Evaluating The Effectiveness Of School-Based Management In Enhancing Educational Quality: A Case Study Of Smp Negeri 3 Manado

Imelda Kakomole[1]*, Shelty Deity Meity Sumual[2], Jeanne Miera Mangangantung[3]

[1,2,3]Manajemen Pendidikan, Universitas Negeri Manado, Manado, Indonesia
Coresponden author:
email: eunikeimelda03@gmail.com

Abstract

This research analyzes the effectiveness of implementing School-Based Management (SBM) in improving educational quality at SMP Negeri 3 Manado. The main objectives were to analyze SBM's effectiveness, identify supporting and inhibiting factors, describe the school's efforts to overcome obstacles, and evaluate its contribution to academic and non-academic quality. Employing a descriptive qualitative approach, data was collected through interviews, observations, and documentation. The findings indicate that SBM is effective in enhancing educational quality through active participation from all school community members in program planning, implementation, and evaluation. This positively impacts learning quality (more innovative teachers, active students) and improves teacher professionalism. Data-driven accountability is also key to its effectiveness. Supporting factors include teacher commitment, team cohesion, and the principal's open leadership. However, challenges include uneven human resource capacity and sub-optimal utilization of facilities. The school addresses these by conducting regular program evaluations, actively involving all school elements, and fostering a culture of discussion. SBM's contribution is evident in improved academic quality (learning processes) and non-academic aspects (environment, extracurriculars, collaboration). This study concludes that SBM plays a vital role in educational quality improvement, yet requires adaptive strategies for HR development and resource optimization.

Keywords: *School-Based Management; Educational Quality; Effectiveness; Supporting Factors and Inhibiting Factors.*

I. INTRODUCTION

Education is a critical foundation for the advancement of nations worldwide. Quality education fosters the development of productive and competent human resources, thereby contributing significantly to a country's technological and scientific progress. One of the most important institutions in this process is the school, which not only serves as a center for teaching and learning but also functions as a strategic institution for character formation, value cultivation, and the nurturing of future generations (Mangangantung, 2023; Kemendikbudristek, 2022).

Educational quality, as a key indicator of institutional success, extends beyond students' academic achievements to include managerial performance, teacher professionalism, learning effectiveness, parental involvement, and community participation (OECD, 2021). Thus, improving school quality requires effective and adaptive management systems. In this regard, School-Based Management (SBM) has been introduced as a strategic approach that grants schools greater autonomy in managing resources independently, inclusively, and accountably (World Bank, 2022).

SBM is a decentralized management model that allows schools to control their operational decisions based on their needs and capabilities. It emphasizes transparent governance, stakeholder participation, and contextual curriculum development. In Indonesia, SBM is aligned with national education reform policies that support regional autonomy and encourage community involvement (Kemendikbudristek, 2023a). According to national regulations, SBM implementation must reflect several core principles: (1) school autonomy in decision-making, (2) active stakeholder participation, (3) transparency and accountability in resource management, (4) development of context-based curricula, and (5) strengthened leadership from school principals and teachers (Permendikbudristek No. 40, 2021; Kemendikbudristek, 2023b).

However, in practice, SBM implementation often faces significant challenges. One of the major issues lies in the limited capacity and competence of human resources, particularly school leaders' strategic and managerial leadership, teachers' pedagogical innovation, and the community's participatory awareness (Putri & Wibowo, 2023). These issues have created barriers to the full realization of SBM's potential.

Similar challenges were observed at SMP Negeri 3 Manado, where the school administration has demonstrated a commitment to SBM but still faces multiple obstacles. Initial observations revealed limited access to learning facilities, lack of a continuous and objective teacher performance evaluation system, and inadequate professional development opportunities. Additionally, low awareness and socialization of SBM principles among school staff and teachers have led to minimal involvement in school planning and decision-making, resulting in a top-down leadership style contrary to SBM's participatory nature (Yuliana & Hermawan, 2022).

Nonetheless, recent leadership changes at SMP Negeri 3 Manado have initiated positive transformations. The new principal has adopted a more open and communicative leadership style, emphasizing school quality improvement, fostering partnerships with parents and the community, and maximizing resource utilization. Yet, these efforts require collaborative support across all school stakeholders to ensure that SBM is implemented effectively and sustainably.

