Journal of Finance, Economics and Business
Vol. 4 No. 1, May 2025
https://risetekonomi.com/jurnal/index.php/feb

ANALYSIS OF THE PRINCIPAL'S ROLE IN THE IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT AT STATE ELEMENTARY SCHOOL 3 PANJI

Ni Made Nia Putri Damayanti[1], Ni Luh Komang Ayu Sukma Intan Darmayanti[2], Ketut Widiasari[3], I Komang Arya Diantara[4], Basilius Raden Werang[5]

[1] Universitas Pendidikan Ganesha, Buleleng, Bali, Indonesia
[2] Universitas Pendidikan Ganesha, Buleleng, Bali, Indonesia
[3] Universitas Pendidikan Ganesha, Buleleng, Bali, Indonesia
[4] Universitas Pendidikan Ganesha, Buleleng, Bali, Indonesia
[5] Universitas Pendidikan Ganesha, Buleleng, Bali, Indonesia

ABSTRACT

This study aims to analyze the role of principal leadership in the implementation of School-Based Management (SBM) at SD Negeri 3 Panji. The results indicate that the principal applies a participatory approach involving teachers, staff, and the school committee in decision-making, thereby creating a sense of ownership and shared responsibility. The principal's ability to inspire and motivate the team contributes to the creation of a clear shared vision that supports innovation and creativity. Despite challenges such as miscommunication and excessive workload, the principal demonstrates an adaptive and proactive attitude in addressing these obstacles. This study concludes that inclusive and collaborative leadership is crucial in creating a school environment that is responsive to educational needs and enhances the quality of learning.

Keywords: *School-Based Management, Participatory Leadership, Education Quality, Principal's Role.*

ARTICLE HISTORY:
Published Online: 30-05-2025

CORRESPONDING:
Name : Ni Made Nia Putri Damayanti
E-mail: niaputridamayanti02@gamil.com

E-ISSN: 2988-123
DOI : 10.59827/jfeb.v4i1.287
PUBLISHER:
Laboratorium Riset Ekonomi

INTRODUCTION

School is an educational institution where the teaching and learning process takes place, where students gain knowledge and develop their abilities and character. As an organizational entity, schools need a leader who is capable of managing and directing all existing components to achieve the vision and mission of education. In the school environment, the principal has an important role in developing decisions and is responsible for improving the quality of the school in accordance with the facilities that have been formulated (Elmanisar et al., 2024).

Leadership in the world of education is an effort to direct, unite, and motivate individuals or groups to contribute to creating constructive changes in order to achieve optimal educational goals (Qudsiyyah et al., 2024). Therefore, the principal plays an important role in encouraging progress and improving the quality of education in schools. As a leader, the principal is required to build a comfortable and supportive working atmosphere for teachers and other education personnel (Wareng et al., 2023).

One of the principal's responsibilities is to organize the school environment optimally in order to encourage the work enthusiasm of teachers in carrying out their duties effectively, as well as create a harmonious work climate that upholds democratic values (Nuryanti, 2023). In line with advances in the field of education, a new perspective has also developed in school management that emphasizes the formation of a participatory and open work atmosphere (Mulyasa, H. E., 2022).

As the main implementers in the education process in schools, teachers need to be given the opportunity to be actively involved and contribute to the decision-making process (Alzahra et al., 2025). This new perspective requires the principal not only to act as the sole decision maker but also to function as a facilitator and bridge in strengthening collaboration between all elements of the school (Nurhayati, 2024). The legal basis related to strengthening education governance is stated in Law Number 20 of 2003 concerning the National Education System. Article 51 explains that the management of educational units, from early childhood education to elementary and secondary levels, must refer to minimum service standards by implementing the principle of school-based management. This provision emphasizes the importance of involving all school members in the decision-making process and resource management in order to provide schools with the flexibility to formulate and implement policies that are relevant to their respective local conditions and needs.

