

IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT AT SD GMIM KOHA

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ABSTRACT

The study examines the implementation of school-based management at GMIM Ko Elementary School, focusing on the roles of principals, committees, and education commissions in improving education quality. The research uses a qualitative approach, including in-depth interviews and direct observation, to understand the dynamics of interaction between these parties. The findings can help improve school-based management policies and practices and contribute to the literature on implementation. The study reveals differences in understanding of School Based Management (SBM) among principals, committees, and commissions, and suggests training and modules to improve understanding. Solutions include improved communication, understanding roles, and a culture of cooperation.

Keywords: *School Based Management, Role of School Principal, Role of Committee, Role of GMIM Church Education Commission*

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INTRODUCTION

In the development of education in Indonesia in an effort to implement school-based management still cannot be carried out optimally due to the lack of contributions from stakeholders such as from the community, government, committees and local governments. One of them is based on the lack of awareness and understanding of the concept of school-based management. The principal must be able to be a manager who plays an active role in being able to work together and form a good team in achieving educational goals. Not only that, there needs to be an awareness of the duties and responsibilities of stakeholders if they must be able to know how SBM is implemented and really understand their respective roles and functions (Magdin, 2016).

GMIM School is brought under the auspices of the Ds. A.Z.R. Wenas Foundation as the only church asset management foundation is a school owned by the GMIM Synod. Thus, members of the congregation or church members also have the responsibility to jointly develop the school for the better. GMIM Koha Elementary School is a GMIM school under the auspices of the Ds. A. Z.R Wenas Foundation which was built through GMIM Eben Haezar Koha Church so that church residents also have the responsibility to jointly manage this school. In an effort by church residents to participate in the management of the school, the church formed an education commission that has the responsibility to connect the school with the church and vice versa in building and improving the quality of education at GMIM Koka Elementary School. The church education commission has an obligation to represent the church community or community, thus the education commission is included in stakeholders in carrying out school-based management.

GMIM Koha Elementary School is an educational institution that continues to improve the quality of education to achieve educational goals. One of the school's efforts in achieving

educational goals is to implement SBM with the aim that through programs set through SBM, schools are able to excel in both academic and non-academic fields. However, until now GMIM Koha Elementary School has not achieved goals or achievements in accordance with the target.

Based on the initial observations of researchers at GMIM Koha Elementary School and supported by the principal's statement. GMIM Koha Elementary School also implements SBM in an effort to implement work programs in order to improve quality and achieve national education goals. The implementation of SBM at GMIM Koha Elementary School is also inseparable from the efforts of the head of the school to reach out to all stakeholders, especially the education committee and commission representing the community so that they can work together to carry out their respective duties to build GMIM Koha Elementary School into a superior school.

Based on the observations of researchers, the facilities and infrastructure as well as the quality of graduates at GMIM Koha Elementary School are superior to other schools in Koha village. Koha village has three elementary schools. However, the implementation of school-based management at GMIM Koha Elementary School has not run as it should. Although superior to several schools in Koha Village, GMIM Koha Elementary School cannot be taken into account on a district scale or at a higher level, there are still many obstacles in this school that need to be followed up, one of which is the workload resting on one party, namely the principal himself. Other stakeholders, especially committees and commissions, have not fully performed their proper roles. Thus, it is an important issue about the importance of stakeholders, especially principals, commissions and school committees to know very well their respective roles so that they are able to carry out their respective duties and concepts of SBM implementation. Not only that, in the development of the implementation of school-based management at GMIM Koka Elementary School, principals, commissions and committees are faced with obstacles that become inhibiting factors in carrying out their respective duties, for example lack of communication between stakeholders. This is the basis for researchers to explore more information about how school-based management works, especially about the extent to which principals, education commissions and school committees understand and carry out their duties according to their special role in carrying out one of the pillars of SBM, namely school management and what should hinder principals, education commissions and school committees from carrying out their roles and how steps are taken to continue running SBM. So from this description, the researcher in this study raised the title "IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT AT SD GMIM KOHA".