Given these conditions, although SBM has been formally implemented at SMP Negeri 3 Manado, its effectiveness remains constrained by human resource limitations and insufficient stakeholder participation. Therefore, a thorough analysis is needed to evaluate the effectiveness of SBM in enhancing school quality and to identify both supporting and inhibiting factors that influence its implementation.

II. LITERATURE REVIEW

1. School-Based Management (SBM)

School-Based Management (SBM) is a decentralization model in education that transfers authority from central government to schools, allowing them to independently manage resources, design programs, and involve stakeholders in decision-making. This approach emerged globally in the 1980s, particularly in the United States, the United Kingdom, and Australia, with Caldwell and Spinks (1988; 1992) as early proponents through the concept of *The Self-Managing School*. In Indonesia, SBM gained momentum after regional autonomy policies were implemented in the early 2000s, with Mulyasa (2004) providing a contextualized explanation for its application in the national education system.

SBM empowers school actors—principals, teachers, students, parents, and the community—to collaboratively make decisions aimed at improving school quality (Tangkudung, 2023; Faizi & Nurhayati, 2020; Direktorat Sekolah Dasar, 2021). It encourages school autonomy while promoting accountability, transparency, and participatory governance in line with national education goals. According to Supriyono (2019) and the Ministry of Education and Culture (2020), SBM reflects a systemic response to the challenges of educational decentralization, including policy formulation, funding distribution, and local curriculum development.

The core principles of SBM include *equifinality* (multiple paths to the same goal), decentralization of authority, autonomous school management, and human initiative (Nurkolis, 2005). These principles align with the belief that educational improvement is best achieved when stakeholders closest to students are empowered to manage educational delivery based on local context and needs.

2. School Quality

School quality refers to the overall performance of a school in delivering educational services that meet national standards while fulfilling the needs of students and the community. It includes

academic outcomes, leadership, teaching practices, infrastructure, and school governance (Sallis, 2002; Direktorat Jenderal PAUD, Dikdas, dan Dikmen, 2020; Setiawan, 2017).

The Total Quality Management (TQM) framework has been widely adapted in education as a foundation for school improvement. TQM emphasizes continuous improvement, shared leadership, and responsiveness to learners as the primary clients of education (Wibowo & Kurniawati, 2020). According to Mulyadi and Wibowo (2018), quality in education encompasses input, process, and output dimensions. These elements ensure that schools define clear learning outcomes and develop strategic plans to achieve measurable academic and non-academic progress.

Further, Usman (2009) and Setiawan (2017) identify multiple characteristics of educational quality such as performance, timeliness, reliability, consistency, aesthetics, accountability, equity, serviceability, and conformity to standards. The role of school leadership, especially principals, is central in driving quality enhancement by fostering collaborative planning, decision-making, and evaluation as mandated in national policies (Permendiknas No. 19 of 2007).

3. Effectiveness of School-Based Management

Effectiveness refers to the extent to which a program achieves its intended goals. In educational organizations, effectiveness is linked to the alignment between expected outcomes and actual results, which are often qualitative and long-term in nature (Wibowo, 2019; Kurniawan & Nurdin, 2021). Effective SBM implementation reflects how well a school performs its core functions, fosters community participation, and utilizes resources to improve student learning.

Indicators of effectiveness, as adapted from Krech et al. in Danim (2004) and elaborated by Suryadi (2016), include the quantity and quality of outputs, stakeholder satisfaction, innovation, and engagement intensity. From a systems theory perspective (Jones in Mitra, 2010), SBM effectiveness involves three interlinked stages: input (vision, school goals, stakeholder engagement), conversion (planning, SWOT analysis, program implementation), and output (evaluation and quality outcomes). Temporal dimensions also affect effectiveness: short-term (annual satisfaction and efficiency), mid-term (adaptability), and long-term (sustainability and strategic direction).

Moreover, Thomas categorizes educational effectiveness into three production functions: administrative (service quality), psychological (student behavioral outcomes), and economic (cost-efficiency of educational services). Internal and external validity of SBM practices further reinforce the importance of both goal achievement and tangible behavioral change.

