the credibility of qualitative research findings (Lincoln & Guba, 1985).

Data analysis followed an interactive process of data reduction, data display, and conclusion drawing, as proposed by Miles, Huberman, and Saldaña (2014). Interview transcripts, observation notes, and documents were coded and categorized to identify recurring patterns and themes related to leadership, teacher competency development, stakeholder participation, and resource management. The analysis was conducted iteratively, meaning that emerging findings were continuously compared with the data to ensure consistency and coherence. To enhance trustworthiness, member checking was conducted by confirming key findings with

selected participants, and detailed documentation of the research process was maintained to support dependability and confirmability (Lincoln & Guba, 1985).

3. RESULT AND DISCUSSION

Result

Consistent with the qualitative case study design, findings are presented as thematic interpretations derived from semi-structured interviews, observations, and document analysis. The analysis generated four interrelated themes that explain how School-Based Management (SBM) was implemented at SD Negeri 30 Banyuasin III in pursuing school excellence.

3.1 Leadership and Participatory Decision-Making

Data from interviews and observations indicate that the principal played a central and strategic role in articulating the school vision and coordinating its implementation. Participants consistently described the leadership style as participatory and transparent. Regular coordination meetings were conducted involving teachers and school committee members to discuss annual programs, budgeting priorities, and academic initiatives. Observation notes confirmed that discussions during meetings encouraged open dialogue, where teachers were invited to provide input before decisions were finalized.

Document analysis of school development plans (RKS) and meeting minutes further revealed alignment between the school's stated vision and its operational programs. This suggests that decision-making processes were not merely symbolic but were institutionalized within formal planning structures.

3.2 Teacher Competency Development

The second theme highlights systematic efforts to strengthen teacher competence. Interview data revealed that teachers participated in internal workshops, peer mentoring sessions, and collaborative lesson planning activities. Teachers reported that these activities enhanced instructional strategies, classroom management, and assessment practices.

Observations of professional development sessions demonstrated active teacher engagement and reflective discussion. Performance evaluation documents showed that teacher appraisal results were used as a basis for identifying training needs. This indicates that competency development was structured and aligned with school improvement goals rather than incidental.

3.3 Community Engagement and Stakeholder Participation

Findings also demonstrate active involvement of parents and school committee members in school governance. Interview participants emphasized that committee members contributed to financial planning discussions and supported extracurricular and infrastructure programs. Documentation of financial reports and meeting records confirmed that budgeting decisions were discussed collaboratively.

Community participation was not limited to financial matters; parents were also involved in school events and academic support initiatives. This suggests that SBM principles of decentralization and shared responsibility were implemented in practice.

3.4 Systematic Resource Management

Observation data indicated that financial resources, facilities, and learning materials were managed systematically. Budget allocations were aligned with strategic priorities outlined in the school development plan. Transparent reporting mechanisms were visible in financial documentation, and infrastructure improvements were documented in school reports.

Participants reported that effective resource management contributed to a more conducive learning environment, including improved classroom facilities and teaching materials. The integration of financial accountability with academic planning reflects coherent organizational management.

Discussion

The findings of this case study highlight that leadership functions as the driving force in the effective implementation of School-Based Management (SBM). The participatory leadership approach observed at SD Negeri 30 Banyuasin III reflects the principles of shared decision-making and decentralized governance embedded in SBM frameworks. Qualitative evidence suggests that the principal's inclusive coordination practices strengthened trust, collaboration, and collective responsibility among stakeholders. This aligns with case study scholarship emphasizing that leadership is a determining variable in organizational change within bounded educational contexts (Yin, 2018). Furthermore, participatory leadership practices correspond with research indicating that distributed and instructional leadership significantly enhance SBM effectiveness and school performance (He, Guo, & Abazie, 2024).

Teacher competency development emerged as a structural component supporting school excellence. The systematic integration of professional development, mentoring, and performance evaluation demonstrates that capacity building was embedded within school management processes. This supports the argument that sustainable school improvement depends on strengthening teacher instructional capacity rather than relying solely on administrative reform (Darling-Hammond et al., 2017). From a qualitative perspective, the iterative alignment between evaluation outcomes and training initiatives reflects reflective organizational learning, a key element in effective school-based management systems (Merriam & Tisdell, 2016).

Community engagement findings further reinforce the theoretical foundations of SBM, which emphasize decentralization and stakeholder participation. Active involvement of parents and school committee members in planning and budgeting indicates that governance processes extended beyond internal staff structures. Such participatory practices are consistent with research suggesting that community engagement enhances accountability, transparency, and overall school performance (Alanoğlu, 2021). In line with Bandur (2018), decentralization policies in Indonesia are most effective when participation moves beyond formal representation toward meaningful collaboration in decision-making processes.

Resource management practices observed in this case illustrate how financial transparency and strategic allocation contribute to organizational coherence. The alignment between school development plans and resource distribution reflects integrated management practices, supporting the notion that SBM operates as a comprehensive governance framework rather than a fragmented reform initiative (Hardiansyah, 2022). The interactive data analysis process employed in this study further confirms that leadership, teacher development, stakeholder participation, and resource management are interdependent components rather than isolated variables (Miles et al., 2014).

Overall, this case study demonstrates that SBM at SD Negeri 30 Banyuasin III functions as a holistic management model in which leadership coordination, teacher capacity building, community involvement, and systematic resource governance interact dynamically to support school excellence. However, consistent with qualitative case study limitations, these findings are context-bound and reflect the unique organizational culture of the school. Future research may benefit from comparative multi-case designs to examine how variations

in leadership style and stakeholder engagement influence SBM effectiveness across different institutional settings.

4. CONCLUSION

This study examined how school-based management (SBM) is implemented at SD Negeri 30 Banyuasin III and how it relates to the development of school excellence. The findings indicate that leadership, teacher competency development, community engagement, and systematic resource management are key elements supporting school improvement. These elements collectively contribute to strengthening school effectiveness and align with the principles of SBM. Based on these findings, school principals are encouraged to apply participatory leadership practices and provide continuous professional development opportunities for teachers. School committees and parents should be actively involved in planning and evaluating school programs to maintain transparency and shared responsibility. Education policymakers may also consider strengthening support systems that enhance school autonomy while ensuring accountability. This study was limited to one primary school context; therefore, future research involving multiple schools or different methodological approaches is recommended to provide broader insights into the implementation of SBM and school excellence.

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