The objectives of the study were to evaluate the understanding of principals, school committees and church education commissions on school-based management, to get an idea of how the role of principals, school committees and church education commissions in the implementation of SBM, to identify inhibiting factors for principals, school committees and church education commissions in the implementation of SBM, and to describe and further provide recommendations through strategies taken by school principals, school committees and church education commissions in implementing SBM. This research is expected to contribute new information to the development of education management science, especially in the field of school-based management.

METHOD

This research uses a type of descriptive qualitative research. The initial research was carried out in August 2023 for preliminary research data until November 2023 for the entire research data. The place where the research was carried out was carried out in several different places because the informants were in different places. The first place was GMIM Koha Elementary School with observation data collection and interviews with the first informant, namely the principal and one of the class teachers at GMIM Koha Elementary School. The second place is Koha Village with the informant of the chairman of the school committee. The third place was GMIM Eben Haezar Koha church with informant chairman of the education commission.

In this study, the source of data for observation was SD GMIM Koha. The informants for the interview were four people, namely the principal of GMIM Koha Elementary School Mrs. Meivy Lohonauman, S.Pd, one of the teachers at GMIM Koha Elementary School Mrs. Grace Imon, S.Pd, chairman of the church education commission and school committee chairman Mr. Tommy Walewangko. The selection of informants is based on several considerations, namely that informants are legal office holders, thus informants have duties and responsibilities in the implementation of school-based management, especially in the third pillar, namely community participation. Technically, the selected informants have a hand in the implementation of school-based management at GMIM Koha Elementary School.

The data produced through this study is in the form of descriptive data produced through the results of observations and interviews with informants and is supported by data in the form of photo documentation and also documents supporting the validity of the data from this study. In this study, the primary data collection technique used a structured interview method, which was carried out by making interview guidelines with several question points in school-based management implementation activities at GMIM Koha Elementary School, including the principal, teachers and church education commission of GMIM Eben Haezar Koha and the head of the school committee. Then, for analysis techniques, researchers use the technique of Miles and Huberman (2014).

RESULTS AND DISCUSSION

In observing the development of GMIM Koka Elementary School, it can be concluded that this school has implemented a school-based management system quite well. One striking achievement is the provision of adequate physical facilities for students, which creates a conducive learning environment. Proper buildings and supporting facilities have a positive impact on student comfort and motivation in the learning process.

However, the observations also revealed shortcomings in the quality aspect of education. Although there have been initial steps taken, student learning patterns still show weaknesses. Lack of innovative approaches and active involvement of students in the learning process can affect their overall learning outcomes. This is most likely to have an impact on school achievement levels in general.

It is important to recognize that the quality of education is not only reflected from the physical facilities, but also from the teaching methods and interactions in the classroom. Therefore, there is a need for further improvements in learning strategies to improve the quality

of education at GMIM Koka Elementary School. Involving teachers in advanced training and providing support for the application of innovative learning methods can be a strategic step towards achieving educational excellence. Thus, it can be expected that these improvements will have a positive impact on student learning outcomes and overall improve school achievement.

Analysis of Understanding of School-Based Management Concepts by School Principals, School Committees and Education Commissions

School Based Management (SBM) is a political approach that gives power to school principals in managing schools with the aim of improving school performance and increasing community participation. The importance of understanding the SBM concept by stakeholders, including principals, teachers, school committees, and the community, is vital in improving the quality of education. Stakeholders involved in SBM, such as parents, school committees, and other external parties, have an important role to play in supporting SBM implementation in schools. Stakeholder involvement can increase community participation and school quality in real terms.

The concept of SBM according to school-based management (SBM) is a management approach that focuses on developing schools as effective and efficient organizations in achieving educational goals. SBM places the principal as the leader responsible for decision-making and management of school resources. This statement is also supported by the statement that SBM is a management model that gives the principal autonomy to govern himself. This is the basis for stakeholders in carrying out school-based management, especially school principals. (Bush & Glover, 2014)(Mulyasa E. , *Manajemen Berbasis Sekolah : Konsep, Strategi dan Implementasi*, 2004)

Based on the results of research through interviews with informants, there are several differences in understanding of the concept of school-based management. The principal's statement on the extent of the principal's understanding in the implementation of school-based management, the principal's answer was "the concept of SBM is about how schools can independently cultivate resources to be optimized in achieving goals". Thus, the principal's understanding of SBM is about how schools can optimize school resources.

