

Implementation of School-Based Management on Improving the Quality of Learning (Multi-Site Study at Public Junior High School 1 Mojosari and Public Junior High School 2 Mojoanyar, Mojokerto Regency)

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DOI: <https://doi.org/10.56707/ijoerar.v4i2.178>

Sections Info

Article history:

Submitted: June 02, 2026
 Final Revised: June 12, 2026
 Accepted: June 13, 2026
 Published: June 14, 2026

Keywords:

Implementation
 Educational management
 Quality of learning
 Leadership

ABSTRACT

Objective: School-Based Management (SBM) grants schools broader authority in managing education. Data from the education report cards reveal that the quality of learning at Public Junior High School 1 Mojosari (63.1) and Public Junior High School 2 Mojoanyar (60.21) remains below the expected standard. This study seeks to analyze the planning, organizing, implementation, and evaluation of school-based management in improving the quality of learning at Public Junior High School 1 Mojosari and Public Junior High School 2 Mojoanyar in Mojokerto Regency. **Method:** This study uses a qualitative approach with a multi-site study design. Data were collected through in-depth interviews, observation, and document analysis. **Results:** The implementation of SBM in both schools resulted in different levels of effectiveness. This is influenced by leadership capacity, stakeholder collaboration, use of technology, and support from school resources. SBM is carried out through participatory planning, team formation, learning supervision, and data-based evaluation. The success of SBM is not only determined by the execution of management functions but also by the school's capacity to integrate resources and stakeholders to improve the quality of learning. **Novelty:** This multi-site study provides a novel comparative insight into how differences in technological readiness and stakeholder collaboration shape divergent learning quality in the implementation of SBM at two public schools in Mojokerto Regency.

INTRODUCTION

School-Based Management (SBM) reflects education management that aligns with decentralisation, where schools are given greater authority to manage and make decisions according to the needs and characteristics of each educational unit (Patiam, 2025; Sucuoğlu & Bahçelerli, 2024). The approach positions schools as the centre for quality management. The effectiveness of SBM implementation is determined by the level of school autonomy in carrying out management functions such as planning, organising, implementing, and evaluating learning quality (Bandur et al., 2022; Pham et al., 2025). SBM involves direct cooperation with external partners to manage every aspect of schooling in accordance with legal regulations, as stated in the State School System Regulation No. 20 of 2003. Educational management approach from Central-based management to School-based management in accordance with the implementation of the regional autonomy law, as shown in the table 1.

Table 1. Ministries Education National SBM

Central-Based Management	To	School-Based Management
Subordination		Autonomy
Decision-making		Decision-making
Centralized		Participatory
Rigid space		Flexible space
Bureaucratic approach		Professionalism approach

Central-Based Management	To	School-Based Management
Centralistic		Decentralization
Regulated		Self motivation
Overregulation		Derugation
Controlling		Influence
Directing		Facilitate
Avoid risk		Managing risk
Use all the money		Use money as efficiently as possible
Intelligent individual		Compact & smart teamwork
Personal information		Shared information
Delegation		Empowerment

SBM is implemented mainly through the following steps: 1.) Introducing the idea of SBM to all school members; 2.) Conduct a situational analysis inside and outside the school to identify real obstacles that need to be addressed in the transition process from center-based management to SBM. Based on the results of the analysis, develop situational objectives for the implementation of SBM; 3.) Determine the parties who need to participate in achieving situational goals and assess their level of readiness; 4.) Conduct a SWOT (Strengths, Weakness, Opportunity, Threat) analysis to determine the extent to which each function and its components have been prepared; 5.) Selecting steps to solve the identified problems; 6.) Prepare short, medium- and long-term planning programs; 7.) Implement programs in implementing SBM short-term plans.

Although MBS has been implemented as a strategy to improve the quality of education, learning outcomes in each school show different results. According to Education Report data, the learning quality indicator at Public Junior High School 1 Mojosari scored 63.1 (good category), while Public Junior High School 2 Mojoanyar scored 60.21 (moderate category). The existing differentiation has implications for MBS, which emphasises equal learning quality in both schools with relatively similar administrative areas. This reflects a high contextual factor in the effectiveness of MBS, including the type of school leadership, stakeholders, technology integration and human resources.

Initial observations made by researchers at both schools showed variations in how SBM was implemented. In some areas, community and parental involvement in school decision-making was still limited. The use of learning technology, innovation development by teachers, and the use of evaluation results as a basis for program improvement did not show the same level of implementation at both schools. These differences are important to study because they can explain why the learning quality achieved by each school also differs.

There are two theories that can explain the phenomenon above. The first is the SBM theory itself and the second is Hallinger, (2010) Instructional Leadership theory. From Caldwell, (2005) perspective, the success of SBM is determined by the school's ability to use the authority it has to manage resources, stakeholders, and improve school performance according to local needs (Fullan & Watson, 2000; Komariah, 2019; Ulfatin et al., 2022). On the other hand, the Instructional Leadership theory is used to explain the principal's role in translating school autonomy into the practice of improving teaching quality (Bixler & Ceballos, 2025; Shaked, 2024).

Hallinger, (2010) explains that principals play an important role in setting learning visions, coordinating educational programmes, developing teacher capacity, and creating a school climate that supports teaching and learning. Improving learning quality through SBM is more determined by leadership capacity and stakeholder participation in school management (Hallinger & Heck, 2014; Yulianti, 2020), rather than by the execution of school management functions.