Managerial is a combination of practical skills and theoretical knowledge in managing various resources efficiently and in a targeted manner (Pratiwi, 2024). The principal's managerial style reflects the methods and strategies applied in carrying out his/her leadership role. As a manager, the principal is required to have the ability to prepare plans, organize resources, implement programs, and evaluate various school activities systematically and based on clear measurements (Nurhayati, 2024). Ability in the managerial aspect allows the principal to carry out his/her leadership role optimally, direct the school towards achieving its goals, and overcome various challenges in implementing education.

The managerial style of a leader, including the principal, reflects the way of thinking, acting, and approaching used in carrying out leadership responsibilities. This style can be authoritarian, participatory (democratic), or allowing (laissez-faire), depending on the leader's personality and the context of the situation faced. Choosing the right leadership style will have a significant impact on the work atmosphere in the school, teacher enthusiasm, and the quality of implementation and learning outcomes (Manalu et al., 2024).

Previous research results revealed that the implementation of School-Based Management (SBM) in the field often does not run optimally (Tirtawati et al., 2025). Not a few principals are still dominant in making unilateral decisions without involving teachers or school committees; this is contrary to the democratic spirit in the implementation of SBM. This condition shows that the practice of centralization of authority is still occurring (Ridwan & Sumirat, 2021). Although the National Education System Law regulates the implementation of SBM, many schools have not implemented it comprehensively.

As the main leader, the principal plays an important role in determining the direction of education and is required to be active, responsive, and innovative in facing various challenges (Subhaktiyasa et al., 2023). Because of his important role, the principal needs to unite all elements of the school to achieve a common vision and mission. Without effective leadership, achieving quality education will be difficult to achieve (Suputra et al., 2024).

The leadership style implemented by the principal plays a major role in influencing the overall performance of the school (Juliardin et al., 2024). School performance is greatly influenced by the principal's leadership style in managing and directing educational activities. Initial observation results indicate a strong relationship

between the principal's leadership style and the success of implementing School-Based Management (SBM).

However, many previous studies have not highlighted the integration of leadership with SBM principles. This study aims to analyze the leadership of the principal of SD Negeri 3 Panji in implementing SBM by involving the principal and related parties. It is hoped that the results of this study can contribute to the development of effective and sustainable leadership in schools.

RESEARCH METHOD

This study applies a qualitative descriptive method to present a comprehensive picture of the implementation of School-Based Management (SBM) by examining the leadership of the principal at SD Negeri 3 Panji. Qualitative research aims to gain a deep understanding of human and social problems (Fadli, 2021). This research is located at SD Negeri 3 Panji, with the main focus on the principal as the subject of the study, and is supported by two accompanying informants, namely one class teacher and one administrative staff member who are directly involved in the implementation of SBM.

The research instruments in qualitative research include interview guides, observation checklists, and case study guidelines used to guide data collection. Merriam (in Ardiansyah et al., 2023) Semi-structured interviews were conducted with the principal and supporting informants to explore leadership strategies, challenges in implementation, the role and support of stakeholders, and the program evaluation process. The interview guide was prepared in an open but focused format, with an estimated implementation time of each session between 10 and 20 minutes. This approach was chosen so that researchers could have the freedom to clarify answers and develop further discussions according to the responses of the informants. The interview method is considered the most appropriate to reveal the concrete practices of school principals in implementing school-based management, including aspects of regulation, openness, and internal policies.

In qualitative research, there are various methods/sources of data collection used. There are at least four strategies with multi-data collection in qualitative research methods: participant observation, in-depth interviews, document and artifact studies,

and complementary techniques. (Rosyidah et al., 2021) In a qualitative approach, documentation is used as a source of data that can be accessed in a structured manner to support the process of recording, storing, and managing information. The documentation technique in this study was used to strengthen and complement the results of data collected through observation and interviews. Information from documents helps researchers triangulate, namely comparing and checking the accuracy of data from various sources in order to increase the validity and reliability of research results.