Information on the understanding of SBM concepts was also asked to the chairman of the committee and the education commission. Based on the results of interviews with informants, the concept of SBM is about how the school resource management system or the management system implemented by the school.

The informant's understanding of school-based management (SBM) does not appear to be entirely accurate. The SBM concept should involve all stakeholders in the decision-making process and school management. Unfortunately, informants do not seem to fully understand the concept, and this can be one of the factors that causes SBM implementation in schools not to reach optimal levels.

It is important to recognize that school-based management is not only the responsibility of the principal or a group of teachers, but also involves the active participation of parents, students, and other school staff. By involving all relevant parties, schools can create an environment that supports effective learning and improved overall performance.

A correct understanding of SBM concepts is essential so that every stakeholder can carry out their duties effectively in accordance with the school's vision and mission. Through a collaborative approach and good communication between all parties involved, the school can reach its full potential in implementing SBM principles. Therefore, efforts need to be made to provide a deeper understanding of the SBM concept to all relevant parties, so that the implementation of SBM in schools can achieve optimal results in accordance with the desired educational goals.

Analysis of the Role of School Principals, Education Committee and Education Commission in the Implementation of School-Based Management at GMIM Koha Elementary School

The Role of the Principal in the Implementation of School-Based Management at GMIM Koha Elementary School

The principal is the most important position holder in the running of the school, especially in the implementation of school-based management. As a leader, the principal is required to work extra with various roles. According to one of the concepts of school-based management is to give the principal the authority to manage the school independently by involving all stakeholders in decision making. Before exploring the role of the principal, it is good to be able to understand the concept of school-based management.(Waidah, Sowiyah, & Suntoro, PERAN KEPALA SEKOLAH DALAM IMPLEMENTASI MANAJEMEN BERBASIS SEKOLAH (Studi Kasus di SMP NEGERI 10 Bandar Lampung))

The role of school principals in the implementation of school-based management (SBM) is crucial to achieving the goals of quality education. School-based management is an approach that puts the school at the center of decision-making, giving the school autonomy in planning, implementing, and evaluating educational programs. In the context of school-based management according to Dr. H. Mulyasa, an Indonesian education expert, school principals have a very important role. Mulyasa proposed the concept of school-based management as an approach to school management that involves the active participation of all school residents in decision making. Here are some of the principal's roles in school-based management according to Mulyasa:(Mulyasa E. , *Menjadi Kepala Sekolah Profesional*, 2011)

- 1) Headmaster as Educator: Encourage and support the professional development of teachers and school staff. School principals should actively encourage and provide full support for the professional development of teachers and school staff, facilitating training, seminars, and competency development programs to improve the quality of education in schools.

The principal has the primary responsibility as a leader in the educational environment. As an educator, the principal should not only focus on school administration, but also be actively involved in the professional development of teachers and school staff. Unfortunately, an understanding of the importance of this role is still poorly understood by some school principals.

The importance of full support from school principals in teacher professional development is crucial to improve the quality of education in schools. School principals can be catalysts for change by facilitating training, seminars, and competency development programs. Through this initiative, teachers and school staff can

continuously improve their skills, keep up with the latest developments in education, and present innovative teaching methods.

However, principals' lack of understanding of their role as educators can hinder this process. Headmasters need to understand that supporting teachers' professional development is not only a technical responsibility, but also a moral imperative. By actively engaging in learning and the exchange of ideas, principals can create a dynamic and motivating educational environment. Only through a deep understanding of the importance of their role as educators can principals lead schools to a true level of educational excellence.

- 2) **Principal as Supervisor:** As a supervisor, the principal's role includes monitoring and evaluating the performance of teachers and school staff. Principals should ensure effective implementation of the curriculum, provide constructive feedback, and identify areas of improvement. By providing support and involving themselves in the learning process, principals can create an environment conducive to teachers' professional growth. Through careful monitoring, principals can ensure the achievement of school educational goals and improve the quality of learning in the learning environment.

The results showed that principals who only focus on administration without monitoring the quality of teaching teachers can have a negative impact on the quality of education in schools. The principal as a supervisor has a crucial role in improving the quality of learning. A lack of focus on teaching quality can result in decreased teacher performance and a negative impact on student achievement.

