



The Implementation of School-Based Management in an Elementary School: A Case Study of SD Negeri 1 Banding Agung

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Abstract: This study aims to analyze the implementation of School-Based Management (SBM) at SD Negeri 1 Banding Agung from the perspective of management functions POAC (Planning, Organizing, Actuating, and Controlling) and its alignment with the Regulation of the Minister of Education, Culture, Research, and Technology Number 47 of 2023. This study employed a qualitative approach with a descriptive method. Data were collected through in-depth interviews, observations, and documentation involving the principal, teachers, and the school committee as research subjects. The findings indicate that the implementation of SBM at SD Negeri 1 Banding Agung has been carried out fairly well. In the planning aspect, the school develops work programs and the School Activity and Budget Plan (RKAS) through a participatory process involving relevant stakeholders. Therefore, strengthening collective commitment, enhancing human resource capacity, and optimizing the roles of all school members are necessary to ensure a more effective and sustainable implementation of School- Based Management.

Keywords: School-Based Management, POAC, Regulation, Quality of Education

Introduction

School-Based Management (SBM) is an educational management approach that grants greater authority to schools to manage and utilize their resources independently in accordance with the needs and characteristics of the school environment. This policy aligns with the broader framework of educational decentralization, which provides autonomy to educational institutions in designing programs, managing budgets, and improving the quality of teaching and learning processes. Conceptually, the successful implementation of SBM is influenced by several key factors, including the participation of school stakeholders and the community, effective school leadership, and the application of transparency and accountability principles in school management. Active participation from various stakeholders—such as teachers, students, parents, school committees, and community members—can strengthen democratic decision-making processes and foster a sense of shared ownership toward school programs. Furthermore, the leadership of the school principal plays a strategic role in directing, motivating, and empowering all members of the school community to collaborate effectively in achieving educational goals.

Previous studies have shown that the implementation of SBM contributes positively to improving educational quality when supported by strong leadership, active community participation, and transparent and accountable management practices. These studies generally highlight the relationship between the application of SBM principles and improvements in

school performance, the quality of teaching and learning processes, and student learning outcomes. However, most previous research has focused on conceptual discussions or general evaluations of SBM implementation. Comprehensive studies that examine the contextual implementation of SBM based on real conditions in schools—particularly in primary education institutions in regional areas—remain relatively limited.

In practice, the implementation of SBM at SD Negeri 1 Banding Agung indicates that several SBM principles have been adopted, such as the preparation of school work plans, the implementation of educational programs based on students' needs, and relatively open financial management practices. However, several challenges still affect the effectiveness of SBM implementation, including limited community participation, underutilization of information technology, uneven innovation in teaching practices, and limited transparency in the dissemination of financial information to the broader public. These conditions indicate a discrepancy between the ideal concept of SBM and its actual implementation in schools.

Based on these issues, this study aims to analyze the implementation of School-Based Management at SD Negeri 1 Banding Agung by examining aspects of school autonomy, stakeholder and community participation, principal leadership, transparency and accountability in school management, and their implications for improving educational quality. The findings of this study are expected to contribute to the development of more effective, participatory, and accountable school management practices in order to enhance the quality of education at the school level.

Theoretical Review

Policy Implementation in Educational Management

Implementation constitutes a crucial stage in the public policy cycle because it determines the extent to which formulated policies can be effectively carried out in practice (Surani & Prathama, 2024). In the context of educational policy, implementation refers to the process of executing various educational programs established by the government or educational institutions in order to achieve the intended objectives. Implementation is not limited to the technical execution of policies, but also involves coordination processes, resource management, and the participation of various stakeholders involved in the provision of education (Hidayanti, 2023).