III. METHODS

This study employed a descriptive qualitative approach to examine the effectiveness of School-Based Management (SBM) in improving educational quality at SMP Negeri 3 Manado. Data were collected through observations, in-depth interviews, and documentation, with the main informants being the principal, vice principal, and teachers. The research was conducted at SMP Negeri 3 Manado from January to April 2025. Both primary and secondary data sources were used to obtain a comprehensive understanding of the implementation of SBM in the school.

Data analysis followed the interactive model of Miles, Huberman, and Saldaña (2018), which includes three stages: data reduction, data display, and conclusion drawing/verification. The validity of the findings was ensured through triangulation of techniques and sources, allowing the researcher to gain deep insight into the context of SBM and identify the key factors influencing its effectiveness in enhancing school quality.

IV. RESULTS AND DISCUSSION
Results

The implementation of School-Based Management (SBM) at SMP Negeri 3 Manado was aimed at holistically improving school quality. Based on data gathered from interviews, observations, and school documents, the impacts of SBM can be analyzed through several key indicators:

improvement in learning quality, teacher professionalism, school climate and environment, and overall school community perceptions of quality.

a. Improvement in Learning Quality

The implementation of SBM has contributed positively to the improvement of learning quality. The school leadership observed significant progress in classroom interaction. Teachers became more creative and adaptive in delivering material, resulting in higher student enthusiasm and active participation. This improvement was also supported by teachers' involvement in the development of the operational curriculum, allowing greater responsiveness to student needs. Teachers reported being more engaged, and students became more active in class. These developments were evident not only in academic achievement but also in non-academic areas. The school's mission to provide active, creative, enjoyable, and ICT-based learning shows a clear commitment to educational innovation. Teacher initiatives in developing digital media and environmental projects, along with literacy and numeracy programs and increased extracurricular achievements, further support this holistic progress.

b. Improvement in Teacher Professionalism

One of the significant impacts of SBM was the increased professionalism among teachers. The participatory and empowering nature of SBM made teachers feel more appreciated and involved in planning and implementation processes. School leaders acknowledged that this sense of appreciation correlated with higher teacher morale. Teachers also noted increased motivation and collaboration. However, some challenges remained. There is an awareness among informants that teacher professionalism still needs to be improved through continuous motivation and relevant training. Emphasis was placed on the need for comprehensive capacity development, especially in areas of management, digital literacy, and reporting skills. This aligns with the school's mission to optimize learning communities and promote innovation and creativity in teaching, particularly through the integration of ICT.

c. Improvement in School Climate and Environment

SBM also positively influenced the school climate and environment. The principal observed increased vitality within the school, marked by higher student participation and open communication among all stakeholders. A stronger culture of teamwork, decision-making involvement, and parental engagement was evident. Teachers confirmed a more collaborative and motivated work environment. These improvements align with the school's mission to build a positive, competitive culture and a safe, green, and learning-conducive environment. The school also set specific goals for maintaining a clean and environmentally friendly campus, supporting long-term educational quality through a healthy ecosystem.

d. School Community Perception of Quality

Overall, the school community expressed positive perceptions of the education quality achieved under SBM. Improvements were seen not only in academic results but also in the learning process, teacher motivation, and school atmosphere. Teachers and staff felt ownership of school programs due to their involvement in planning and implementation, motivating them to contribute more actively. Students benefited from more enjoyable and relevant learning experiences. Despite challenges such as uneven staff motivation and underutilized facilities, stakeholders generally agreed that SBM had driven improvements. Ongoing efforts to provide training, build open communication, and foster collaboration further reinforced the school's commitment to sustainable quality improvement.

Discussion

1. Relevance to the Theory of School-Based Management

The implementation of School-Based Management (SBM) at SMP Negeri 3 Manado demonstrates a high level of congruence with the theoretical foundations of SBM as outlined in the literature and discussed in Chapter II. Fundamentally, SBM promotes decentralization, participatory

governance, transparency, accountability, and responsiveness to the unique needs of individual school communities. These principles are not only visible in the structure and operational practices of SMP Negeri 3 Manado but also actively embodied in its culture, leadership, and planning processes.

