

SCHOOL MANAGEMENT TO IMPROVE THE QUALITY OF EDUCATION AT THE ELEMENTARY SCHOOL LEVEL

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Abstract

School management plays a crucial role in improving the quality of education at the primary school level, particularly in optimizing learning processes and educational services. This study aims to examine school management practices in enhancing educational quality at UPTD SD Negeri 3 Batu Tungku, Panyipatan District. The study focuses on three main aspects: school program planning, program implementation, and the challenges encountered during the management process. A qualitative descriptive approach was employed, with data collected through interviews with the principal and teachers, classroom and school-area observations, and document analysis of school plans and evaluations. The findings indicate that school program planning includes curriculum development, teacher competency enhancement, student character development, and improvement of basic school facilities. Program implementation is carried out through coordination between the principal, teachers, and the school committee, yet several challenges persist, such as limited financial resources, fluctuating community participation, and insufficient use of educational technology. The study highlights that improving educational quality requires visionary school leadership, systematic program planning, and strong collaboration among stakeholders. Effective school management has the potential to strengthen learning quality and support continuous improvement in student achievement.

Keywords: School Management, Education Quality, Primary School, Program Implementation



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INTRODUCTION

One of the fundamental problems that Indonesian education still faces to this day is the low quality of education at various levels, especially basic education. The Education Quality Report of the Ministry of Education and Culture shows that many elementary schools still experience gaps in achieving national education standards, especially in aspects of the learning process, teacher competence, and learning support infrastructure. This condition was strengthened by Harlen Simanjuntak & Bakti Tonni who revealed that the problem of basic education in Indonesia does not only lie in the input of students, but also in the weak management of schools which has an impact on the quality of education services as a whole.¹ Education as a fundamental right has been affirmed in Law Number 20 of 2003 concerning the National Education System, which emphasizes that education must be able to develop the potential of students to become human beings of faith, noble character, knowledge, creativity, and independence. At the elementary school level, these goals are the main foundation for the formation of students' character and basic abilities.

In practice, various elementary schools still face quite complex challenges. Various managerial problems such as immature planning, weaknesses in organization, inconsistent program implementation, and in-depth evaluation are often obstacles to improving the quality of education.² School management that does not run systematically causes various educational programs to be not on target, less effective, and not sustainable. In fact, according to Sukirman & Suyono, school management includes planning, organizing, implementing, and supervising all school resources which include teachers, education staff, curriculum, facilities, and relationships with the community. If all of these components are managed effectively, then educational goals can be achieved optimally.³

Various studies show that the role of school management greatly determines the quality of education. Hardiansyah found that the implementation of *school-based management* has a positive impact on the quality of basic education because it gives autonomy to schools in managing resources and determining the priorities of educational programs.⁴ This autonomy allows schools to design programs that meet the needs of students, increase teachers' creativity in learning, and strengthen community participation in supporting school activities. This is in line with the results of Aldi &

¹ Harlen Simanjuntak and Bakti Toni Endaryono, *Mutu Pendidikan Untuk Jenjang Sekolah Dasar* (GICI Business School, 2022).

² Arafatul Soraya et al., "Implementation of School-Based Management to Improve the Quality of Education in Elementary Schools," *International Journal of Education, Language, and Social Science* 2, no. 1 (2024), <https://doi.org/10.62612/ijelass.v2i1.34>.

³ Sukirman et al., *Manajemen Pendidikan Mutu Terpadu* (Program Magister Manajemen Pendidikan, FKIP Universitas Ahmad Dahlan, 2023).

⁴ Framz Hardiansyah, "The Implementation of School-Based Management in Improving Quality of Education in Primary School," *Kelola: Jurnal Manajemen Pendidikan* 9, no. 2 (2022), <https://doi.org/10.24246/j.jk.2022.v9.i2.p148-162>.

