Implementation of school-based management

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Article Info

ABSTRACT

This study examined the influence of teachers' perceptions of management, principals' leadership styles, and teachers' work motivation on the implementation of school-based management in Batang Gansal. This study focuses more on teachers' perceptions and provides a more comprehensive perspective. Multiple regression analysis was employed to test the relationship between the variables. The results demonstrate that effective management influences can enhance principals' performance and expedite the implementation of school-based management. This research contributes to a more nuanced understanding of the factors that influence the successful implementation of school-based management. In other words, the findings of this research can be used to enhance the quality of education in Batang Gansal.

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Introduction

The concept of school-based management (SBM) has gained considerable traction as a strategy for enhancing the quality of education at various levels. The concept confers upon educational institutions greater autonomy in the management of resources and the making of decisions, with the objective of enhancing the relevance and efficacy of the educational process. In Indonesia, the implementation of SBM policies has been extensive, including in the Batang Gansal area. School-based management (SBM) is a decentralised approach to school governance that empowers educational institutions at the local level to make decisions autonomously. The objective of SBM is to enhance the quality of education through increased autonomy, accountability, and community involvement (Rahman et al., 2021). This is achieved by delegating authority to school-level stakeholders. The regulation, implementation, and supervision of At the early childhood education and basic and central education levels, school-based administration or management (SBM) is applied, characterised by freedom, support, openness and responsibility in the management of schools (Widyastuti et al., 2020).

Meanwhile, School-Based Management (SBM) represents a form of independent educational management within educational units, characterised by an increasing level of responsibility. This approach is driven by the desire to provide schools with the autonomy to engage actively and dynamically in the process of improving the quality of education, through the management of existing school resources. In this context, the principal and teaching staff are supported by the school committee in the management of educational activities (Firdianti, 2018). Furthermore, School-Based Management (SBM) can be understood as an administrative approach that affords schools autonomy and adaptability, while facilitating the coordination of school-based collaboration

(teachers, students, and representatives) to enhance school quality in alignment with national teaching standards and relevant legislation (Ismail, 2018; Nabirova et al., 2022).

Despite the potential advantages of SBM, its implementation frequently encounters obstacles. Prior research has identified a number of factors that influence the success of SBM, including principal leadership, teacher motivation, and community involvement. Nevertheless, there remain gaps in our comprehension of the manner in which these factors interact with one another and impact the outcomes of SBM implementation, particularly in the context of schools situated in a specific area such as Batang Gansal. Previous research on school-based management, as proposed by Seriyanti et al. (2020), indicated that only a limited number of schools have demonstrated encouraging improvements in educational quality, while the majority remain concerned about the implementation of school-based management (Kurniawati, This study addresses the gap in previous research by examining the influence of teachers' perceptions of management, principals' leadership style and teachers' work motivation on the implementation of SBM in schools in Batang Gansal. The aim is to gain insight into how a combination of these factors can influence the successful implementation of SBM and contribute to improving the quality of education (Suroyo et al. 2024).

This research is distinguished from previous studies by its focus on the local context of Batang Gansal. The analysis of data from schools in this area is expected to provide a more nuanced understanding of the challenges and opportunities encountered in implementing SBM in a context characterised by specific attributes. Furthermore, this study will empirically test the interrelationship between the aforementioned variables and their influence on one another. Consequently, it is of great importance for teachers, educational personnel and principals to have a comprehensive understanding of SBM (Sutikno, 2022; Suroyo et al. 2024). Furthermore, the implementation of SBM can be influenced by a number of factors, including managerial approach, leadership style and teacher motivation (Tanjung et al., 2021). In this context, a significant number of elementary school principals have begun to neglect their managerial competencies.

Consequently, it has become imperative for principals to possess the ability to develop human resources within their respective institutions (Hastowo and Abduh, 2021; Gjerde and Alvesson, 2019; Suroyo et al. 2023). In this regard, the principal, in their capacity as a leader, must demonstrate the capability to effectively fulfil the responsibilities associated with educational management (Konina et al., 2021). Conversely, the principal's leadership and managerial styles are associated with the motivation of teachers, staff, and school employees in terms of their ability to organise and develop schools (Isa, Mydin, and Abdullah, 2020). Leadership style is a process that influences the activities of an organisational group towards organisational goals. In other words, principals have a pivotal role as leaders in steering school life towards the achievement of a goal (Mulyassa, 2022). The principal's leadership style is the characteristic and ability of a principal in influencing and motivating their subordinates in an organisation or school institution to achieve educational goals (Riski et al., 2021).