One of the clearest manifestations of SBM principles in the school is the decentralization of authority and decision-making power, which represents a paradigm shift from a centralized, top-down approach to one that empowers schools to manage themselves—an idea popularized by Caldwell and Spinks (1988, 1992) through the concept of *The Self-Managing School*. In the case of SMP Negeri 3 Manado, decentralization is evidenced by the inclusive involvement of school leadership, teaching staff, administrative personnel, and the school committee in the development of work programs and strategic planning. These efforts signal a deliberate movement towards a participative management style in which all internal stakeholders are given a voice, in accordance with the ideals put forth by Mulyasa (2004) and aligned with policies from Indonesia's Ministry of Education promoting school autonomy.

The school's emphasis on collaborative planning and shared responsibility is also consistent with the notion that decentralization improves the efficiency of problem-solving and resource utilization—an assertion made by Nurkolis (2005). The school does not rely solely on principal leadership to set direction; rather, it encourages collective decision-making, where stakeholders from various backgrounds contribute to planning, policy development, and school improvement efforts. This distributed approach reflects not only the empowerment of internal personnel but also enhances the school's capacity to respond to emerging challenges in a dynamic educational environment.

Stakeholder engagement at SMP Negeri 3 Manado extends beyond internal staff to include students and parents, thereby fulfilling another essential pillar of SBM: participatory involvement of the wider school community. Teachers actively engage in curriculum development and lesson planning, while students are encouraged to take part in co-curricular and extracurricular activities such as the *Projek Penguatan Profil Pelajar Pancasila (P5)* and the arts. Likewise, parents are integrated into the school's ecosystem through committee meetings, parenting programs, and feedback sessions. These inclusive practices echo the vision of SBM as articulated by Faizi and Nurhayati (2020), as well as the Directorate of Primary Schools (2021), which emphasize the importance of engaging all education stakeholders to collaboratively enhance school quality. This participatory model of management also supports broader definitions of educational quality, which center on stakeholder satisfaction and the ability of schools to meet the holistic developmental needs of students (Krech, Crutchfield, & Ballachey, as cited in Danim, 2004).

In addition to participation and decentralization, the school's commitment to data-driven planning and accountability aligns strongly with another core dimension of SBM. At SMP Negeri 3 Manado, data from student attendance records, internal evaluations, national assessments (such as the Asesmen Nasional), and government-issued school report cards are systematically analyzed to inform decision-making. These practices ensure that planning is not arbitrary but grounded in evidence, with clear targets and measurable outcomes. This aligns with SBM's intention to foster a culture of accountability in which schools are answerable not only to educational authorities but also to the communities they serve. Furthermore, the use of empirical data supports a broader conceptualization of school quality that encompasses the quality of inputs, the integrity of processes, and the effectiveness of outputs, as articulated by Mulyadi and Wibowo (2018). It also reflects Thomas's understanding of effectiveness in terms of internal validity and output results, as well as the stages of *conversion* and *output* within the school effectiveness framework (Jones in Mitra, 2010).

The value placed on innovation and flexibility at SMP Negeri 3 Manado also illustrates how SBM fosters an adaptive school culture. Teachers are encouraged to design and implement digital learning resources and environmentally focused student projects, reflecting a spirit of creativity and responsiveness to local needs. The school's strategic orientation—expressed in its mission to integrate ICT, promote differentiated instruction, and cultivate critical thinking—demonstrates that SBM can

41

function as a platform for pedagogical innovation. These practices illustrate the principle of *equifinality* as discussed by Nurkolis (2005), which holds that there are multiple viable pathways to achieving educational goals. In this context, SBM provides the flexibility needed for teachers and school leaders to experiment with different instructional models, technologies, and community engagement strategies tailored to the school's specific context. The human resource development dimension is also emphasized here, with educators viewed not merely as implementers but as dynamic assets whose potential must be continually nurtured.

Leadership plays a particularly vital role in the successful realization of SBM principles at SMP Negeri 3 Manado. The principal emerges not only as an administrator but as a visionary leader, facilitator, and agent of change. The head of school is actively involved in articulating and translating the school's vision into actionable goals, guiding collaborative planning, fostering a positive and inclusive school climate, and ensuring the effective implementation of school programs. These responsibilities are consistent with the leadership standards set forth in *Permendiknas No. 19/2007*, which underscore the importance of visionary leadership, stakeholder involvement, and the cultivation of an effective learning environment. Moreover, the principal's ability to balance delegation with support strengthens team cohesion and ensures that teachers feel both empowered and guided in their professional efforts.