Khairanis research which shows that schools with good management tend to have a higher level of student well-being, improved academic achievement, and a more conducive learning atmosphere.⁵

However, the implementation of school management in Indonesia still faces various significant obstacles. The most common obstacles found include budget limitations, lack of facilities and infrastructure, low competence of some teachers in conducting quality learning, and lack of optimal community participation.⁶ A number of other studies such as Isnaini also show that school principals often have a high administrative burden that reduces their focus on supervising learning which should be the main task.⁷ On the other hand, Syahrani Jailani's research states that the success of integrated quality management in schools is highly dependent on the visionary leadership of school principals, the ability to empower teachers, and consistency in conducting the monitoring and evaluation process.⁸

Changes in education policies through the Independent Curriculum and the Independent Learning program have further increased the demands on the quality of school management. One of the strategic approaches introduced is *Data-Based Planning (PBD)*, which requires schools to use real data such as diagnostic assessment results, education report cards, supervision data, and previous evaluation reports as a basis for compiling quality improvement programs. Fitriyani emphasized that data-based planning is very important to ensure that school programs are prepared on target and based on real needs. In this context, the ability of school principals and teachers to analyze data is a factor that greatly determines the quality of school planning.⁹

School management challenges are also more complex in schools in rural areas, including elementary schools in the Panyipatan District area. Lack of access to training, limited facilities, uneven number of teachers, and social factors greatly affect the course of education quality improvement programs. In addition, the relatively remote geographical location of the school often causes the supervision of school supervisors to not be carried out optimally. This condition indirectly affects the effectiveness of school management in carrying out the cycle of planning, implementation, monitoring, and evaluation.

⁵ Muhammad Aldi and Retisfa Khairanis, "Child Development in Primary Schools: Educational Management Implications for Student Achievement and Wellbeing," *JUDIKDAS: Jurnal Ilmu Pendidikan Dasar Indonesia* 4, no. 2 (2025), <https://doi.org/10.51574/judikdas.v4i2.2832>.

⁶ Susana Siti Riani and Siti Quratul Ain, "The Role of School Principal in Implementing Education Quality Management," *Jurnal Ilmiah Sekolah Dasar* 6, no. 2 (2022), <https://doi.org/10.23887/jisd.v6i2.45216>.

⁷ Siti Nur Isnaini et al., "Manajemen Kepala Sekolah Dalam Mengelola Pendidikan Di Sekolah Dasar," *Jurnal Manajemen Pendidikan Dan Ilmu Sosial* 4, no. 2 (2023), <https://doi.org/10.38035/jmpis.v4i2.1577>.

⁸ M. Syahrani Jailani et al., "Manajemen Mutu Terpadu Di Sekolah," *Jurnal Pendidikan Tambusai* 8, no. 1 (2024), <https://doi.org/10.31004/jptam.v8i1.13580>.

⁹ Evi Fitriyani et al., "Implementasi Perencanaan Berbasis Data Untuk Meningkatkan Kesuksesan SPMB Sekolah Dasar," *Media Manajemen Pendidikan* 8, no. 1 (2025), <https://doi.org/10.30738/mmp.v8i1.20132>.

UPTD SD Negeri 3 Batu Tungku as the focus of research is one of the schools that has the characteristics of rural areas with limited resources but is still required to carry out school management professionally. Based on initial observations, schools have shown that there are efforts to plan school programs, implement learning activities, and evaluation processes, but these practices have not been documented and structured systematically. Therefore, this research is very important to understand in depth how school management is carried out at UPTD SD Negeri 3 Batu Tungku, starting from the planning, implementation, to monitoring and evaluation. This study also seeks to explore supporting and inhibiting factors in the implementation of school management as a basis for formulating recommendations for improvement that are contextual and according to the needs of schools.