The solution to this problem is to increase the role of the principal as a supervisor through the implementation of a more proactive monitoring system on teaching quality. Principals need to regularly conduct classroom observations, provide constructive feedback, and put together professional development programs for teachers. By supporting teachers' professional growth, headteachers can ensure that teaching in schools reaches the desired standards. In addition, it is important for principals to understand and explore the potential and individual needs of teachers in order to create an innovative and quality learning environment. Thus, the principal as a supervisor can play a role in improving the quality of education holistically.

- 3) **Principal as Manager:** As a manager in the implementation of School Based Management (SBM), the principal has primary responsibility in planning, organizing, and managing school resources. School principals must lead policymaking, determine priorities, and allocate resources effectively. By understanding school dynamics and involving stakeholders, principals can create a productive learning environment and support the achievement of educational goals. As a manager, the principal's ability to manage administrative and financial aspects is key in running SBM efficiently and improving the quality of education in schools.

The results showed that school principals who lack the involvement of teachers and other stakeholders can be detrimental to the implementation of School Based Management (SBM). As a manager, the solution is to improve communication and participation. School principals should ensure regular discussion forums, seek input from teachers and stakeholders for decision-making, and encourage collaboration. By building a solid team, principals can manage resources and prioritize policies that

support the achievement of school educational goals. This active involvement will strengthen SBM implementation and improve overall school performance.

- 4) **Principal as Administrator:** As an administrator in School Based Management (SBM), the principal serves as the manager of policies and administrative processes. His role involves organizing resources, managing budgets, and implementing educational policy decisions. The headmaster must also ensure the operational efficiency of the school and the fulfillment of academic standards. By playing this role effectively, the headmaster can make a vital contribution in creating an optimal learning environment and achieving the school's educational goals as per the principles of School Based Management.

The results showed that school principals who self-administer well, while teachers are focused on classroom administration, can create imbalances in the implementation of School Based Management (SBM). As an administrator, the solution is to strengthen collaboration. Principals need to align administrative tasks with empowering school administrative staff. By dividing responsibilities efficiently, principals can improve operational effectiveness, give teachers more time to dedicate themselves to teaching, and achieve SBM goals more holistically, improving the quality and efficiency of education in schools as a whole.

- 5) **Principals as Innovators:** In the implementation of School Based Management (SBM), principals have a strategic role as innovators. School principals as innovators are expected to encourage the adoption of new technologies and teaching methodologies, design innovative programs, and develop creative solutions to improve the quality of education. By leading change and motivating staff, principals can create a dynamic and time-relevant learning environment. In this role, the headmaster becomes not only a leader, but also a catalyst of change that supports the positive evolution of the school in accordance with the principles of School Based Management.

The results show that principals with programs that are already good enough need to maintain the momentum of innovation. As innovators, principals need to continuously drive the development of new programs, leverage technology, and motivate staff to keep innovating. Thus, schools can continue to grow, maintain the excellence of their programs, and improve educational competitiveness according to the principles of School-Based Management.

- 6) **The principal as a motivator:** The role of the principal as a motivator in School Based Management (SBM) is very important. Principals who establish close relationships with teachers and students can provide strong motivation to improve performance and achievement. The results of the study that show the principal has a close relationship with teachers and students illustrate the existence of effective communication, mutual understanding, and mutual support. As motivators, principals can identify individual potential, give praise, and create a positive environment, encouraging active involvement in the learning process. Thus, the headmaster plays a key role in creating a positive atmosphere that supports the success of the school in SBM.
- 7) **The Principal's Role as a Leader:** The principal's role as a leader in School Based Management (SBM) covers various aspects that are vital to improving the quality of education. The results showed that the principal as a leader must have a leadership spirit

that is able to bring positive changes in the school. Being a role model for teachers and students, with discipline and integrity, creates a strong school culture.

As a leader, the principal must be able to innovate and make strategic decisions to develop the school. Innovative initiatives and the right decisions will form a clear vision and bring positive changes in SBM implementation. Therefore, the principal's role as a leader not only includes traditional aspects of leadership, but also involves the ability to innovate, make wise decisions, and be a positive role model for the entire school community.