aken together, the findings of this study confirm that the practical implementation of SBM at SMP Negeri 3 Manado is deeply rooted in theoretical constructs related to decentralization, participation, accountability, flexibility, and leadership. These elements not only underpin the school's current successes but also position it as a model of effective school-based governance. The school's trajectory illustrates that when SBM is executed with commitment, inclusiveness, and contextual awareness, it can lead to the creation of vibrant school communities characterized by professional growth, academic excellence, and responsive educational services. This conclusion resonates strongly with Usman's (2009) indicators of educational quality—such as teacher competence, student achievement, environmental aesthetics, and human relationships—and with Wibowo's (2019) definition of effectiveness as the degree to which outcomes contribute meaningfully to predetermined goals. Ultimately, the school's experience with SBM affirms that empowering schools through autonomy and collaboration is a viable strategy for fostering sustainable educational improvement in the Indonesian context.

2. Comparison with Previous Research

The findings of this study demonstrate strong alignment with existing literature on the implementation of School-Based Management (SBM) in Indonesia, while also contributing new insights that deepen our understanding of the nuances involved in achieving school effectiveness through decentralized educational governance. Consistent with previous studies, the results reaffirm that SBM, when implemented with sufficient stakeholder engagement, accountability mechanisms, and instructional innovation, can lead to tangible improvements in school quality.

For instance, this study substantiates the conclusions drawn by Darmianti (2016), whose research emphasized that SBM fosters greater participation among school stakeholders and results in higher-quality learning experiences. At SMP Negeri 3 Manado, a similar pattern was observed: the inclusion of teachers in curriculum development and decision-making forums contributed to increased teacher motivation and more dynamic classroom interactions. Moreover, the school's application of data from national assessments, student attendance, and school report cards as the foundation for planning and evaluation processes mirrors Darmianti's findings on the growing role of accountability in resource and program management under SBM.

In addition, this study echoes the findings of Hendri (2023), who documented environmental improvements, enhanced cleanliness, and the development of diverse extracurricular programs as indicators of positive SBM outcomes. At SMP Negeri 3 Manado, the creation of a greener, more organized school environment and the implementation of student-centered projects—ranging from

arts to environmental campaigns—reflect the same trajectory of school improvement as documented in Hendri's work. These enhancements go beyond academic achievements, pointing to the broader objective of SBM to create holistic educational settings that nurture both cognitive and affective student growth.

Furthermore, the increase in teacher professionalism observed in this study is consistent with the research of Sahril Muhammad and Mardia Rahman (2017). Their study emphasized that SBM empowers teachers by involving them in school planning and decision-making, which in turn fosters a culture of transparency, collaboration, and shared responsibility. At SMP Negeri 3 Manado, the same dynamic is evident. Teachers reported feeling more valued and accountable, which has led to higher motivation and a stronger commitment to instructional excellence. The school's approach to program implementation—characterized by transparent delegation of tasks and regular monitoring—demonstrates the type of organizational clarity and accountability structure found in Sahril and Mardia Rahman's research.

In a broader sense, this study aligns with the general conclusion of Syahwalan, Siti Patimah, Andi Warisno, and Nurul Hidayati Murtafiah (2024), who found that the implementation of SBM in various educational contexts across Indonesia consistently contributes to school improvement. Their work highlights how the core principles of SBM—such as decentralization, school autonomy, participatory governance, and stakeholder accountability—are key drivers of educational quality. The case of SMP Negeri 3 Manado supports this assertion by showing how those principles have been translated into concrete practices that enhance both learning outcomes and the overall school environment.

However, while these commonalities affirm the broader effectiveness of SBM, this study also brings to light specific nuances and challenges that provide a more textured understanding of implementation realities. One such challenge is the uneven level of engagement among teachers. While many teachers at SMP Negeri 3 Manado are active contributors to planning and innovation, others—especially those with less experience—appear less involved or confident in participating. This disparity resonates with concerns raised in Darmianti (2016) and in the work of Sahril Muhammad and Mardia Rahman (2017), both of whom identified limited understanding of SBM principles and uneven professional readiness as barriers to full participation in school governance.Another important nuance involves the suboptimal use of school facilities and technological resources. Despite the school's relatively strong infrastructure, the study found that not all available resources are utilized effectively. This issue is likely tied to the need for more targeted professional development, a gap also hinted at in prior research, particularly in the context of rapidly evolving educational technologies and the growing demand for digital literacy among educators.