In the study conducted at SD Negeri 3 Panji, the documentation technique was applied by collecting various types of documents, both visual and written, related to important aspects in the school environment. The documents collected include the school's vision and mission, organizational structure and implementation of school-based management, documentation of learning and extracurricular activities, evidence of student achievement (such as certificates, trophies, or achievement reports), school profile, and list of teachers and education staff. All of these documents are used as physical evidence to verify data obtained from observations and interviews.

RESULT AND DISCUSSION

The principal of SD Negeri 3 Panji demonstrates a leadership style that encourages active participation and motivates all elements of the school to improve the quality of education. The implementation of School-Based Management (SBM) in this school is supported by the principal's ability to empower his team and inspire them towards common goals. Specifically, the principal's leadership at SD Negeri 3 Panji can be described through two main approaches:

1) Participatory and Collaborative Approach:

The principal consistently involves teachers, staff, and the school committee in the decision-making process. He does not make decisions unilaterally but actively seeks and listens to input from various related parties, considering it a crucial element for the success of school management. This approach is in line with the SBM principle, which emphasizes the importance of involving all stakeholders in decision-making that affects the education process.

In the interviews conducted, the principal explicitly emphasized the importance of collaboration between teachers and staff in carrying out administrative and educational tasks. He also applies a clear division of tasks to teachers and staff, ensuring the smooth running of school operational activities even when he has to carry out tasks outside the school environment. This shows that the principal not only functions as a decision maker but also as a facilitator who creates a work environment that is conducive to collaboration.

2) Inspirational and Vision-Oriented Approach:

This approach provides significant support for the implementation of SBM. The principal strives to inspire and motivate teachers and students to achieve higher achievements. This is done by creating a clear shared vision for the future of the school, encouraging a sense of ownership and collective purpose. This clear vision serves as a guide for all elements of the school in carrying out their duties and responsibilities.

He is active in building team spirit, as seen from his involvement in various joint activities and the application of an effective communicative approach in establishing good relations with the community and parents of students. The principal's involvement in extracurricular activities and other school events demonstrates his commitment to building strong relationships between the school and the community.

His role is not only limited to directing but also guiding, motivating, and proactively creating positive change by providing real examples to all members of the school to work together to achieve common goals. Thus, the principal functions as a role model that inspires all members of the school to contribute optimally.

Collaboration built by the principal between internal stakeholders (teachers, staff) and external stakeholders (school committee, parents, community) is the main key in implementing more effective and comprehensive MBS at SD Negeri 3 Panji. The implementation of School-Based Management (SBM) at SD Negeri 3 Panji has been carried out with a systematic and participatory approach. The principal plays a dual role, namely as an administrative leader and the main motivator for all elements of the school. Some key aspects in implementing SBM at this school include:

1. Cur riculum and Learning Management:

The principal ensures that the curriculum implemented is not only in accordance with national standards but is also contextually adjusted to the specific needs of

students at SD Negeri 3 Panji. This shows that the principal understands the importance of the relevance of the curriculum to local conditions and student characteristics. The curriculum and learning development process is carried out in a participatory manner, involving teachers and the school committee in every stage, which directly reflects the principle of participation in MBS. By involving various parties, the principal can ensure that the curriculum implemented is more responsive to the needs of students and the community.

The principal plays an important role in ensuring that each teacher has a comprehensive understanding of the applicable curriculum and proactively provides the training and coaching needed to continuously improve the quality of teaching. This creates a culture of continuous learning among teachers.

2. School Administration and Policy Management:

Carried out with a strong collaborative principle. Every policy to be implemented is not decided solely by the principal but through a meeting forum involving teachers, staff, and the school committee. This approach ensures that all policies taken have a strong basis, can be well understood by all parties involved, and can be accepted more widely. This clearly demonstrates the principal's commitment to transparency and accountability in school management. By involving various parties in decision-making, the principal can reduce resistance to new policies and increase ownership among all elements of the school.