Academically, research on school management in the context of schools with limited resources is still rare. Most of the research focused more on schools that are in urban areas or schools with adequate facilities. Therefore, this research has strategic value in enriching the literature on education management, especially related to the implementation of school management in rural contexts. Practically, the results of the research are expected to be a reference for school principals, teachers, school committees, and other stakeholders in designing and implementing more effective education quality improvement programs. In addition, the findings of this study can also help local governments in formulating primary school development policies that are more responsive to field needs.

In the end, this research is expected to provide a comprehensive overview of how school management is carried out at UPTD SD Negeri 3 Batu Tungku and help strengthen the role of school principals, teachers, and the community in improving the quality of basic education. By understanding the school management pattern more deeply, schools are expected to be able to develop more effective, innovative, and sustainable managerial practices so that they are able to provide the best educational services for students.

RESEARCH METHODS

This study uses a qualitative approach with a descriptive method that aims to describe and understand in depth the school management process in improving the quality of education at UPTD SD Negeri 3 Batu Tungku, Panyipatan District. The qualitative approach was chosen because it allows researchers to explore phenomena naturally and contextually. Lestari emphasized that the qualitative approach is very appropriate to be used to study the dynamics of school management because it is able to capture meanings, experiences, and practices that occur in real situations, not

in manipulated or controlled conditions.¹⁰ This is important because school management is a process that involves complex interactions between principals, teachers, education staff, school committees, and the community, so qualitative studies allow for a deeper understanding of how each of these elements works to improve the quality of education.

The descriptive method was chosen to provide a systematic overview of the process of planning, implementing, and evaluating school management without intervention from the researcher. Hamka, stated that the descriptive method is very effective in basic education research because it allows researchers to uncover managerial practice patterns that run factually according to field conditions.¹¹ UPTD SD Negeri 3 Batu Tungku was chosen as the research location because it has the characteristics of a rural elementary school with limited resources but is still required to carry out school management according to national standards. Such a location makes this research have academic and practical relevance in understanding how schools with limitations can manage the process of improving the quality of education.

The informants in this study consist of school principals, teachers, and school committee members who are directly involved in the process of planning and implementing school programs. The selection of informants used the purposive sampling technique because this study emphasized the selection of subjects based on the relevance of their roles and experiences in school management. Baidowi explained that purposive sampling is the right technique in qualitative research because it allows researchers to choose informants who have in-depth knowledge and understanding of the phenomenon being studied.¹² The selection of informants is carried out carefully by considering their active involvement in school managerial activities, such as the preparation of RKS/RKAS, the implementation of learning activities, and the evaluation of school programs. This research was carried out from September to November 2025, so that this time span allows researchers to conduct intensive observation and data collection.

Data collection was carried out through in-depth interview techniques, participatory observation, and documentation studies. Semi-structured interviews were used to explore the informants' understanding and experiences regarding school program planning, task division, principals' leadership styles, learning implementation strategies, and quality evaluation processes. Pamala explained that semi-structured interviews provide flexibility for researchers to explore additional information that emerges during the conversation so that the data obtained is richer and

¹⁰ Iis Lestari et al., "Manajemen Berbasis Sekolah Dalam Pendidikan Saat Ini," *Edu Cendikia: Jurnal Ilmiah Kependidikan* 1, no. 3 (2021), <https://doi.org/10.47709/educendikia.v1i3.1239>.

¹¹ Sherlina Primadita and Trisni Handayani, "The Implementation of Pancasila Student Profile Strengthening Project Entrepreneurship Theme to Enhance Student Creativity," *Edukasi: Jurnal Pendidikan Dan Pengajaran* 11, no. 02 (2024), <https://doi.org/10.19109/yaqa1r37>.

