

THE ROLE OF THE PRINCIPAL IN STRENGTHENING SCHOOL-BASED MANAGEMENT (SBM) IN PUBLIC AND PRIVATE HIGH SCHOOL

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Abstract

School-Based Management (SBM) demands effective leadership and organizational capacity for school autonomy to impact quality improvement. This study aims to analyze the role of principals in strengthening SBM in public high schools and compare instructional leadership practices and organizational capacity across school types. The research approach used a descriptive literature study design; data were collected from books, scientific articles, regulations, and reports that were analyzed critically and thematically. The results indicate that public high school principals are generally more mature in setting strategic goals, using data for evidence-based planning, implementing systematic academic supervision, and building a collaborative culture; while many private high schools especially medium and small experienced limitations in capacity, data, training, networking, and monitoring and evaluation mechanisms. The findings also emphasize the role of principals as capacity builders who mobilize resources and strengthen coordination. The discussion links the results to the literature on instructional leadership and SBM and highlights contextual barriers that influence implementation. This study addresses the research objectives by uncovering similarities and differences in leadership and organizational capacity-enhancing factors. It also recommends strengthening data-based training, developing monitoring and evaluation systems, and expanding partnerships as policy measures. These recommendations are expected to support more evidence-based, participatory, and sustainable SBM practices, thereby significantly improving the quality of learning in high schools.

Keywords: Management Based School, leadership head school, competence managerial,

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INTRODUCTION

Management Based School (MBS) has recognized as a management model schools that provide autonomy more big to school in manage source power, formulate internal policies, as well as involving various stakeholders interest in the education process (Lestari et al., 2024; Nirmayanthi et al., 2024; Timpal, 2024). With Thus, MBS has the potential increase quality service education If implemented with good and supported by effective leadership. In context education medium upper (high school), role head school become very strategic Because head school hold not quite enough answer in planning, organizing, implementing, and evaluating managerial, at the same time coordinate teacher participation, committee schools, students, and parents (Juliantoro, 2017; Marfinda, 2022)

Although Management Based School (MBS) has developed as framework decentralization education For increase effectiveness management school, in some study show that understanding theoretical about connection between leadership head schools and

strengthening of MBS still experience a number of emptiness in a way conceptual . head school only as a ensuring administrator compliance to MBS procedures (Mistrianingsih et al., 2015; Yulina, 2017) , even though framework theoretical leadership education contemporary leadership , such as instructional leadership and transformational leadership, emphasize that head school own role strategic in form vision , culture organization and collaboration professional . With Thus , the existing theory Not yet fully integrate role leadership transformative head school in MBS context (Gunawan, 2025)

In the MBS concept it is often assumed that that structure organization public and private schools operate in condition similar theoretical (Aziz, 2015; Rahmat & Husain, 2020) , while in reality context second type school the own difference structural significant related funding , autonomy policy , flexibility curriculum and mechanisms accountability . However , MBS theories do not differentiate dynamics implementation of MBS based on characteristics institutional . Therefore , it is necessary expansion framework theoretically which is explicit put difference context organization as factor determinant effectiveness leadership head school in strengthening MBS

Modern MBS theory emphasizes importance stakeholder participation and collaboration in taking decision (Timpal, 2024) , but draft This Not yet fully associated with leadership model participatory or increasingly distributed leadership develop in literature education . Disconnection This produce emptiness theoretical in explain How head school negotiate role his leadership For push participation , especially in the environment schools that have culture organization different between the state and the private sector . Therefore Therefore , a theoretical model is needed that is capable of connect dimensions participatory MBS with theory leadership distributed in context school medium

A number of study previously confirm that success MBS implementation is highly dependent on competence leadership head school as well as internal and external stakeholder involvement (Ginanjar & Herman, 2019) . For example , in researchers Suriansyah, (2014) found that head school in a way active involving teachers, parents , students and the community in taking decisions , which result in improvement quality education . Likewise with study (Sitorus et al., 2023) The Relationship between School-Based Management and the Role of the Principal on Graduate Quality show that between MBS and the role head school correlated with quality graduates , so that show relevance of MBS to *outcome*.