In the implementation of SBM, work motivation is also needed by teachers. Teacher work motivation is the driving force or desire that arises from a teacher to educate, teach (plan, implement, and evaluate), guide, direct, and train students as well as possible in directing all existing potential. Work motivation can be an impetus in implementing SBM (Wardan, 2020). With high motivation, teachers will feel cheerful and excited about the work that comes in noteworthy progress and development in schools (Harefa, 2020; Suroyo et al. 2022). Previous research by Koc (2019) explains the Relationship between School Managerial and SBM to Achieve school success with quality. The results showed that the field of education management model is a school of activities developed with various innovations in the world of education. Including the principal's managerial into the teacher selection process can be considered as a new aspect of school-based managers, so that teacher managerial towards SBM has an influence and relationship between one another.

In research on the principal's leadership style towards SBM, by Saputra and Borman (2020) explained that schools have the authority to manage school management independently based on student needs. The implementation of SBM encourages the participation of teachers, students, and parents to improve the quality of education. The principal's leadership style is considered an important factor in the SBM model that leads to commitment, trust and ownership. Seeing the importance of school-based management implementation, it is inevitable that schools should be led by principals who understand their new roles and responsibilities under the school-based management system.

However, research on the effect of teacher work motivation on the implementation of SBM written by Lian et al, (2020) explains, the results show that there is an influence of SBM and teacher motivation. School-based management must be improved and implemented in accordance with the rules, work motivation must be improved by providing direction to teachers, supervisors. Teachers' work motivation must also be given provisions to transmit learning materials to students, for example given training and educational supplies and seminars, so that teachers can find out the necessary development of the world of education. The significance of

this research lies in its potential contribution to the development of education policy and the formulation of optimal practices for the implementation of SBM. By identifying the key factors that influence the success of SBM, this study can provide more specific recommendations to improve the effectiveness of SBM programmes at the school and local levels. Furthermore, the findings can inform the development of capacity-building programmes for principals and teachers, as well as the formulation of policies that are more conducive to the implementation of SBM. In the Batang Gansal subdistrict, the issue that persists in educational institutions, particularly in the subdistrict's clusters, is that a considerable number of principals continue to rely primarily on the capabilities of teachers and educational personnel. This has significant implications for the implementation of school-based management, particularly in elementary schools in Batang Gansal sub-district, where the managerial and leadership abilities of principals are often limited. The managerial ability of a school principal is a factor that can influence the quality of education produced, and thus the effectiveness of school-based management. Despite the existence of several schools that implement school-based management effectively, the overall quality of school-based management in Batang Gansal sub-district remains low.

Method

This research is a descriptive quantitative study that employs research instruments based on indicators of the research variables. The research employs four variables, namely four independent variables: Teacher Perception, Managerial Leadership, and Work Motivation, and one dependent variable: SBM. The population and subjects of this study were all teachers in Cluster 1, Batang Gansal, Riau. The location is in Indragiri. A total of 59 teachers were selected using the purposive sampling technique. This technique was selected on the grounds that it enables researchers to obtain samples that possess specific characteristics pertinent to the study, namely teachers who are directly involved in the implementation of SBM. This approach was deemed appropriate as it enabled the researcher to gather more detailed data from a homogeneous sample with regard to teaching experience and involvement in SBM. The questionnaire was comprised of three principal sections. The initial section of the questionnaire was designed to assess teachers' perceptions of school management, including aspects such as involvement in decision-making and the provision of administrative support. The second section focused on measuring the principal's leadership style, with specific attention paid to the characteristics of transformational, transactional, and laissez-faire leadership approaches.