Policy implementation is defined as the process of translating public policies into concrete actions so that the objectives that have been established can be achieved (Hidayah & Suwarni, 2022). The success of policy implementation is influenced by several factors, including the availability of resources, communication among policy implementers, organizational commitment, and social environmental conditions that support the implementation of the policy. Therefore, the implementation of educational policies requires support from various parties so that educational programs can run optimally (Prihantoro, 2025). The success of policy implementation is influenced by several important factors, such as environmental conditions, inter-organizational relationships, the availability of resources, and the characteristics of policy implementers (Prasetyaningrum & Nurhaeni, 2025). These factors are interconnected in determining the effectiveness of policy implementation in practice. In the educational context, these factors may include the competence of principals



and teachers, community support, and the availability of educational facilities and infrastructure.

Therefore, the implementation of educational policies is considered a complex process because it involves various components within the educational system. Effective implementation will lead to positive changes in educational management and improvements in the quality of learning in schools.

The Concept of School-Based Management

According to Andriyan and Yoenanto (2022), School-Based Management is a model of educational governance that provides schools with the authority to manage various resources independently while involving all stakeholders in decision-making processes. Through this approach, schools gain flexibility in designing educational programs that are aligned with the needs of students and the conditions of the school environment. In practice, the success of SBM implementation is strongly influenced by the managerial competence of the school principal and the support from teachers, educational staff, school committees, and the community. Effective collaboration among all school stakeholders is a key factor in achieving efficient and high-quality school management.

Principles of School-Based Management

Ashary (2023) explains that the principle of autonomy grants schools the authority to manage their resources independently according to their needs and institutional conditions. Through this principle, schools gain flexibility in designing educational programs that are relevant to the needs of students and the surrounding community. Meanwhile, Fitrianti (2025) explains that the principles of transparency and accountability are related to openness in program management and the utilization of school resources. Schools must be able to provide clear information to the public regarding educational programs and the use of school funds. This aims to increase public trust in the management of education within schools.

In addition, the implementation of SBM also emphasizes the importance of focusing on educational quality. All programs and activities conducted within the school must be directed toward improving the quality of learning and student learning outcomes (Hendrikus Torimtubun & Melania Jesica, 2024). Therefore, the application of SBM principles is expected to create a more effective educational management system that is oriented toward improving educational quality..

The Role of the School Principal in the Implementation of School-Based Management

Siso (2020) explains that school principals have several main functions in educational management, namely as educators, managers, administrators, supervisors, leaders, innovators, and motivators. These functions indicate that principals do not merely serve as administrative managers but also act as leaders who encourage innovation and the improvement of educational quality. In the implementation of School-Based Management, Permata (2024) states that principals must be capable of managing various educational resources effectively, including human resources, financial resources, and educational facilities and infrastructure. Principals also play an important role in building a positive work culture within the school environment so that all school members can collaborate in achieving educational goals.

Furthermore, principals are responsible for enhancing teachers' professionalism through coaching activities, academic supervision, and professional development programs (Permata, 2024). These efforts aim to improve the quality of the teaching and learning process, which ultimately contributes to better student learning outcomes. Thus, the leadership of the school principal becomes a crucial factor in the successful implementation of School-Based Management. Effective leadership can foster a conducive learning environment and improve the quality of educational management within schools.

Components of School-Based Management Implementation

The implementation of School-Based Management involves several interrelated components within the management of education at the school level. The main components of SBM implementation include curriculum management, personnel management, student management, financial management, facilities and infrastructure management, and school-community relations (Haryani et al., 2021). Personnel management focuses on the management of human resources in schools, including planning for staffing needs, teacher professional development, and performance evaluation of educational staff (Jannah et al., 2024). Effective personnel management contributes to improving the quality of teaching and learning processes within schools.

Student management relates to the administration and development of student activities, beginning from student admissions to the development of discipline and student potential (Zahroh, 2022). Meanwhile, financial management involves planning, implementing, and reporting the use of educational funds in a transparent and accountable manner. In addition, Nasrudin and Maryadi (2019) explain that facilities and infrastructure management aims to provide adequate educational facilities to support learning activities. School-community relations also constitute an important component in SBM implementation because community involvement can provide significant support for educational activities in schools.