¹² Ach Baidowi, "Manajemen Sekolah Dalam Meningkatkan Mutu," *Management of Education: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (2020), <https://doi.org/10.18592/moe.v6i2.5560>.

more in-depth.¹³ In addition to interviews, participatory observations were carried out to observe interactions between school components, learning routines, program implementation, and supervision of school principals. Kurniawan emphasized that direct observation in the context of school management research can reveal practices that do not always appear in interviews because informants are sometimes unaware of certain aspects of their daily practices.¹⁴

The next data collection technique is a documentation study, which is carried out by examining school documents such as School Work Plans (RKS), School Activity Plans and Budgets (RKAS), academic supervision reports, quality evaluation reports, recapitulation of school activity programs, and school committee meeting minutes. Isnaini stated that school documents are an important source of data in assessing the consistency of school management because they show written evidence regarding program planning, implementation, and evaluation.¹⁵ The triangulation of documents in this study is very helpful in understanding how schools prioritize and how program implementation runs from year to year.

In the qualitative approach, the researcher plays the role of the main instrument that plans, collects, interprets, and analyzes data. Therefore, the credibility of the research is maintained through the use of triangulation techniques, both triangulation techniques, source triangulation, and time triangulation. The triangulation technique is carried out by combining interviews, observations, and documentation studies to ensure data accuracy. Source triangulation is done by comparing information from principals, teachers, and school committees to find suitability or differences of view. Time triangulation is done by repeating multiple interviews and observations at different times to ensure consistency of information. Safitri emphasized that triangulation is an effective strategy to increase the validity of qualitative data because it provides cross-checking of field findings.¹⁶ In addition, the member checking process is carried out by asking the informant to reconfirm the summary of the interview results so that there are no misinterpretations.

Data analysis was performed interactively following the Miles, Huberman, and Saldana model, which included data reduction, data presentation, and conclusion drawn. The data reduction process is carried out from the beginning of data collection, namely by selecting important information, grouping findings according to school management themes such as planning, implementation, supervision, and evaluation. The presentation of data was carried out in the form

¹³ Indra Pamala et al., "Manajemen Sekolah Model Pada Jenjang Pendidikan Dasar," *Equity In Education Journal* 3, no. 2 (2021), <https://doi.org/10.37304/ej.v3i2.2694>.

¹⁴ Kurniawan et al., "Penerapan Manajemen Berbasis Sekolah Dalam Meningkatkan Mutu Pendidikan," *Jurnal Pendidikan Tambusai* 4, no. 3 (2020), <https://doi.org/10.31004/jptam.v4i3.864>.

¹⁵ Isnaini et al., "Manajemen Kepala Sekolah Dalam Mengelola Pendidikan Di Sekolah Dasar."

¹⁶ Jaihan Safitri et al., "Implementasi Kurikulum Dalam Manajemen Berbasis Sekolah Sebagai Upaya Meningkatkan Mutu Pendidikan Sekolah Dasar," *AL - KAFF: JURNAL SOSIAL HUMANIORA* 5, no. 2 (2022), <https://ojs.unida.info/index.php/al-kaff/article/view/6468>.

of a descriptive narrative that described the relationship between field findings in a coherent and logical manner. The last stage, namely drawing conclusions, is carried out repeatedly by re-verifying the data that has been reduced and presented to ensure the consistency of the findings. This interactive analysis approach is supported by Zilan Maulida who emphasized that the analysis carried out continuously during the study allows researchers to find patterns of meaning in school management practices in depth.¹⁷

The validity of the research is also strengthened by the application of the principles of dependability and confirmability through trail audits, namely the detailed documentation of the entire research process starting from planning, data collection, recording of interview results, observation notes, to the data analysis process. The documentation is done to ensure that the research process can be traced back and can be scientifically accounted for. In addition, the researcher also maintains research ethics by asking for informed consent, maintaining the confidentiality of personal data, and giving freedom to informants to provide answers without pressure.

Overall, the research method used in this study allows researchers to gain a holistic understanding of how school management is carried out at UPTD SD Negeri 3 Batu Tungku. With a descriptive qualitative approach supported by triangulation techniques, field observations, in-depth interviews, and document analysis, this study is expected to be able to comprehensively describe school management practices and make a scientific contribution to efforts to improve the quality of basic education in the context of rural schools.