Although literature the give description general about MBS effectiveness and role head school , there is emptiness empirically in several aspect critical . First , some big studies only conducted in public high schools or vocational school, so that Still A little comparative research between public and private high schools in implementation of MBS in the same geographical area . Second , many study nature qualitative and case single , with lack of quantitative data that allows generalization, even though analysis comparative between public and private schools need approach mixture or quantitative For test difference significant . Third , contextualization local often not enough noticed only A little research that targets area medium or small , like regency or city small in Indonesia. Therefore that , practices , challenges , and management models that are developing in regions such as almost Not yet documented in a way adequate

Remember matter mentioned , the aim of this research is to This study aims to comprehensively analyze how principals in public and private high schools play a strategic role in strengthening School-Based Management (SBM) through instructional leadership practices and developing school organizational capacity. This study aims to examine in depth the differences and similarities in the roles of principals in setting strategic goals, integrating data in program planning, implementing academic supervision, and building a collaborative culture in the school environment. In addition, this study also aims to determine how principals manage organizational structures, facilitate staff competency development, optimize resources and partnerships, and implement monitoring and evaluation mechanisms as part of strengthening school organizational capacity.

RESEARCH METHOD

Study This use approach qualitative purposeful understand phenomenon implementation Management Based School in a way in-depth in context School Upper Middle School . Approach qualitative chosen Because capable describe dynamics social , governance practices , and the meaning constructed by stakeholders interest education in the management process school (Dodgson, 2017) . All procedure study directed For produce description comprehensive about accountability , leadership , and management source Power education .

Type study This is studies literature with design descriptive study literature used For examine theory , regulation , and results study relevant previous to MBS implementation . Descriptive design chosen Because allows researchers organize findings in a way systematic For describe in a way details challenges and opportunities implementation of MBS at the high school level . Research This integrate findings theoretical and empirical so that produce complete understanding about condition actual governance school .

Research data sources obtained from literature credible academics , including book scientific , articles journal national and international reports education and regulation government . Data collection is carried out through activity read critical , identification themes , and selection reference based on relevance as well as strength scientific . Document policy like The Minister of Education and Culture Regulation and National Education Standards also analyzed For give base normative in understand MBS implementation . All collected data Then categorized in accordance focus research , such as accountability , leadership head schools and management source Power education .

RESEARCH RESULTS AND DISCUSSION

Comparison of Instructional Leadership of Public and Private High School Principals in Strengthening MBS

In aspect determination objective strategic school head schools in state high schools tend to capable align objective school with need participant education , policy national , as well as focus on improvement quality learning and literacy . Meanwhile that , some head school in private high schools , especially school small , still formulate objective in a way normative without analysis deep need . Findings This confirm that determination goals on both type school Actually has leading on standard leadership instructional , but the quality is greatly influenced by capacity head school .

In use of data as base program planning or evidence-based planning, public high schools in general has utilize the results data learning , teacher attendance , semester program achievements , and documentation more academic structured . On the other hand , many private high schools medium and small face various obstacle like data limitations , manual recording , and weakness analysis needs . Findings This show that data integration into challenge the biggest in MBS strengthening and its effectiveness is highly dependent on the capabilities head school in manage as well as analyze data systematic .

In this aspect supervision academic , head schools in State Senior High Schools implement supervision with more systematic through instrument observation , action further , and giving bait come back pedagogical . However , some private high schools Still operate supervision only as obligation administrative without There is analysis meaningful quality . Inconsistency in implementation supervision This impact straight to the weak connection between school program planning and evaluation learning , so that supervision Not yet function optimally as tool development quality .