Method

This study employed a qualitative approach with a case study design to examine in depth the implementation of School-Based Management (SBM) within the school environment. The qualitative approach was chosen because this study aims to understand the phenomenon of school management comprehensively through the perspectives of individuals who are directly involved in the school management process. This approach enables the researcher to obtain a deeper understanding of the processes, practices, and factors influencing the implementation of school-based management. The research was conducted at SD Negeri 1 Banding Agung, located in Talang Padang District, Tanggamus Regency, Lampung Province. This school was selected as the research site because it is currently developing the implementation of school-based management by emphasizing the principles of participation, transparency, and accountability in educational management. The research was conducted starting in October 2025.

The research informants were selected based on their involvement in school management and the implementation of school-based management. The main informants in this study consisted of:



1. The school principal, as the primary person responsible for school management and the implementation of SBM.
2. Teachers, as the implementers of learning activities and educational programs in the school.
3. Educational staff, who support administrative activities and school management processes.
4. The school committee, representing community participation in school governance.

In qualitative research, the main instrument is the researcher, who acts as the primary data collector and analyst in the field. To support the data collection process, several supporting instruments were used, including:

1. Interview guidelines, used to obtain in-depth information from informants regarding the planning, implementation, supervision, and evaluation of SBM implementation.
2. Observation sheets, used to observe school management activities and the teaching and learning process.
3. Documentation checklists, used to identify school documents relevant to the implementation of SBM.

These instruments were developed based on indicators of school-based management, which include aspects of school program planning, implementation of educational activities, supervision and evaluation of programs, as well as supporting and inhibiting factors in the implementation of SBM.

Data Analysis Techniques

Data analysis in this study employed descriptive qualitative analysis techniques. The data analysis process was carried out systematically from the data collection stage to the conclusion-drawing stage. The analysis was conducted through three main stages:

1. Data reduction, which involves the process of selecting, focusing attention on, and simplifying data obtained from interviews, observations, and documentation so that only data relevant to the research focus are used.
2. Data display, which involves organizing the data in the form of descriptive narratives, tables, or matrices to facilitate the researcher in understanding patterns and relationships among the data.
3. Conclusion drawing and verification, which involves interpreting the data to obtain research findings related to the implementation of school-based management, including supporting and inhibiting factors in its implementation.

In addition, the researcher conducted member checking, which involved reconfirming the results of interviews with the informants to ensure that the collected data accurately reflected the information provided by them. This technique was applied to improve the credibility and accuracy of the research data.

Results and Discussion

Implementation of School-Based Management at SD Negeri 1 Banding Agung

The results of the study indicate that the implementation of School-Based Management (SBM) at SD Negeri 1 Banding Agung has been carried out through the application of management functions, including planning, organizing, actuating, and controlling. These four functions operate sequentially and are interrelated in managing school programs. The main



scientific finding of this study shows that the implementation of SBM tends to develop through a data-based management approach and the participation of school stakeholders, although it still faces various limitations in terms of human resource capacity and program evaluation systems. This phenomenon indicates that the success of SBM implementation is not only determined by the existence of policies but also by the ability of school organizations to internalize management principles into daily practices.

School-Based Management Planning

The research findings indicate that the planning of school programs at SD Negeri 1 Banding Agung is conducted systematically through the establishment of a School Development Team or an Education Quality Assurance Team involving the principal, teachers, educational staff, and the school committee. The involvement of these various stakeholders demonstrates that the planning process has adopted the participatory principle, which is a key characteristic of School-Based Management.

An important finding of this study is the shift in the planning paradigm from an assumption-based approach to a data-based approach. The school utilizes the Education Report (Rapor Pendidikan) as an instrument to identify problems and determine program priorities, particularly in literacy, numeracy, character development, and learning quality indicators. Scientifically, this phenomenon indicates that SBM implementation is moving toward the practice of data-driven decision making, where decisions are based on empirical evidence. This approach increases the rationality of school program planning because decisions are no longer based on subjective perceptions but on measurable educational performance indicators.