Beyond these shared challenges, this study also introduces unique elements that enrich the discourse on SBM. Notably, the strong team spirit, openness in leadership, and collaborative decision-making culture at SMP Negeri 3 Manado—though not formally measured—reflect an underlying school culture that significantly contributes to its effectiveness. This aspect aligns with findings from Abdau Qur'ani Habib (2016), who employed the Balanced Scorecard framework and emphasized the importance of organizational culture in shaping educational outcomes. Habib's focus on the "learning and growth" perspective as a driver of long-term effectiveness is particularly relevant here. The emphasis at SMP Negeri 3 Manado on teacher innovation, digital integration, and responsiveness to student needs mirrors this perspective and underscores the importance of cultivating internal capacity and adaptive learning environments.

In sum, this research not only confirms the value of SBM as documented in earlier studies but also extends the discussion by highlighting the importance of addressing internal disparities in teacher engagement and resource utilization. It reinforces the need for continuous professional development and adaptive leadership to sustain SBM's positive outcomes. Moreover, it draws attention to the often-overlooked yet critical role of school culture—particularly open leadership, mutual respect, and

collaborative spirit—as an enabling factor in the success of decentralized school management. These contributions add depth to the current understanding of SBM's effectiveness and suggest that while the model holds great promise, its success is contingent on thoughtful, inclusive, and context-sensitive implementation strategies.

3. Implications for Educational Policy and Practice

The findings of this study carry significant implications both for the practical implementation of School-Based Management (SBM) at the school level and for the formulation of educational policy at regional and national levels. At the school level, the evidence suggests a need to deepen the culture of inclusive participation. While the involvement of stakeholders has been a strength, ensuring that all voices—particularly those of junior teachers or staff with less experience—are equally heard and considered in decision-making remains a challenge. To address this, schools must establish more structured and accessible forums where diverse perspectives can be expressed, and contributions from all staff members are valued. This requires a deliberate shift toward inclusive leadership practices and the institutionalization of participatory mechanisms that guarantee equality of voice, regardless of seniority or professional background.

In addition to enhancing participation, the study highlights the urgency of providing equitable and continuous capacity-building initiatives for all school personnel. Professional development should go beyond pedagogical improvement to include essential areas such as digital literacy, program evaluation skills, and a clear understanding of the philosophical and operational dimensions of SBM itself. These training programs must be contextually relevant and delivered in formats that are both accessible and motivating for teachers, particularly those who may be resistant to change or unfamiliar with newer educational technologies. When designed effectively, such programs not only improve teacher competence but also foster a sense of agency, leading to greater ownership of school improvement efforts.

The study also indicates the need to maximize the use of available school facilities, many of which remain underutilized due to limited knowledge or lack of confidence among users. Optimizing these resources requires targeted training that is hands-on and practical, allowing teachers and staff to become comfortable with the equipment and to see its relevance in enhancing teaching and learning outcomes. Collaborative planning involving all stakeholders in the design of facility use policies may further ensure that resources are deployed effectively and equitably across programs.

Another crucial implication lies in the role of leadership. The principal must serve not only as a delegator of authority but also as a facilitator of support, ensuring that distributed responsibilities are balanced and that staff are equipped to perform their roles effectively. Adaptive leadership becomes essential in this context. Leaders must demonstrate flexibility, empathy, and strategic thinking to sustain teacher motivation, respond to emerging challenges, and nurture a school culture that is collaborative and innovation-driven. The findings suggest that strong leadership—characterized by openness, cohesion, and supportiveness—is a cornerstone of effective SBM implementation.

urthermore, there is a need to strengthen the internal monitoring and evaluation systems within schools. While data-driven planning has already been adopted to some extent, schools would benefit from establishing more systematic and continuous mechanisms for evaluating both academic and non-academic outcomes. Real-time monitoring tools and regular feedback loops can help identify obstacles early, allowing for prompt adjustments to programs and interventions. Moreover, incorporating broader indicators of success—such as student well-being, teacher collaboration, and stakeholder satisfaction—would lead to a more comprehensive understanding of school performance.