RESULTS AND DISCUSSION

The school management approach applied at UPTD SD Negeri 3 Batu Tungku shows implementation that is in line with research that confirms that collaborative planning has been proven to increase the effectiveness of basic education programs because all stakeholders are involved in decision-making. In the context of this school, the planning process is not only administrative, but also a strategic effort by the school in mapping the needs of facilities, prioritizing improving teacher competence, and designing quality improvement programs that adjust the characteristics of students and social conditions of the community. In addition, the implementation of school programs also includes strengthening the curriculum, supervising learning, improving teacher professionalism, and optimizing infrastructure facilities gradually. This comprehensive management is in line with the School-Based Management (SBM) model as explained by Click or

¹⁷ Nadya Zilan Maulida and Nanda Dwi Rohmah, "Manajemen Strategis Sekolah Unggulan Berbasis Islam Di Sekolah Dasar," *Jurnal Manajemen Pendidikan : Jurnal Ilmiah Administrasi, Manajemen Dan Kepemimpinan Pendidikan* 4, no. 1 (2022), <https://doi.org/10.21831/jump.v4i1.59897>.

tap here to enter text. Muhammad & Megawati who emphasized that governance based on the participation of teachers, committees, communities, and supervisors synergistically is the main foundation to improve the quality of educational services.¹⁸ Various open access studies such as Ela and Isnaini also confirm that the effectiveness of school management is greatly influenced by multi-stakeholder collaboration, principals' leadership, and the school's ability to read policy changes.¹⁹

1. School Program Planning

Planning at UPTD SD Negeri 3 Batu Tungku is carried out through a series of needs analyses involving teacher council meetings, supervisory supervision, reflection on Education Report cards, and school committee input. This planning process produces RKS and RKAS documents that are more contextual, realistic, and in favor of the basic needs of the school. Planning is not only a formal document, but also serves as a roadmap for school development to improve the quality of learning services in the short and long term. Arifah emphasized that good planning must be able to accommodate the actual needs of schools, pay attention to academic and non-academic data, and involve teachers as the main implementers of education in the classroom.²⁰ Field findings show that planning in this school focuses on improving learning facilities, strengthening literacy and numeracy culture, and preparing teacher competency improvement programs that are in line with the implementation of the Independent Curriculum.

a. Stakeholder Engagement

Stakeholder involvement is at the heart of the preparation of school program planning. School principals, teachers, supervisors, and school committees play an active role in analyzing the condition of the school as a whole. Teachers provide input related to learning difficulties in the classroom, the needs of teaching media, students' initial abilities, and evaluations of the previous year's program. School supervisors also provide recommendations based on previous supervision, especially related to learning management, the quality of teaching equipment, and the implementation of formative assessments. Meanwhile, the school committee provided views related to community support, environmental conditions, and potential parental participation. This finding is in line with Sukung who stated that the active participation of internal stakeholders is an important factor

¹⁸ Muhammad and Megawati, "Manajemen Berbasis Sekolah (MBS) Dalam Meningkatkan Sarana Prasarana Studi Deskriptif Peran Kepala Sekolah Dalam MBS Di SDN 36/Rantau Panjang III," *Jurnal Pendidikan Guru Sekolah Dasar* 1, no. 4 (2024), <https://doi.org/10.47134/pgsd.v1i4.730>.

¹⁹ Anastasia Ela et al., "School-Based Management: Participation in Improving the Quality of Education," *Jurnal Ilmiah Pendidikan Dan Pembelajaran* 7, no. 1 (2023), <https://doi.org/10.23887/jipp.v7i1.58286>; Isnaini et al., "Manajemen Kepala Sekolah Dalam Mengelola Pendidikan Di Sekolah Dasar."