The third section of the questionnaire measured teachers' work motivation, including intrinsic and extrinsic motivation. The fourth section measured the level of implementation of SBM, including the extent to which the school has implemented the components of SBM. Validity and reliability will be tested through a pilot study on a small sample of teachers with similar characteristics to the main sample. The internal reliability will be assessed using Cronbach's alpha coefficient. The questionnaires will be distributed directly to the respondents, who will then proceed to collect the data independently. Prior to the commencement of the data collection process, the researcher will provide a concise explanation of the study's objective and the procedure for completing the questionnaire. It should be noted that the results of this study may not be generalisable to a wider population of teachers outside of Cluster 1, Batang Gansal. Additionally, there may be a social desirability bias, whereby respondents may be inclined to provide answers that are perceived as socially preferable. The questionnaire was designed to assess specific aspects of the research variables.

Descriptive statistics are employed to describe the characteristics of the sample and research variables, including the mean, standard deviation, and frequency. Correlation analysis is employed to ascertain the nature of the relationship between the research variables. Multiple regression is employed to ascertain the simultaneous effect of the independent variables (teacher perceptions, leadership style, work motivation) on the dependent variable (the level of SBM implementation). The regression model employed is multiple linear regression, as well as a classical regression assumption test. Prior to conducting regression analysis, a classical assumption test is conducted to ensure the regression model used is valid. It is anticipated that this research will make a significant contribution to the development of education management theory and practice, particularly in the context of implementing SBM. The findings of this study can be used as a basis for formulating more effective policies and development programmes to improve the quality of education in schools, especially in areas with similar characteristics to Batang Gansal.

Results and Discussions

Result of The discussion in this study provides a summary and general understanding of the analysis conducted. The prologue covers the theoretical and contextual basis for the background of the study, as well as how the researcher examined the relationship between the triggered management factors, including managerial influence, leadership style, and teachers' work motivation. The study aims to learn how these factors influence

participation in the implementation of school-based management in Batang Gansal. School-based management is the management principles and practices that cover all aspects of education, such as decision making, resource management, and performance development.

In this study, the data description is accompanied to provide information and a general summary of the data collected. Based on the variables that have been pronounced, the description will be explained in four sections, namely Teacher Perception (X1) Principal Managerial (X2), Principal Leadership Style (X3), and Teacher Work Motivation (X4) on participation in SBM implementation (Y1). The data are the result of the scoring of the answers from the study given to the respondents. The calculation is done by giving a score to each statement. The values are presented after data processing using descriptive statistics, including mean, median, mode, standard deviation, variance, and frequency distribution accompanied by bar charts. Guidelines for explaining teacher perceptions, principal management, principal leadership style, and teacher work motivation related to SBM implementation in Table 1;

Table 1 <Guidelines for the Level of Teacher Perceptions, Principal Managerial, Principal Leadership Style, and Teacher Work Motivation, related to the Implementation of SBM>

Category	Score
Very Low	<21
Low	21-40
Medium	41-70
High	71-90
Very High	91-100

By grouping the teacher perception scores, the following data description was obtained. N or the number of valid data = 59, while there is nomissing data, meaning that all data is ready to be processed. Mean (average) teacher perception score = 74.80. The median (midpoint) of the data if all data is sorted and divided in half equally. Median=75 indicates that 50% of teacher perception scores are 75 and above and 50% are 75 and below. Variance which is a multiple of standard deviation 109.339. The standard deviation is 10.46. The minimum score is 54 and the maximum score is 93. The frequency table of teacher perception scores is presented as follows; To check the normality of the data, the normality test method was conducted using the SPSS 21 application by utilizing the Kolmogorov-Smirnov test. The decision on data normality was made by comparing the significance value on the Kolmogorov-Smirnov Z line with the α (alpha) value set as 0.05. If the significance value on the Kolmogorov-Smirnov Z line is greater than 0.05, then the data has a normal distribution.

The table of data normality test results in this study can be seen in Table 7. To determine whether or not there is a linear relationship between the variables in this study, linearity testing was conducted using SPSS version 21. To determine whether or not there is a linear relationship between the variables, we compare the significance value on the linearity line with the α (alpha) value approved as 0.05. If the significance value on the linearity line is lower than 0.05, then the relationship can be considered linear. From the table provided, the Linearity sig value is found to be 0.002. This indicates that the data is linear because the value is smaller than 0.05 (Table 2).