At the policy level, the findings underscore the importance of sustained governmental support for SBM as a strategy for school improvement. This support should include the provision of greater autonomy for schools in managing their curricula, human resources, and financial operations, all while maintaining alignment with national education standards. Autonomy, however, must be paired

with accountability and support, ensuring that schools have the capacity to make informed decisions and implement them effectively.

Investment in teacher development emerges as a critical area of focus for policymakers. National and regional authorities must allocate resources to support teacher training programs that are holistic, continuous, and tailored to the evolving demands of the education sector. Special attention should be given to equitable access, ensuring that schools in remote or under-resourced areas are not left behind. In parallel, governments should develop and disseminate clear guidelines and best practices for the optimal use of school facilities and resources, including mechanisms for inter-school collaboration and resource sharing where necessary. Another key implication is the need to develop more adaptive accountability frameworks. Traditional metrics focused solely on standardized test scores are insufficient to capture the full scope of school effectiveness. Policy frameworks should incorporate indicators that reflect the quality of the learning environment, stakeholder engagement, creativity, and character development. Such comprehensive measures will more accurately reflect the multidimensional goals of education in the twenty-first century.

Finally, the government can play a vital role in fostering inter-school collaboration by supporting the establishment of learning networks and professional communities. These networks can serve as platforms for knowledge exchange, collective problem-solving, and the dissemination of innovative practices. By connecting schools with varying levels of implementation readiness, such communities can contribute to reducing disparities and accelerating the overall effectiveness of SBM at a systemic level.

In conclusion, this research affirms that the successful implementation of School-Based Management requires not only school-level commitment and leadership but also supportive policy environments that prioritize inclusiveness, capacity building, resource optimization, and systemic accountability. By aligning practice with these insights, stakeholders at all levels can ensure that SBM becomes a truly transformative force in enhancing educational quality and equity.

V. CONCLUSION

Based on the analysis and discussion conducted in line with the research objectives, it can be concluded that the implementation of School-Based Management (SBM) at SMP Negeri 3 Manado has been effective in improving the quality of education. This is reflected in the active participation of teachers, students, parents, and the school committee in planning, implementing, and evaluating programs, which in turn enhances teaching quality, teacher professionalism, and student engagement. Key supporting factors include strong team cohesion, a culture of discussion among teachers, and the principal's openness and leadership. However, the school still faces several challenges, such as uneven teacher capacity in planning and evaluation, underutilized facilities due to lack of training and motivation, and limited space for input from less experienced teachers. In response, the school has made continuous efforts to address these issues through regular program evaluations, inclusive planning processes, leadership support, and task delegation to encourage equitable participation. Overall, SBM has significantly contributed to both academic and non-academic improvements in the school, from innovative teaching practices and data-driven planning to increased student involvement in extracurricular activities, a cleaner school environment, and stronger professional collaboration among staff.

REFERENCES
[1]. Caldwell, B. J., & Spinks, J. M. (1988). The self-managing school. London: Falmer Press.
[2]. Caldwell, B. J., & Spinks, J. M. (1992). Leading the self-managing school. London: Falmer Press.
[3]. Darmianti. (2016). *Efektivitas penerapan manajemen berbasis sekolah di SMA Negeri 1 Ajangale Kab. Bone* (Skripsi). Universitas Islam Negeri Alauddin Makassar.
[4]. Danim, S. (2004). Menjadi peneliti kualitatif. Bandung: Pustaka Setia.

[5]. Direktorat Jenderal PAUD, Dikdas, dan Dikmen. (2020). Strategi peningkatan mutu pendidikan dasar dan menengah. Jakarta: Kementerian Pendidikan dan Kebudayaan.

[6]. Direktorat Sekolah Dasar. (2021). Panduan pelaksanaan manajemen berbasis sekolah. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

[7]. Faizi, M., & Nurhayati, T. (2020). Implementasi manajemen berbasis sekolah dalam meningkatkan mutu pendidikan. *Jurnal Ilmiah Pendidikan, 15*(1), 45–55.

[8]. Hendri. (2023**). *Implementasi manajemen berbasis sekolah (MBS) dan mutu pendidikan di SMK Negeri 2 Kota Jambi* (Tesis). Universitas Jambi.

[9]. Kemendikbudristek. (2022). Profil pendidikan Indonesia: Evaluasi mutu pendidikan dasar dan menengah. Jakarta: Pusat Asesmen dan Pembelajaran.