²⁰ Ika Nur Arifah et al., "Manajemen Pendidikan Inklusi Di Sekolah Dasar," *Jurnal Basicedu* 8, no. 4 (2024), <https://doi.org/10.31004/basicedu.v8i4.7870>.

in ensuring that planning runs on target.²¹ Planning that is carried out dialogically also shows the application of the MBS principle so that all school residents feel that they have programs and goals to be achieved. In fact, open access research such as Fitriyani emphasizes that data-based and participation-based planning can improve the accuracy of determining school quality priorities.²²

In addition, the results of observations show that the involvement of external parties such as village officials and community leaders also appears in the form of moral and material support. The community is often involved in informal discussions with school principals regarding the condition of infrastructure, school environmental safety, and student social activities. Thus, school planning includes not only technical aspects, but also local socio-cultural values.

2. Implementation of School Programs

The implementation of the program at UPTD SD Negeri 3 Batu Tungku is carried out by referring to the RKS and RKAS documents that have been compiled together. The implementation of the Independent Curriculum is carried out in stages to adjust the readiness of teachers and school facilities. The implementation of the program includes strengthening differentiated learning, developing formative assessment strategies, improving teacher professionalism through internal training activities, and optimizing infrastructure facilities to support learning.²³ Teachers are the main actors in the implementation of the program because they play a direct role in managing learning in the classroom. Differentiated learning approaches are designed to provide more equitable learning access for students with diverse abilities, while formative assessments are created to monitor students' learning processes more thoroughly.

a. Field Findings Related to Implementation

The findings of observations in the classroom show that the interaction between teachers and students has increased significantly. Teachers seem more confident in applying active learning methods, such as group discussions, project work, simple experiments, educational games, and student presentations. One teacher emphasized, "In the learning process, we use the differentiation method so that students with different learning abilities can still participate in learning according to their needs," which shows the teacher's awareness of the importance of adaptive and inclusive learning. Teachers also make use of simple

²¹ Arifin Sukung et al., "Partisipasi Stakeholder Dalam Mendukung Implementasi Sekolah Penggerak," *Equity In Education Journal* 5, no. 2 (2023), <https://doi.org/10.37304/eej.v5i2.10608>.

²² Fitriyani et al., "Implementasi Perencanaan Berbasis Data Untuk Meningkatkan Kesuksesan SPMB Sekolah Dasar."

²³ Irma Noor Afiyanti et al., "Tantangan Implementasi Kurikulum Merdeka Di SDN Patih Selera: Kajian Tentang Pemahaman Guru Dan Kesiapan Sarana-Prasarana," *MARAS : Jurnal Penelitian Multidisiplin* 3, no. 2 (2025), <https://doi.org/10.60126/maras.v3i2.888>.

technological media such as pre-downloaded learning videos, even though the internet network is often unstable.

The project method is one of the approaches that is starting to develop in this school. Teachers give simple projects such as literacy poster making, environmental cleanliness projects, and art projects. This project-based learning helps students develop creativity, communication, cooperation, and high-level thinking skills. These findings are in line with Tauhid & Qorzah's research which states that the successful implementation of the Independent Curriculum is greatly influenced by the principal's leadership pattern, school atmosphere, and community support.²⁴ In addition, Esti Regina & Messakh's research also reinforces that adaptive learning can improve students' motivation and learning outcomes when teachers are able to provide relevant learning experiences that connect the material to real life.²⁵

3. Monitoring and Evaluation of School Programs

Monitoring and evaluation (MONEV) is an important part of school management to ensure the effectiveness of the program. At UPTD SDN 3 Batu Tungku, MONEV is carried out periodically by the principal and supervisor through classroom supervision, observation of school activities, analysis of learning documents, and quarterly evaluation meetings. The evaluation includes aspects of planning, implementation, learning outcomes, teacher performance, and the level of community participation. Academic supervision is carried out with a coaching approach so that teachers feel accompanied in improving their competence.