Table 2 <Normality Testing Result>

Variable(s)	Significancy	Result
Teacher perception	0,761	The data is normally distributed
Principal managerial	0,809	The data is normally distributed
Principal Leadership	0,753	The data is normally distributed
Teacher Work Motivation	0,654	The data is normally distributed
SBM Implementation	0,924	The data is normally distributed

Table 3 <Linearity test between X1 and Y>

SBM Implementation (Y) * Teacher Perception (X1)	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups(Combined)	4269.246	29	147.215	1.686	0.088
Linearity	3200.528	1	3200.528	36.663	0.002
Deviation from Linearity	1068.718	28	38.168	0.437	0.983
Within Groups	2357.000	27	87.296		
Total	6626.246	56			

The Linearity sig value is found to be 0.024. This shows that the data is linear data because the value is smaller than 0.05. The Linearity sig value is obtained at 0.000. This indicates that the data is linear because the value is smaller than 0.05. The Linearity sig value is obtained at 0.018. This indicates that the data is in linear order because the value is smaller than 0.05 The next step, after the research is carried out and the analysis requirements and results meet the predetermined criteria, the next step is hypothesis testing. Hypothesis testing in this study was carried out to draw a conclusion supported by empirical data. The data analysis technique used to determine the effect between variables is Path Analysis. The following is hypothesis testing for the research variables (Table 4).

Table 4 <Principal Managerial Influence, Principal Leadership Style, Teacher Work Motivation, significantly influences the Implementation of SBM>

Variable	Path Coeffience	Influence		Variable	Path Coefficience
		Direct	Undirect		
Teacher Perception (X_1)	0.365	0.296	-	Teacher Perception (X_1)	0.365
Principal Managerial (X_2)	0.378	0.378	-	Principal Managerial (X_2)	0.378
Principal Leadership Style (X_3)	0.304	0.304	-	Principal Leadership Style (X_3)	0.304
Teacher Work Motivation (X_4)	0.283	0.283	-	Teacher Work Motivation(X_4)	0.283
X_1, X_2, X_3 and X_4	-	-		X_1, X_2, X_3 dan X_4	-

The table above shows the relationship between various factors and their impact on a particular subject. Teacher Perception (X1), or Teacher Perception, has a direct coefficient of 0.365 and an indirect coefficient of 0.296. The total combined effect is 10.3%. Principal Managerial (X2), or Principal Management, has a direct coefficient of 0.378 and an indirect coefficient of 0.378. The total combined effect is 14.2%. Principal Leadership Style (X3), has a direct coefficient (Direct) of 0.304 and an indirect coefficient (Indirect) of 0.304. The total combined effect is 9.2%. Teacher work motivation (X4), has a direct coefficient (Direct) of 0.283 and an indirect coefficient (Indirect) of 0.283. The total combined effect is 8%. The combined effect of X1, X2, X3, and X4 is 0.68 or 68% In summary, these coefficients represent the relative impact of the various factors on the subject. The combined effect of these factors is quite large, indicating that they play an important role in the overall outcome.

Effect of Teacher Perception on participation in SBM Implementation
The findings indicated that the managerial influence of the head of school (MKS) was a significant predictor of assistant participation in the implementation of MBS. Principals who facilitate open communication, provide clear direction, and possess a well-defined vision and mission, can foster a sense of trust and involvement among their assistants in the development and implementation of the MBS. Furthermore, principals who are able to foster positive relationships with their assistants can facilitate the participation process. Effective leadership can engender a sense of trust and involvement among assistants in the pursuit of MBS goals.

A FMS that ensures that the objectives and tasks of each assistant are aligned with the vision and mission of the school will also influence participation in the implementation of SBM. It can be reasonably deduced that assistants who are in possession of clearly defined objectives and are aligned with the school's vision and mission will exhibit greater levels of satisfaction and involvement in the development and implementation of the MBS. The implementation of an effective MKS, which is capable of establishing a transparent planning system and precise evaluation procedures, will facilitate the involvement of assistants in the realisation of MBS objectives. A transparent planning system enables assistants to ascertain their objectives and responsibilities, while the provision of constructive feedback through evaluation can facilitate the MBS implementation process.

This finding is consistent with previous research indicating that effective leadership can enhance teachers' involvement and performance in the implementation of educational reform. However, this study makes a further contribution by identifying specific factors in the management of principals that influence the participation of assistants in the implementation of MBS. While the results of this study indicate a positive correlation between principals' management practices and assistants' involvement, it is essential to consider the specific contextual factors at play in Batang Gansal. Factors such as the school's organisational culture, the experience and qualifications of assistants, and support from relevant parties may exert an influence on the level of participation.