3. Personnel System:

It has been well standardized. The principal routinely evaluates teacher performance using the e-Kinerja digital platform. The purpose of using this platform is to increase objectivity in performance assessments and provide constructive feedback for continuous teacher professional development. With a transparent and data-based evaluation system, the principal can provide more accurate and relevant feedback to teachers. Although the implementation of SBM at SD Negeri 3 Panji shows many positive aspects, the principal also faces several significant obstacles that affect the effectiveness of its implementation. Based on findings from in-depth interviews, the two main obstacles faced are:

4. Miscommunication:

Miscommunication between various parties in the school is often the cause of agreed policies not running as expected. The principal admitted that one of the biggest challenges he faced was ensuring that the information received by teachers, staff, and

the school committee was accurate and clear, especially in the context of making important decisions related to school management. Although coordination meetings are held routinely, sometimes differences in interpretation between team members can cause confusion in policy implementation, hindering the smooth running of the process. Therefore, the principal needs to improve communication channels and ensure that all parties understand the policies taken.

5. Excessive Workload:

This is a major obstacle for the principal in carrying out his leadership duties. The principal is responsible not only for administrative aspects but also for the quality of teaching, student activities, and relations with parents and the community. Sometimes, the many tasks that must be handled simultaneously make it difficult for the principal to focus optimally on the development and implementation of SBM. Although the principal has tried to delegate some tasks to on-duty teachers and other staff, challenges related to time allocation and selection of task priorities remain obstacles that must be faced continuously. Therefore, it is important for the principal to manage time and resources more effectively in order to carry out all his responsibilities well.

Discussion

The results of this study indicate that the leadership of the principal at SD Negeri 3 Panji, which encourages active participation and motivates all elements of the school, significantly supports the implementation of School-Based Management (SBM). The participatory approach applied by the principal is very relevant to the SBM principle which emphasizes school autonomy in designing and implementing policies according to local needs. This is in line with the view of Alzahra et al. (2025) which states that the involvement of all stakeholders in decision-making is the key to creating an effective learning environment. By involving teachers, staff, and school committees in the decision-making process, the principal not only builds a sense of ownership and shared responsibility, but also encourages active contributions from all parties in developing educational policies. This approach creates an atmosphere where each individual feels valued and has an important role in achieving common goals, which in turn increases their commitment and motivation to contribute optimally.

The principal's ability to inspire and motivate his team plays a crucial role in creating a clear shared vision. This vision not only serves as a guide for all elements of the school in carrying out their duties and responsibilities, but also serves as a strong source of motivation. The principal strives to inspire teachers and students to achieve higher achievement, by creating an environment that supports innovation and creativity. This is in line with research conducted by Wareng et al. (2023), which emphasizes the importance of inspirational leadership in improving teacher performance and commitment. By building team spirit and active involvement in various activities, the principal not only strengthens relationships between team members but also creates a positive and productive work culture.

The implementation of SBM at SD Negeri 3 Panji shows the success of the principal in developing a participatory managerial model, not just administrative. In this context, the principal acts as an educator, manager, and leader who always considers collaboration between school elements. Curriculum and learning management are carried out in a participatory manner, involving teachers and the school committee, which reflects the basic principle of SBM about active participation in decision-making that affects the quality of education (Mulyasa, 2022). By involving various parties in curriculum development, the principal can ensure that the curriculum implemented is more responsive to the needs of students and the community. This also creates a sense of ownership among teachers and staff, who feel that they have contributed to the education process.

In addition, the implementation of a technology-based evaluation system, such as the e-Kinerja platform, increases the transparency of teacher and staff performance assessments, and facilitates their professional development. With a transparent and data-based evaluation system, principals can provide more accurate and relevant feedback to teachers. This approach emphasizes that MBS does not only focus on administration, but also on improving the quality of human resources (Pratiwi, 2024). This is in line with Nurhayati's opinion (2024) which states that the use of technology in educational management can increase the efficiency and effectiveness of school management.