a. Documentation of Evaluation Results

The supervision document and the recapitulation of the quality evaluation showed an increase in scores in several aspects, especially teacher discipline, the quality of learning tools, and community participation. Supervisory supervision provides technical recommendations to improve learning strategies and curriculum development. The school committee also supports various activities such as literacy programs, student competitions, improvement of classroom facilities through mutual cooperation, and book donation collection. This shows that there is synergy between teachers, the community, and students. The following is the program evaluation document:

²⁴ Hanaida Fakhithah Qorzah et al., "Implementasi Manajemen Kelas Pada Kurikulum Merdeka Di Sekolah Dasar," *Karimah Tauhid* 3, no. 9 (2024), <https://doi.org/10.30997/karimahtauhid.v3i9.14636>.

²⁵ Esti Regina Boiliu and Jefrit Johanis Messakh, "Pembelajaran Adaptif Sebagai Inovasi Strategi Pembelajaran Bagi Anak Usia Dini," *Real Kiddos: Jurnal Pendidikan Anak Usia Dini* 2, no. 2 (2024), <https://doi.org/10.53547/realkiddos.v2i2.528>.

Table 1. School Program Evaluation Results

Aspects	Evaluation Indicators	Reach	Follow-up
Planning	RKS/RKAS Completeness	Complete RKS/RKAS	Minor revisions
Learning	Quality of RPP and implementation	Increase	Advanced training
Infrastructure	Classroom eligibility	Quite feasible	Light rehabilitation
Student Affairs	Student participation	Increase	Strengthening literacy

Source: School Documentation (2025)

Overall, the implementation of school management at UPTD SD Negeri 3 Batu Tungku shows a significant improvement in quality, which is reflected through better school planning, increased teacher participation in learning, and increased committee and community support. Even so, schools still face a number of structural obstacles, especially limited infrastructure facilities such as the condition of classroom buildings that need rehabilitation, the availability of inadequate learning technology devices, and limited access to stable internet networks. These obstacles have an impact on the implementation of the Independent Curriculum which should be supported by technology, visual media, and project-based learning activities. In addition, the variety of teachers' abilities in utilizing modern learning approaches is also a challenge in itself. Some teachers have been able to implement differentiated learning and formative assessments, but there are still teachers who need intensive assistance to be able to design learning that is more creative, adaptive, and according to the needs of students.

However, the main strength of the school lies in the collaboration between stakeholders which looks more solid year by year. The principal as a learning leader plays a central role in mobilizing all school residents to achieve common goals. The principal not only plays the role of administrator, but also as an academic supervisor who continues to encourage teachers to reflect on learning, improve teaching tools, and improve pedagogic literacy. On the other hand, teachers show high commitment in participating in internal training, compiling teaching modules for the Independent Curriculum, and implementing an active learning approach. School supervisors are also consistently involved in providing supervision and technical recommendations as part of internal quality assurance.²⁶ The support of the community and school committees is getting stronger, as can be seen from their participation in mutual cooperation activities, moral support for student activities, and involvement in collecting book donations to strengthen literacy.

²⁶ Nelya Bani Amien et al., "Pelaksanaan Supervisi Di Lembaga Pendidikan," PENERBIT KBM INDONESIA, 2024.

The management pattern that has been built is in line with the principles of School-Based Management (SBM) which emphasizes school autonomy in decision-making, increasing internal management capacity, and community involvement in the education process. The implementation of SBM places schools as the main managers of educational activities that best understand the needs of students and their social environment. In the context of UPTD SD Negeri 3 Batu Tungku, the implementation of SBM can be seen through the involvement of school committees in program planning and supervision, transparency in budget use, clear division of tasks, and strengthening a collaborative culture among school residents. This is in line with Ela's findings which emphasized that SBM can strengthen the effectiveness of education management if schools are able to facilitate collaboration between teachers, principals, education staff, and the community.²⁷ With a management model like this, schools are able to build a conducive academic atmosphere, increase public trust, and create learning practices that are more relevant to student needs.