To enhance the implementation of MBS, it is imperative for principals to persist in developing their leadership competencies, encompassing communication, planning, evaluation, and relationship-building with staff. Furthermore, it is essential to provide training and development opportunities for assistants to enhance their proficiency in executing MBS-related responsibilities. A potential limitation of this study is the use of a cross-sectional research design, which precludes the inference of causality. A longitudinal research design may prove beneficial in elucidating the causal relationships between the study variables.

Principal's Managerial Influence on Participation in SBM Implementation
The findings of this study indicate that the role of the principal as a managerial leader exerts a considerable influence on the implementation of School-Based Management (SBM) in educational institutions in Batang Gansal. This finding lends support to a number of leadership theories, including those pertaining to transformational, systems, and servant leadership. It can be reasonably deduced that principals who are able to articulate a clear vision, communicate effectively and demonstrate a robust commitment to the school's goals are more likely to facilitate the effective implementation of SBM. This is similar to the finding of Mandagi Et al (2023) stated transformational leadership, which is capable of inspiring and motivating staff, also plays a pivotal role in fostering a school environment that is conducive to innovation and change. It is, however, important to bear in mind that the implementation of SBM is also influenced by other factors, such as the level of support provided by relevant parties, the availability of resources and the socio-economic conditions prevailing in the community.

While the principal is a pivotal figure, the success of SBM implementation hinges on the collaboration and assistance of all school constituents, including teachers, students, and parents. The practical implications of this study for school principals are the importance of developing managerial leadership skills, including the ability to communicate, collaborate and make effective decisions. Furthermore, it is incumbent upon the principal to cultivate a positive school environment, provide support for innovation, and facilitate opportunities for teachers to develop their professional competencies. It is crucial for teachers to comprehend their function in the implementation of MBS and collaborate with the principal to attain the institution's objectives. This result is agreed with the finding by Da'as (2019) claim that teachers are able to participate actively in the decision-making process, curriculum development and learning evaluation.

The findings of this study have significant implications for the formulation of education policies that support the implementation of SBM. It is recommended that these policies focus on developing the capacity of school principals, improving the quality of teachers and providing adequate resources. While this study makes a significant contribution to the field, it is similar to study by Lin et al (2021) claim that important to consider some limitations. One such limitation is the limited generalisation of the research results, given that the research was conducted in a single area, namely Batang Gansal. Therefore, further research with a larger and more diverse sample is necessary to confirm the findings of this study.

Impact of Principal Leadership Style on SBM Implementation
Principal leadership style is defined as the way or color of facing challenges, leading, and supporting teachers and school staff in designing, developing, and implementing school-based management. Some examples of leadership styles that can be found are transformational style, delegative style, and transactional style. School-based management is a system that refers to the concept of education that makes connections between the fields of science and culture and teaching and learning in schools. The implementation of SBM generally requires an important role of the principal as a leader who can help shape the school culture in accordance with the vision and mission of education. In this study, observations and comparisons were made between schools that have successfully studied SBM and schools that have not been successful in its implementation. The results similar to study by Gaspar (2022) showed that the principal's leadership style that is effective in implementing SBM is the transformational style.

Principals with this style are able to create a committed vision and mission, provide clear direction, and accelerate innovation in schools. In the process of implementing SBM, principals with a delegative style can also establish a good working relationship with teachers and school staff. By trusting teachers and giving them freedom to design and develop educational programs, principals can accelerate the development of more effective and efficient school performance. The results also similar to Sujati et al (2023) showed that the transactional style can have a positive impact on the implementation of SBM when used in conjunction with appropriate demands and sanctions. However, when used excessively, this style can create uncertainty and friction in the teaching and learning process in schools. To resolve this, this study shows that the principal's leadership style plays an important role in the implementation of school-based management. Transformational and delegative styles are considered more effective in developing school-based management performance, while transactional styles should be used with caution so as not to undermine performance and smoothness in schools.