Implementation of School Programs

At the implementation stage, the formulated programs are translated into the School Work Plan (RKS) and the School Activity and Budget Plan (RKAS) through the ARKAS application. The preparation of the RKAS is carried out by considering program priorities as well as alignment with the BOS funding ceiling received by the school. This finding indicates that the school has applied the principles of efficiency and rationality in managing financial resources. The planned programs are not only conceptually formulated but also integrated with budget planning, making their implementation more realistic and measurable. The findings of this study are in line with research conducted by Mahyudin and Lestari, which shows that the implementation of SBM can improve the effectiveness of school management when program planning and financial management are carried out in an integrated manner. However, the study also found that the implementation of school programs still faces challenges related to human resource capacity, particularly in the utilization of educational data and the use of school management technologies.

Supervision and Evaluation of School Programs

Supervision and evaluation are essential components in the cycle of school-based management. The results of the study indicate that the supervision mechanism at SD Negeri 1 Banding Agung involves various stakeholders, including the principal, teachers, and the school committee. The process of ratifying and socializing the RKAS document to school

members and the community also serves as a mechanism of transparency and accountability in school management. This finding indicates a tendency toward result-oriented evaluation, which places greater emphasis on outcomes rather than on the process of program implementation. From a scientific perspective, this condition may affect program sustainability because evaluations that are not comprehensive may overlook process-related factors that determine the success of educational programs. Research conducted by Rahmadani et al. on SBM implementation in elementary schools also revealed similar findings, indicating that many schools still treat program evaluation as an administrative activity, resulting in the evaluation function as an organizational learning tool not being optimally implemented.

Supporting and Inhibiting Factors in SBM Implementation

This study found that the success of SBM implementation in schools is influenced by various internal and external factors. The main supporting factors include the leadership of the principal in fostering a collaborative culture, teacher involvement in program planning, and the support of the school committee in supervising educational policies. Conversely, the inhibiting factors include limited human resource competence in analyzing educational data, a high administrative workload for teachers, and external pressures from the community that sometimes lead to excessive caution in decision-making. From a scientific perspective, these conditions indicate that SBM implementation is an organizational process influenced by the interaction of structural, cultural, and regulatory factors. The autonomy granted to schools through SBM policies cannot function optimally if it is not supported by organizational capacity and a stable policy environment.

Synthesis of Research Findings

Based on the results and discussion of the study, it can be concluded that the implementation of School-Based Management at SD Negeri 1 Banding Agung demonstrates the application of the principles of autonomy, participation, and accountability in educational management. The school has developed data-based planning, involved various stakeholders in decision-making processes, and integrated program planning with budget management. However, SBM implementation still requires strengthening in several aspects, particularly in improving human resource capacity, developing a more comprehensive program evaluation system, and strengthening a culture of organizational reflection. Strengthening these aspects is essential to ensure that SBM implementation not only fulfills administrative requirements but also promotes sustainable improvements in educational quality.

Conclusion

This study aimed to analyze the implementation of School-Based Management (SBM) at SD Negeri 1 Banding Agung. The results indicate that SBM implementation in the school has been carried out through educational management functions, including planning, implementation, and supervision of school programs. The main finding of this study shows that SBM implementation is evolving toward a more participatory and data-based school management model, particularly through the use of the Education Report (Rapor Pendidikan)

as the basis for developing school programs. This approach encourages more rational decision-making that is directed toward improving the quality of learning.

Furthermore, the study found that the success of SBM implementation is influenced by participatory leadership from the school principal and the involvement of teachers and the school committee in educational decision-making. Collaboration among school stakeholders plays an important role in strengthening the principles of autonomy, transparency, and accountability in school governance. This condition indicates that SBM implementation depends not only on formal policies but also on the organizational capacity of schools to build a collaborative work culture. However, the study also found that the effectiveness of SBM implementation is still influenced by several limitations, particularly in terms of human resource capacity in utilizing educational data, the high administrative workload of teachers, and the limited availability of supporting learning facilities. These conditions indicate that strengthening managerial competence and technological literacy within the school environment is crucial to improving the effectiveness of SBM implementation.

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