In matter culture school and collaboration , principal public high schools in general succeed build culture collaborative through communication openness and teacher involvement in the planning process . On the other hand , schools private sector that implements style leadership centralized show level greater teacher participation low and top - down planning processes . Findings This confirm that culture collaborative is factor important in effectiveness

implementation of MBS, because participatory leadership proven produce more program planning strong and relevant .

Finally , regarding maturity leadership instructional , head Public High School is visible own greater understanding strong in translate vision education national to in strategic programs school . Meanwhile that , some head private high school Still Not yet capable apply practice leadership instructional in a way deep consequence limitations capacity and resources power . Findings overall show that depth practice leadership instructional varies greatly among school and become factor main in success planning school based Management Based School (MBS).

Role of the Head School In Strengthen School Program Planning MBS Based Through Leadership Instructional

Head schools in public and private high schools has make an effort apply principles leadership instructional in school program planning , although its implementation Not yet fully optimal. Most of the head school has set objective strategic aligned schools with need participant educate , vision education national , as well as priority improvement quality learning , the principal is able to formulate directions but in implementation such as Monitoring, regular supervision, and resource support require strengthening. This reinforces the conclusion that theoretical understanding does not automatically guarantee perfect implementation without managerial/organizational support. matter This in line with study (Dania & Andriani, 2021) demonstrates principals' instructional leadership practices in program planning, academic supervision, parent involvement, and implementation challenges including that strategic goal formulation often exists, but implementation is hampered by limited resources and teacher capacity.

Public High Schools, especially those of size big , has capable utilize the results data learning , teacher attendance , semester program achievements , as well as documentation academic other as base compilation plan work . However , a number of private high schools medium and small Still face limitations source power , system data collection that has not been completed structured , as well as lack of training data management . Vanari et al., (2025) Describes the internal and external factors that influence the use of data for school self-evaluation, emphasizing the role of training, leadership, and data systems as very influential . This show that part school Still compile a program normative and not yet fully based evidence , even though evidence-based planning practice is indicator main effectiveness of MBS.

Supervision instructional through supervision academic show sufficient inequality significant between public and private schools medium to bottom . Part of the head school has carry out supervision in a way systematic with use instrument observation , action carry on reflective , as well as giving bait come back constructive pedagogical practices . Research conducted by Satria et al., (2025) reported effective supervision practices: classroom observation, joint reflection, and coaching; but also found obstacles such as limited supervision time, limited capacity of the principal to provide in-depth instructional feedback, and supervision that was only administrative. In some school supervision only executed as fulfillment obligation administrative without analysis deep , so that the result No connected in a way real with school program planning

Culture school become factor determinant success implementation of MBS. Head school with style leadership collaborative capable build culture positive work through communication open , teacher participation in planning , as well as coordination inter-stakeholder interests . Quantitative studies conducted (Sciences, 2024) in secondary schools showed that collaborative leadership significantly increased school improvement, an effect mediated by teacher autonomy and organizational culture. This means that collaborative school cultures that support teacher autonomy will lead to better school outcomes. Conversely , in secondary schools with style leadership centralized , planning ongoing top -down, there are not enough teachers involved in taking decisions , and essence independence school in MBS no develop optimally .

In a way overall , results study confirm that role head school in strengthen program- based planning MBS shows direction positive , but Still face challenge significant . Challenge the

especially lies in the ability data analysis , consistency supervision academic , as well as development culture sustainable collaborative . Depth practice leadership instructional proven become factor key in ensure that school program planning truly improvement - oriented quality learning and development independence school in accordance principle Management Based School .

Comparison of School Organizational Capacity and Principal Leadership in Public and Private High Schools

capacity organization schools in public and private high schools in very influenced by the role head school in manage structure organization and building internal coordination . In public high schools, the structure organization tend walk effective Because distribution task clear and coordinated inter-unit ongoing strong . On the other hand , in many private high schools , especially those of large size, medium and small , role structural often combined consequence limitations source Power humans , so that Program coordination is not optimal. Conditions This confirm that effectiveness implementation Management Based Schools (MBS) are greatly influenced by the clarity of structure organization ; weak structure in a way direct hinder program implementation .