Analysis of the Role of School Committees in the Implementation of School-Based Management

The implementation of school-based management involves various roles of school committees in various capacities. The following is an analysis of the main roles that a school committee can play in the context of advisory agencies, support agencies, controlling agencies, and mediator agencies in school-based management: (Kepmendiknas, 2002)

- 1) **Advisory Agency:** The school committee can act as an advisor by providing advice, views, and recommendations to the school regarding policies, programs, and strategies that can improve the quality of education. The Committee can provide input on school needs, community aspirations, and educational trends that can assist in designing and implementing more effective education programs.

The important role of the School Committee in carrying out its duties as an advisor has proven to be well executed. With active engagement, they provide strategic direction, support curriculum development, and ensure effective implementation of education policies. This success reflects the positive synergy between the committee, the school, and the community, which together create an inclusive and quality educational environment.

In the role of the school committee as an advisory agency, based on the results of the study, researchers concluded that they function as advisors who provide space for principals to discuss. However, the focus of discussions tends to focus on the physical construction of the school, while aspects of the academic program, curriculum, and development are entirely left to the principal. Although there is dialogue and exchange of ideas, the emphasis on physical development can reduce the role of committees in providing holistic input on school development.

- 2) **Support Agency:** The school committee can provide financial, social, and technical support to increase school capacity and improve student welfare. The committee can assist in fundraising, providing technical assistance, and organizing events or programs that can improve the welfare and educational development of the school.

The School Committee's persistent efforts to sustain and support the school are not only limited to financial contributions, but also to supporting the physical development of the school. The committee is not only a source of funds, but also a valuable human resource. They become an additional force when schools need extra labor or resources such as raw materials. Close collaboration between the school and the committee creates a positive synergy, leading to improved quality and sustainability of education in the learning environment.

Based on the results of the research, the role of the committee as a *support agency* is quite good in supporting school programs. The committee actively participates by providing support in the form of manpower, such as community service, and materials, such as funds, tools, or materials for the physical construction of school buildings. The overall involvement of the committee reflects their commitment to supporting the school's efforts, which can contribute positively to the overall progress and development of the educational environment.

- 3) Controlling Agency: School committees can play a role in ensuring accountability and compliance with policies and procedures established by the government or educational institutions. The Committee can monitor program implementation, budget use, and teacher performance, and help ensure that schools operate according to established standards.

As a controller, the School Committee closely monitors program reports and even program implementation in schools. They are not only involved in the financial aspect, but also actively control the performance of teachers and principals. This supervisory role creates healthy accountability, not only internally for the school, but also involves the general public and parents. Thus, the strict control of the committee provides assurance that education in schools is not only efficient but also responsive to the expectations and needs of the school community.

The role of the school committee as a controlling agency involves the control process through reporting the work program of the principal. The committee also responds to reports from the community or parents by immediately contacting the principal to find a solution. Overall, the control functions performed by the school committee ensure transparency, accountability, and quick response to problems as they arise, supporting the effectiveness of school management and active involvement in problem solving.

- 4) Mediator Agency: The school committee can act as an intermediary in resolving conflicts or differences of opinion among various parties involved in education, such as teachers, students, parents, and the community. The Committee can be a forum for dialogue and discussion between various interested parties, help reach agreement, and facilitate an effective communication process.

The School Committee's contributing role as a mediator provides significant support to the principal. The committee opened the door for school principals to lobby for assistance, both in the form of funds and support from the education office and foundations. As an intermediary, the committee not only responds to the day-to-day needs of the school, but also facilitates a positive relationship between the principal and external stakeholders. Thus, the committee not only plays a financial role, but also becomes a strategic liaison that strengthens the school's relations with external parties, optimizes available resources, and makes the school an empowered educational center.

The role of the school committee as an agency mediator appears significant in supporting the principal. Through good relations with the head of the department and the education commission, the committee serves as an intermediary to ensure the principal has close access to the relevant parties. The Committee also helps strengthen relationships with foundations, such as GMIM Eben Haezar Koha and A.Z.R. Wenas Foundation, so that all principals' programs receive optimal support and financing from

agencies and foundations. This reflects the role of committee mediators in improving the effectiveness of school management and development.