The positive impact of the implementation of SBM in schools can be seen from the increase in community participation in the development of infrastructure, the increase in teachers' enthusiasm to innovate, and the creation of more effective communication relationships between stakeholders. In addition, there is an increase in teacher discipline, an improvement in the quality of learning planning, and an increase in student participation in literacy activities and learning projects. This indicates that well-planned management can overcome the various limitations that schools have. While there are still challenges such as technological limitations and the need for continuous training, schools have shown a strong commitment to transforming through innovation, evaluation, and collaboration. This commitment is an important capital for the sustainability of school quality development programs in the long term, while ensuring that the educational services provided are of higher quality and relevant to the development of student needs.

CONCLUSION

This study concludes that school management at UPTD SD Negeri 3 Batu Tungku has run in a structured manner through a series of continuous planning, implementation, monitoring and evaluation activities. The planning process that is prepared in a participatory manner through the preparation of RKS and RKAS provides space for schools to set realistic program priorities and according to contextual needs. Through this collaborative approach, schools are able to identify the need for facilities, develop teacher competencies, and strengthen literacy programs which are the main focus of improving the quality of education. This planning not only serves as an administrative

²⁷ Anastasia Ela et al., "School-Based Management: Participation in Improving the Quality of Education," *Jurnal Ilmiah Pendidikan Dan Pembelajaran* 7, no. 1 (2023), <https://doi.org/10.23887/jipp.v7i1.58286>.

guideline, but also as a strategic instrument that directs school development measures in the short and long term.

In the implementation aspect, the school shows seriousness in implementing quality improvement programs through strengthening adaptive and differentiated learning, as well as supervision activities oriented towards improving the quality of learning services. Teachers are able to carry out their role in implementing the Independent Curriculum by adopting learning methods that adapt to the characteristics of students, while school principals play the role of learning leaders who encourage the realization of a conducive, innovative, and inclusive learning environment. Project-based learning, formative assessments, and simple technology integration are part of learning practices that are starting to develop and have a positive impact on increasing student motivation and engagement.

Meanwhile, the monitoring and evaluation process carried out periodically by school principals and supervisors makes a significant contribution to strengthening the internal quality of schools. Evaluations are carried out through classroom supervision, learning administration reviews, and quarterly evaluation meetings that provide feedback for teachers and school management. With a systematic monitoring process, schools are able to identify weaknesses, find out program achievements, and formulate follow-ups for continuous improvement. This shows that evaluation is not just an administrative activity, but an integral part of the school management cycle.

In general, the results of the study confirm that collaboration between school principals, teachers, supervisors, school committees, and the community is the main foundation in supporting the effectiveness of school management. The School-Based Management (SBM) pattern that provides autonomy to educational units has been proven to help schools overcome various resource limitations, including the condition of facilities and variations in teachers' abilities in applying modern learning methods. These findings also indicate that the success of school management is not only determined by formal policies, but also by collective commitment, active community participation, and the quality of the principal's leadership in driving change.

As a practical implication, this study recommends the need to strengthen the academic mentoring and supervision system so that teachers get optimal support in developing innovative and student-centered learning. Schools also need to optimize the use of academic and non-academic data as a basis for preparing program planning so that decisions taken are more accurate and needs-based. In addition, increasing community participation through the empowerment of school committees and cooperation with the surrounding environment needs to be strengthened as part of a sustainable education ecosystem. The development of learning innovations and management models that are responsive to changes in education policies, especially the implementation of the Independent

Curriculum, are important aspects that must be developed by schools to ensure the relevance and quality of education in the future.

Further research is recommended to explore more deeply the relationship between principals' leadership competencies, teachers' work motivation, and the success of school quality management implementation in different geographical and social contexts. By expanding the scope of research, the generalization of findings can be strengthened so that it becomes a more comprehensive reference in the development of elementary school management policies and practices in various regions of Indonesia.

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