[10]. Kemendikbudristek. (2023a). Strategi implementasi Kurikulum Merdeka dan MBS di sekolah. Jakarta: Direktorat Jenderal PAUD, Dikdas, dan Dikmen.

[11]. Kemendikbudristek. (2023b). Pedoman penguatan kepala sekolah dalam manajemen berbasis sekolah. Jakarta: Direktorat GTK.

[12]. Kementerian Pendidikan dan Kebudayaan. (2020). Panduan implementasi manajemen berbasis sekolah. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah.

[13]. Kurniawan, E., & Nurdin, I. (2021). Efektivitas pelaksanaan program sekolah dalam meningkatkan mutu pendidikan. *Jurnal Administrasi dan Manajemen Pendidikan, 4*(1), 22–31.

[14]. Mangangantung, J. M. (2023). Kompetensi pedagogik dalam peningkatan kualitas pendidikan.

[15]. Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). Qualitative data analysis: A methods sourcebook (4th ed.). Thousand Oaks, CA: SAGE Publications.

[16]. Mulyadi, Y., & Wibowo, H. (2018). Manajemen mutu pendidikan dalam perspektif perencanaan strategis sekolah. *Jurnal Administrasi Pendidikan, 25*(1), 45–56.

[17]. Mulyasa, E. (2004). *Manajemen berbasis sekolah: Konsep, strategi, dan implementasi*. Bandung: Remaja Rosdakarya.

[18]. Nurkolis. (2005). *Manajemen berbasis sekolah*. Jakarta: Grasindo.

[19]. OECD. (2021). *Education policy outlook 2021:* Shaping responsive and resilient education systems in a changing world. Paris: OECD Publishing.

[20]. Permendikbudristek No. 40 Tahun 2021 tentang Penugasan Guru sebagai Kepala Sekolah.

[21]. Permendiknas No. 19 Tahun 2007 tentang Standar Pengelolaan Pendidikan oleh Satuan Pendidikan Dasar dan Menengah.

[22]. Putri, S. M., & Wibowo, A. (2023). Tantangan implementasi MBS dalam konteks sekolah negeri di Indonesia. *Jurnal Manajemen Pendidikan, 15*(1), 55–66.

[23]. Sahril Muhammad, & Mardia Rahman. (2017).

[24]. Sallis, E. (2002). Total quality management in education (3rd ed.). London: Kogan Page.

[25]. Setiawan, B. (2017). Mutu pendidikan dan relevansinya terhadap daya saing bangsa. *Jurnal Penjaminan Mutu Pendidikan, 5*(2), 113–125.

[26]. Suryadi, A. (2016). *Manajemen pendidikan: Konsep dan teori*. Bandung: Alfabeta.

[27]. Syahwalan, S., Patimah, S., Warisno, A., & Murtafiah, N. H. (2024). Analisis manajemen berbasis sekolah dalam meningkatkan mutu pendidikan di Sekolah Dasar 2 Ulak Paceh Kabupaten Musi Banyuasin Provinsi Sumatera Selatan. *Journal on Education, 6*(2), 15156–15166.

[28]. Tangkudung, E. N., Usoh, E. J., & Sumual, S. D. (2023). Implementasi Manajemen Berbasis Sekolah Pada SD Negeri 2 Kema Kabupaten Minahasa Utara. *JIM: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah, 8*(3), 1190–1201.

[29]. Usman, H. (2009). *Manajemen berbasis sekolah: Teori, praktik, dan penelitian*. Jakarta: RajaGrafindo Persada.

[30]. Wibowo, H. (2019). *Manajemen kinerja: Konsep dan implementasi*. Jakarta: Rajawali Pers.

[31]. Wibowo, H., & Kurniawati, E. (2020). Peningkatan mutu pendidikan melalui pendekatan berbasis budaya mutu di sekolah. *Jurnal Mutu Pendidikan, 8*(2), 134–145.

[32]. World Bank. (2022). *Transforming education through school-based management: Evidence from Indonesia*. Washington, D.C.: World Bank.

[33]. Yuliana, R., & Hermawan, B. (2022). Partisipasi guru dan komite sekolah dalam implementasi manajemen berbasis sekolah. *Jurnal Kepemimpinan Pendidikan, 10*(2), 88–97.