This research begins with understanding the basic concepts of principal leadership style and school-based management. Leadership style is defined as a way or technique used by the principal in directing, communicating, and motivating students, teachers, and school staff. School-based management is a management method that refers to the values and goals of education. In this study, the leadership style theory chosen is the Big Five theory. This theory describes four important forms of leadership styles, namely: social leader, inspirational leader, competent leader, and appropriate leader. Each of these styles affects the success rate of school-based management implementation in different ways. Research shows that a positive social leadership style can speed up the process of implementing school-based management. Principals who have this style implement school-based management by alerting and guiding students, teachers and staff to develop good communication and relationships. The inspirational leadership style also plays an important role in the implementation of school-based management. Principals who have this style are able to make students, teachers, and staff feel connected to the educational goals and vision of the school. This makes them more willing to work together and come up with ideas to improve school-based management.

The effect of the competent leadership style on the implementation of school-based management also shows positive results. Principals who have this style are able to provide appropriate guidance and help students, teachers, and staff overcome problems that arise during the implementation process. However, an appropriate leadership style does not always have a positive effect on the implementation of school-based management. In some cases, principals with this style may be too strict in overseeing the implementation process and stifle innovation. Overall, this study shows that the principal's leadership style has a significant impact on the implementation of school-based management. The Big Five theory successfully supports the research findings and provides a more detailed view of how leadership styles can be applied in school management.

The Influence of Teacher Work Motivation on the Implementation of SBM
The findings of this study indicate that teachers' work motivation exerts a considerable influence on the implementation of School-Based Management (SBM) in educational institutions in Batang Gansal. This finding is consistent with that of previous research, which indicates that teachers who are motivated are more active in school activities, including the implementation of SBM. Additionally, several factors that influence teachers' work motivation, including teachers' skills and experience, support from the school and community, and the quality of education provided, were also found to play an important role. Teachers who possess the requisite skills and experience and are supported by a conducive working environment are more likely to be motivated to fulfil their duties, including the implementation of SBM. Furthermore, the provision of a high-quality education can also serve to enhance teachers' work motivation.

Teachers who perceive that they can meaningfully contribute to enhancing the quality of education are more likely to exhibit motivation in their work. It is evident that the role of school principals in enhancing teachers' work motivation cannot be overlooked. Effective school principals are able to foster a positive work environment, which in turn motivates teachers to perform to a higher standard. Furthermore, career development programmes may also serve as a catalyst for enhanced teacher motivation. It is, however, important to bear in mind that the factors influencing teacher motivation are complex and interrelated. To enhance teacher motivation and facilitate the implementation of MBS, a comprehensive and sustainable approach is imperative. The finding is similar to Rwigema (2022) showed some steps that can be taken include improving teachers' welfare by providing rewards, allowances, and adequate work facilities. In addition, this can improve the quality of education and provide training and professional development for teachers, as well as improve educational facilities and infrastructure.

Furthermore, these results can strengthen the leadership of school principals, for example, by selecting and The appointment of principals who demonstrate high competence and integrity, coupled with an increase in community participation in the establishment of partnerships with the community to provide support for school activities, including the improvement of teachers' work motivation, has the potential to facilitate the development of a positive school culture. This finding is agreed with Ariyani and Suhaery (2021) showed the result may be achieved by creating a school environment that is conducive to learning and working, emphasising values such as cooperation, innovation, and responsibility. The consideration of these factors is anticipated to enhance teachers' work motivation and facilitate the more effective implementation of MBS in schools in Batang Gansal.

Conclusions

In conclusion, this study has successfully identified the significant influence of managerial, leadership, and teacher work motivation factors on the implementation of School-Based Management (SBM) in schools in Batang Gansal. The findings of the research demonstrate that principals who possess robust managerial abilities

can facilitate the expeditious implementation of SBM and enhance the overall performance of the educational institution. Furthermore, the research indicates that effective leadership styles, such as transformational leadership, can enhance teachers' motivation and performance, thereby positively influencing the implementation of SBM. Furthermore, high teacher motivation can enhance teachers' active involvement in decision-making and the implementation of school programmes. Consequently, this study offers empirical evidence on the significance of the principal's role as a managerial leader in facilitating effective SBM implementation. These findings have significant implications for policymakers, principals and teachers in their endeavours to enhance the quality of education in Indonesia..

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