By taking on these roles, school committees can become strategic partners in the implementation of school-based management, helping to create an inclusive, responsive, and quality educational environment. It is important for the committee to work with schools, teachers, parents, and communities in order to achieve the common goal of improving the quality of education.

Analysis of the Role of the Education Commission in the Implementation of School-Based Management

The School Education Commission has a very important role in the implementation of school-based management. The following is the role of the education commission based on and analysis with research results:(KUMPULAN REGULASI PENETAPAN KEPALA SEKOLAH GMIM, 2019)

- 1) Procurement of Facilities and Infrastructure: The Education Commission is responsible for evaluating the needs of facilities and infrastructure in schools. Identify priorities, develop needs plans, and collaborate with relevant parties to gather necessary resources.

Until now, the Church through the Education Commission continues to make active efforts in supporting the provision of facilities and infrastructure for schools under our auspices. This effort is focused specifically on the construction of the current school building, in hopes of providing a better learning environment for the students. We hope that in the future, this support can expand further and include donations in the form of computers or other learning facilities that can meet the needs of schools. This collaboration reflects our commitment to improving the quality of education and ensuring adequate means for the growth and development of learners.

- 2) School Inventory: Monitoring and maintaining school inventory to ensure completeness and sustainability. Establish an inventory recording system, supervise the use and maintenance of school assets, and make regular updates.

The inventory process in our schools is a collaboration between the Education Commission and the Principal. The results of the inventory are stored safely in the church as an administrative center. We run an inventory process regularly, especially when there is a procurement of new goods. The Principal and the Education Commission jointly ensure that any changes or additions in the inventory are promptly updated. These measures make our inventory system efficient and accurate, support transparent school-based management and ensure optimal and up-to-date management of school assets.

- 3) Proker and RAPBD Drafting Team: Determine the direction of policies and work programs (Proker) and prepare the school's Regional Budget Plan (RAPBD). Coordinate discussions, develop programs that suit school needs, and ensure that the RAPBD covers all necessary aspects.

In the process of preparing the Work Program (PROKER) and Regional Budget Plan (RAPBD), the Education Commission has always been an active part. We are regularly invited to participate in meetings that discuss both aspects. Although we are involved in the discussion, the main decision making and submission of information for consideration is still carried out by the Principal. The role of the commission is more to

provide additional information or suggestions related to education policy, but the commission gives the Principal full opportunity because the Principal has a deeper understanding of the needs and dynamics of the school. This collaboration reflects effective coordination to achieve optimal educational goals.

- 4) Seeking Funds: Finding sources of funds to support educational activities in schools. Participate in fundraising activities, submit proposals to external parties, and establish partnerships with organizations or companies that can provide financial support.

Fundraising efforts are made through budget allocations provided by the church, which are then allocated to support the needs of the school. However, for special projects that require large funds, such as the construction of school buildings, we tend to source funds from church construction coffers. In addition, the commission actively engages congregation members in fundraising, asking for their contributions to support important school projects. This approach creates close collaboration between schools and church communities, ensuring the sustainability and success of various educational initiatives.

- 5) School Representative in Foundation: Presents the interests of the school at the level of the foundation or managing institution. Communicate effectively with foundations, communicate school needs and aspirations, and participate in decision-making related to education policy.

The Education Commission has always been willing to take on the responsibility of representing schools in the foundation. Our involvement in this role reflects our dedication to performing representative functions, championing the interests of the school, and contributing to the foundation's decision-making.

By carrying out these roles, the School Education Commission can spearhead the implementation of school-based management. Involving various stakeholders in the decision-making process can improve the efficiency and effectiveness of schools in achieving educational goals.

Analysis of inhibiting factors carrying out the role of principals, school committees and education commissions in the implementation of school-based management

School-based management theory emphasizes the importance of involving all stakeholders, including teachers, students, principals, employees, parents, and the community in making decisions to improve school quality. School stakeholders are a collection of people who collaborate and interact with each other to achieve common goals for the school. The participation of school stakeholders in SBM is related to decision making, policy making, planning, implementation, and supervision of education in schools. In the implementation of SBM, the participation of all school stakeholders is related to the successful management of an educational institution or school. Therefore, involving all school stakeholders in SBM is expected to improve the quality of education through more effective and responsive management.