In aspect culture professional , head school play role important in develop culture collaborative , building communication open , and improve trust professional inter-staff . State High School led by with style leadership collaborative show high teacher participation as well as climate conducive communication . On the other hand , some private high schools Still apply style leadership bureaucratic or hierarchical which makes teachers reluctant convey opinion and only show compliance formalistic . Difference This impact significant to capacity organization , because culture collaborative strengthen effectiveness of MBS, while style hierarchical tend weaken teacher participation in the decision-making process decision .

Besides that , competence and development staff become component important in form capacity organization . Head school own role in facilitate training and improving competence pedagogy and teacher management . State Senior High School is relatively more superior Because get support government through a structured PKB program as well as training routine which has an impact on increasing teacher competency . Meanwhile that , limitations budget make many private high schools difficult organize training in a way sustainable , so that improvement teacher capacity is not running optimally. Findings This show that competence staff is element key in build capacity collective ; without support training , implementation of MBS will weaken .

Role of the head school as *capacity builder* also becomes a very determining factor . In public high schools, the principal school capable mobilize source power , facilitating Work team , and build mechanism reflection collective through meeting coordination data- based , sharing forum practice good , and empowerment committee school . On the other hand , in some private high schools pattern communication Still nature One direction and not there is mechanism coordination routine . This is impact on weakness cohesion organization and create implementation of MBS only nature administrative , not substantive .

In matter management source power , head school sued capable adapt and connect partnership external For support development school . Public high schools are usually get support budget and network government so that more easy running development programs school . Meanwhile that , the success of private high schools depends on creativity head school in build partnership ; no all school own strong network . As a result , schools that do not own partners external difficult expand capacity organization and program innovation

The monitoring and evaluation (monev) mechanism also becomes indicator important capacity organization . State high schools in general own cycle structured monitoring and evaluation through analysis program achievements , supervision academic periodic , and teacher reflection . Meanwhile that , in many private high schools , is not there is system clear monitoring and evaluation so that program implementation becomes No measurable , less documented , and not give bait come back For repair sustainable . Findings This show that monitoring and

evaluation systematic is very important For guard consistency implementation of MBS absence monitoring and evaluation make capacity organization weakened and school difficult develop .

The Role of the Principal in Strengthening School Organizational Capacity in Public and Private High Schools

The research results show that the organizational capacity of public and private high schools is significantly influenced by the principal's ability to build collaboration and internal coordination. In large public high schools, the principal has been able to effectively manage the organizational structure through a clear division of tasks between the vice principal, program head, and teachers. This configuration supports the effectiveness of SBM, as emphasized by the theory of organizational capacity, which emphasizes the importance of structural clarity and synergy between units (Adams & Miskell, 2022). Conversely, in some medium-sized and small private high schools, structural roles are often combined due to limited human resources, resulting in disproportionate workloads and weak coordination in school program implementation. Based on these structural conditions, the influence of leadership style is an important aspect that requires further analysis.

Atasoy & Yalçın Research , (2023) found that the quality of professional culture is largely determined by the leadership style adopted by the principal. Schools led with a collaborative approach demonstrate high levels of professional trust, open communication, and active teacher involvement in program planning and evaluation. This study demonstrates a strong relationship between leadership style (democratic/collaborative) and teacher professionalism. Leadership that supports autonomy and dialogue increases professional commitment, while a bureaucratic style reduces teacher initiative and encourages purely administrative behavior. Conversely, a bureaucratic or hierarchical leadership style causes teachers to be passive and simply fulfill administrative demands without substantive participation. In addition to the dimensions of professional culture, organizational capacity is also closely related to the competency of staff that supports the implementation of SBM.