However, although the implementation of MBS at SD Negeri 3 Panji showed positive results, the principal still faced significant obstacles. Miscommunication between various parties in the school often becomes an obstacle in school management that involves many parties, where unclear information can cause policies

not to run as expected. The principal admitted that one of the biggest challenges he faced was ensuring that the information received by teachers, staff, and the school committee was accurate and clear, especially in the context of making important decisions related to school management. Although coordination meetings are held regularly, sometimes differences in interpretation between team members can cause confusion in implementing policies, hindering the smooth running of the process. Therefore, principals need to improve communication channels and ensure that all parties understand the policies taken (Ridwan & Sumirat, 2021).

In addition, excessive workload is a major challenge for principals in carrying out their leadership duties. Principals are responsible not only for administrative aspects but also for the quality of teaching, student activities, and relationships with parents and the community. Sometimes, the many tasks that must be handled simultaneously make it difficult for principals to focus optimally on the development and implementation of SBM. Although principals have tried to delegate some tasks to on-duty teachers and other staff, challenges related to time allocation and prioritization of tasks remain obstacles that must be faced continuously. This indicates the need for more effective management of time and resources in order to carry out all their responsibilities properly (Subhaktiyasa et al., 2023).

Principals also need to develop strategies to overcome this excessive workload. According to Mulyasa (2022), it is important for principals to conduct a workload analysis and formulate clear priorities in carrying out their duties. In this way, principals can focus more on the aspects that have the most impact on the quality of education and school management. In addition, principals can utilize technology to reduce the administrative burden so that more time can be allocated to curriculum development and interaction with students.

In this context, it is also important to create a work culture that supports the mental and emotional well-being of teachers and staff. According to Juliardin et al. (2024), principals who care about the well-being of their team will create a more positive work environment, which in turn will increase their motivation and performance. By creating a healthy and supportive work atmosphere, principals can ensure that all elements of the school contribute maximally to achieving educational goals.

Thus, the principal demonstrates an adaptive and proactive attitude by continuing to strive to overcome these obstacles by improving communication

between team members and optimizing the use of technology and other supporting systems. The principal's commitment to ensuring that MBS runs effectively is essential in creating a school environment that is responsive to educational needs. Through an inclusive and collaborative approach, principals can not only overcome existing challenges but also create a positive school culture that is oriented towards improving the quality of education. This is in line with Fadli's view (2021), which states that effective leadership in education must be able to adapt to the changes and challenges faced.

CONCLUSION AND SUGGESTION

From the results of the research that has been conducted, it can be concluded that the leadership of the principal at SD Negeri 3 Panji plays a very important role in the implementation of School-Based Management (SBM). The participatory approach applied by the principal not only increases the involvement of all stakeholders but also creates a sense of ownership and shared responsibility in achieving educational goals. The principal's ability to inspire and motivate his team is a key factor in creating a clear shared vision, which supports innovation and creativity in the school environment. Despite challenges such as miscommunication and excessive workload, the principal shows an adaptive and proactive attitude in overcoming these obstacles. Therefore, it is important for the principal to continue to improve communication and collaboration between team members, as well as utilize technology to reduce the administrative burden. Thus, inclusive and collaborative leadership is essential to create a school environment that is responsive to educational needs and improves the overall quality of learning.

REFERENCE

Alzahra, T. A., Irawan, Y. C., Yoesyifa, K. A., Ramadhani, R. A., & Putri, S. R. (2025). Implementasi Gaya Kepemimpinan Demokratis Kepala Sekolah Dalam Meningkatkan Kinerja Guru di SMK Muhammadiyah Majalaya. *Journal of Administration, Governance, and Political Issues*, 2(1), 39–50.

Elmanisar, V., Utami, B. Y., Gistituati, N., & Anisah, A. (2024). Implementasi kepemimpinan adaptif kepala sekolah untuk keberhasilan di era disrupsi. *Journal of Education Research*, 5(2), 2239–2246.

Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *Humanika*, 21(1), 33–54. https://doi.org/10.21831/hum.v21i1.38075

Juliardin, J., Jufrianis, J., & Hidayat, A. (2024). Hubungan Kepemimpinan Kepala Sekolah Dengan Kreativitas Dan Kinerja Guru Pada Sekolah Dasar Negeri 018 Kerumutan Kecamatan Kerumutan. *Jurnal Intelek Dan Cendikiawan Nusantara*, 1(5), 7481–7490.

Manalu, O., & Kristianingsih, S. A. (2024). Strategi Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru untuk mewujudkan Sekolah Bermutu. *Jurnal Mirai Management*, 9(1), 668–672.

Mulyasa, E. (2002). *Manajemen berbasis sekolah* (Vol. 90). Bandung: Remaja Rosdakarya.

Mulyasa, H. E. (2022). *Manajemen dan kepemimpinan kepala sekolah*. Bumi Aksara.

NURHAYATI, D. (2024). *PERAN KEPALA SEKOLAH SEBAGAI MANAGER DALAM MEWUJUDKAN ANTI BULLYING DI TK AISYIYAH BUSTANUL ATHFAL 01 KECAMATAN KETANGGUNGAN KABUPATEN BREBES* (Disertasi Doktoral, Universitas PGRI Semarang).

Nuryati, N. (2023). Peran Kepala Sekolah Dalam Meningkatkan Motivasi Pendidik Pada Program Pendidikan Guru Penggerak Di Sekolah Dasar. *Jurnal Lingkar Mutu Pendidikan*, 20(1), 34–42.

Pratiwi, T. (2024). *Kompetensi Manajerial Kepala Sekolah Dalam Mengembangkan Karakter Kreatif Pada Siswa Di SMAS Mamiyai Al-Ittihadiyyah* (Disertasi Doktoral, UIN Sumatera Utara).

Qudsiyyah, A., Fahrurrozi, F., & Subki, S. (2024). Gaya Kepemimpinan Transformasional Kepala Sekolah dalam Meningkatan Mutu Pendidikan di SDN 1 Gadung Mas Kecamatan Sakra Barat. *Jurnal Ilmiah Profesi Pendidikan*, 9(1), 499–505.

Ridwan, I., & Sumirat, I. R. (2021). Kebijakan desentralisasi pendidikan di era otonomi daerah. *Jurnal Pendidikan Karakter JAWARA (Jujur, Adil, Wibawa, Amanah, Religius, Akuntabel)*, 7(1).

Rosyidah, U., Aulianda, M., Rahayu, P., Vembri Aulia Rahmi, M. N. C., Z, M. M. M., Siti Nurul K, N. D. H., Ambarwati, T., & Kirom, N. R. (2021). *Analisis Data Penelitian Manajemen*. Universitas Wisnuwardhana Malang Press.

Saputra, J., Hilalludin, H., & Gibran, I. R. (2024). Peran Kepemimpinan Kepala Sekolah dan Profesionalisme Guru Dalam Meningkatkan Mutu Pendidikan Indonesia. *JURNAL PENDIDIKAN DAN ILMU SOSIAL (JUPENDIS)*, 2(4), 163–172.

Subhaktiyasa, P. G., Agung, A. A. G., Jampel, I. N., & Dantes, K. R. (2023). Spiritual leadership in educational organization: A systematic literature review. *Journal of Law and Sustainable Development*, 11(5), e722–e722.

Tirtawati, I. G. A., Jayanti, N. M. R. K., Tiarawati, P., Putri, S. A. M. D. A., Nilawati, N. K., & Werang, B. R. (2025). Optimalisasi peran kepala sekolah dalam implementasi manajemen berbasis sekolah. *Jurnal Transformasi Pendidikan Modern*, 6(1).

Werang, B. R., Agung, A. A. G., Pio, R. J., Asaloei, S. I., & Leba, S. M. R. (2023). School principal leadership, teachers' commitment and morale in remote elementary schools of Indonesia. *Multidisciplinary Journal of Educational Research*, 13(3), 325–347.