This is in line with the opinion that all stakeholders should be involved in the implementation of school-based management. Although school leaders, education commissions, and education committees have been mandated to implement school-based management, implementation is still faced with various obstacles. Active involvement and

coordination among stakeholders is key to overcoming these obstacles effectively. (Widyastuti, 2020)

This research reveals that the implementation of school-based management is faced with a number of obstacles, especially related to coordination with stakeholders. The results of the analysis show that coordination constraints arise in an effort to optimize resources and involve all stakeholders in the entire school program cycle. Although researchers seek to invite active participation from stakeholders in program planning, implementation, and evaluation, coordination remains a challenge.

One of the main aspects of coordination analysis is the unclear role and responsibilities of stakeholders, which may hinder alignment of vision and goals. The lack of effective communication channels is also a factor that complicates the exchange of information necessary for good coordination. In addition, the busyness and inequality of stakeholder involvement also make it difficult for research efforts to achieve the desired level of coordination.

Revamping measures in school-based management can focus on improving communication, a shared understanding of each stakeholder's role, and establishing an inclusive culture of cooperation. Thus, this research provides valuable insights to overcome coordination constraints and improve the effectiveness of school-based management implementation through the active involvement of all stakeholders.

The principal's strategy in implementing school-based management

The results showed that to ensure the implementation of school-based management (SBM) runs effectively, school principals have adopted proactive policies. In this context, the policy is focused on addressing aspects that can be directly addressed by the principal himself, without waiting for time availability from stakeholders. This strategy reflects a pragmatic and efficient approach to managing SBM. Some aspects related to the principal's strategy may be contained in the policy

- 1) Live Monitoring: School principals can actively monitor and evaluate SBM implementation within the school environment without having to wait for reports from other parties. This includes direct monitoring of daily activities, learning, and resource management.
- 2) Limited Consultation: Using limited consultation from stakeholders directly involved in the implementation of SBM. The principal can take the initiative to address certain questions or obstacles without waiting for a formal meeting or formal meeting.
- 3) Efficient Communication: Establish efficient communication channels for information to flow quickly and appropriately between staff and internal stakeholders. It helps in faster and responsive decision making.
- 4) Quick Decision Making: The headmaster can make quick decisions regarding changes or improvements needed in SBM implementation. These decisions may include strategic plan adjustments, resource allocation, or process improvements.
- 5) Internal Troubleshooting: Addressing internal problems that can be resolved independently without involving external stakeholders. This includes conflict resolution or improvement of internal procedures.

This strategy recognizes the need to run school-based management efficiently by utilizing existing resources and overcoming time constraints. In addition, the policy gives principals the flexibility to move quickly and effectively to advance SBM without relying too heavily on stakeholder response or time availability.

CONCLUSION

The understanding of School Based Management (SBM) by school principals is insufficient, hindering its implementation in schools. The principal's role as an educator, supervisor, manager, administrator, innovator, motivator, and leader needs improvement. They should focus on involving teachers in seminars and training to improve their abilities, monitor teacher teaching quality, embrace all stakeholders in decision-making, and improve administrative efficiency.

The school committee, an advisory agency, provides space for the principal to discuss but is limited to physical development. It also acts as a support agency, providing manpower and materials for school programs. The committee acts as a controlling agency, involving the control process through reporting the principal's work program. The committee also acts as a mediator, facilitating access for principals with heads of offices and education commissions.

The study reveals obstacles in coordination with stakeholders, such as unclear roles, lack of effective communication, and busy stakeholders. Revamping steps should focus on improving communication, understanding roles, and establishing a culture of cooperation to improve SBM effectiveness.

The headmaster has adopted a proactive policy to ensure the effectiveness of SBM implementation, including strategies such as direct monitoring, limited consultation, efficient communication, quick decision-making, and internal problem resolution. This approach demonstrates pragmatism and efficiency in managing SBM, allowing principals to actively monitor, communicate, and make decisions without relying too heavily on stakeholder time.

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