Analysis competence staff disclose existence gap significant between public and private high schools , especially in competence pedagogical and managerial . State Senior High Schools are more helped by government programs like Development Professionalism Sustainable (PKB) which strengthens capacity collective teachers and support effectiveness of MBS. Meanwhile that , private high schools that have limitations budget difficult organize internal training routine , so that improvement teacher competency progress not optimal. Research Galdames-Calderón, (2023) in public secondary schools showed that principals who implemented *distributed leadership* actively created opportunities for teachers to develop as “teacher leaders” through training, sharing of responsibilities, and involvement in school planning and evaluation which resulted in Improving teacher professionalism and improving school practices. Organizational capacity is not just about individual skills; it also requires sustained investment in staff and inclusive organizational structures. For private schools with budget constraints, establishing "distributed leadership" or establishing partnerships, as you mentioned (external networks), may be an alternative strategy to strengthen capacity despite limited resources.

Capacity organization school is closely related with effectiveness monitoring and evaluation (monev) mechanisms that are implemented head school . School with cycle monitoring and evaluation structured like analysis monthly program achievements , evaluation supervision academic , and reflection collective teachers show consistency more MBS implementation tall as well as ability adaptation to dynamics need participant educate Study (Kayatarno, 2022) showed that the implementation of a principal monitoring and evaluation model, which includes regular observation, academic supervision, reporting, and feedback, has a positive impact on improving teacher performance and school quality. The monitoring and evaluation system allows for more control over school program implementation and allows for the identification of deficiencies and continuous improvement. Conversely , schools that do not own system clear monitoring and evaluation experience implementation of the program is not

reach the target, less documented, and without bait come back For repair sustainable. Condition This confirm that capacity organization No only determined by ability individual head school, but also the existence system work that allows learning institutional ongoing in a way sustainable. With Thus, strengthening capacity organization schools rely heavily on integration between style leadership, culture professional, competence staff, network external, and effectiveness mechanism monitoring and evaluation.

CONCLUSION

Based on results research that has been done through the process of data collection and review to various aspect leadership instructional as well as capacity organization school, then obtained a number of the conclusion that becomes answer on formulation problem is as following:

1. Leadership instructional head schools in public and private high schools in showing difference significant in determination objective strategic, use of data in planning, supervision academic, as well as formation culture collaborative. Head schools in public high schools in general capable apply leadership instructional in a way more ripe with align objective school to need participant education and policy national, utilizing academic data in a way structured, and carry out systematic supervision. On the other hand, some private high schools specifically medium and small Still face constraint capacity, data limitations, and supervision of a administrative so that The implementation of MBS is not optimal. Findings This answer formulation problem related difference implementation leadership instructional in both type school.
2. Role of the head school in strengthen school program planning MBS based shows trend positive, but Still face challenges in aspects data analysis, consistency supervision and strengthening culture collaborative. Head schools that have understanding strong about leadership instructional capable direct program planning in general measurable and based needs, but No all school own same capacity in manage data, implement supervision quality, or build teacher participation. This become answer on formulation problem about How head school strengthen school program planning through practice leadership instructional.
3. Capacity organization schools in public and private high schools influenced by structure organization, culture professional, competence staff, partnership external, as well as monitoring and evaluation mechanisms implemented head school. State Senior High School has capacity more organizations stable Because structure clear organization, government program support in improvement competence, as well as mechanism better coordination and monitoring and evaluation organized. On the other hand, private high schools tend face obstacle in matter source Power human, low access training, weakness network external, and absence system structured monitoring and evaluation, so that capacity organization Not yet optimal development. Findings This become answer to formulation problem about comparison capacity organizations on both type school.
4. Role of the head school as driving force capacity organization (*capacity builder*) proven become factor key in effectiveness implementation of MBS. Head capable schools mobilize source power, building Work team, and grow reflection collective can push improvement cohesion organization and consistency program implementation. However, the role is greatly influenced by style leadership and ability adaptation head school, which is different between public and private high schools.

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