SBM consists of three components: management, based, and school. First, the term management carries multiple meanings. From an educational perspective, educational management refers to all activities related to the organization and administration of the educational process aimed at achieving predetermined goals, whether short-term, medium-term, or long-term (Connolly et al., 2019; Eugenia et al., 2019; Olowoselu, 2023). Second, the word based derives from the root word base or basis, indicating a foundation or point of reference. Third, the term school refers to an educational institution where teaching and learning activities take place. SBM can therefore be interpreted as the management of resources carried out by and within the school itself in order to enhance the learning process and achieve predetermined educational objectives. The following figure presents the conceptual framework of this study, which integrates the four management functions of SBM with a multi-site comparative design.

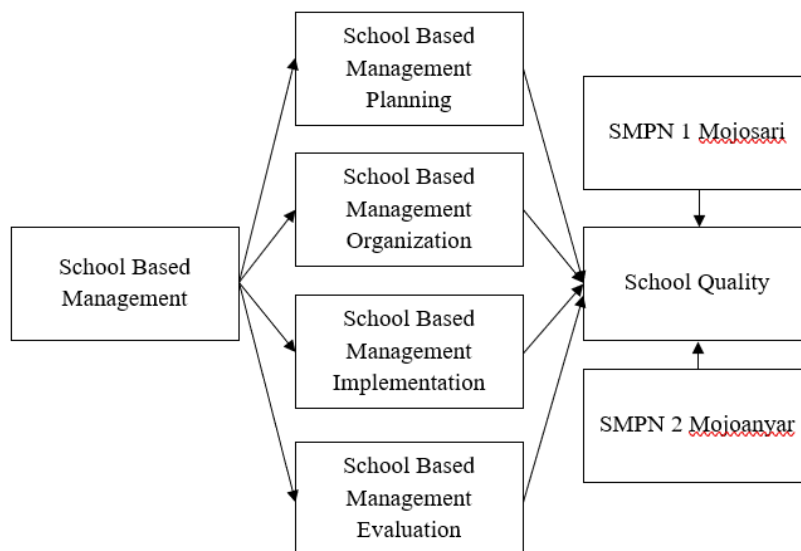


Figure 1. Thinking Framework

As illustrated in the figure above, the implementation of SBM is conceptualized through four interrelated management functions: planning, organizing, implementation, and evaluation. These four components directly influence school quality as the primary outcome. The framework applies a multi-site comparative lens across two research sites Public Junior High School 1 Mojiosari and Public Junior High School 2 Mojoanyar allowing the study to identify contextual factors that shape the effectiveness of SBM in improving learning quality in each school setting. To establish the theoretical and empirical foundation of this study, a review of previous research on SBM was conducted. The following table presents a synthesis of many relevant studies.

Table 2. Summary of Top Previous Studies on SBM

Author Name	Research methods	Results and findings	Research Relevance
Hamid, (2013)	Qualitative research	1. The implementation of School-Based Management (SBM) in schools is a consequence of the implementation of Regional Autonomy Law Number 32 of 2004. 2. If SBM is implemented properly and transparently, the quality of education in schools will improve and increase. 3. SBM can only be implemented if all members of the school community have a strong sense of commitment and responsibility toward improving the quality of education.	MBS creates a strong sense of responsibility among school members through more transparent school management.
Aziz, (2015)	Qualitative research	School-Based Management (SBM) is a management approach in the era of regional autonomy aimed at improving the quality of education.	Madrasah-Based Quality Management (MBQM) is proposed as a solution to the various problems faced by madrasahs. As a leading formal educational institution with diverse characteristics and conditions, a madrasah must be dynamic and creative.
Pratiwi, (2016)	Qualitative research	SBM in each school cannot be the same, but all schools have the same opportunity to become quality schools.	SBM involves preparing plans and programs for quality improvement, implementing them, conducting monitoring and evaluation, and formulating new targets.
Nurchayono et al., (2019)	Qualitative research	Teachers have implemented school-based management, student portfolios, and student creations.	Teachers develop their competencies and utilize the facilities at school.
Rahman & Hamdi, (2021)	Qualitative research	Prophetic leadership is a leadership model based on the values, principles, and life philosophy practiced by the prophets and messengers. Islamic educational institutions can adopt the prophetic leadership model in the implementation of school-based management.	Components of SBM include curriculum, facilities and infrastructure, educational staff, finances, student affairs, and school management.
Nungkiasuti & Kusumawardhani	Qualitative with a Case Study	Improving the Quality of Education through the Implementation of ISO 9001:2008 at SMA MTA Surakarta.	Comparing the Implementation of School-Based Management with the Use of the ISO 9001

Author Name	Research methods	Results and findings	Research Relevance
Setyaning sih et al., (2021)	Approach Qualitative Case Study	Improving Educational Management through School-Based Management at Junior High School Islam Al-Azhar 37 Pekanbaru."	Quality Management System Comparison of the Results of SBM Implementation in Public Schools and Islamic Madrasahs
Diaty et al., (2022)	Qualitative Research	School-Based Management in guidance and counseling services is a management model that provides greater autonomy to schools, including madrasahs, to manage their resources, and encourages schools or madrasahs to increase the participation of school members and the community to achieve the school's or madrasah's goals within the framework of national education.	The implementation of SBM in guidance and counseling at schools requires collaboration and participation from stakeholders, including the principal and vice principal, teachers, students, counselors, and representatives of educational organizations.
Zai et al., (2022)	Descriptive Qualitative Research"	The role of the principal in implementing school-based management at SMA Negeri 1 Ulugawo is closely linked to the principal's professionalism in carrying out school-based management, marked by the principal's daily exemplary behavior, preparation of school programs, and the organization of the school's organizational structure	The principal is the educational manager at the school level, holding a pivotal role in the success of school-based management
Baharudin et al., (2022)	Qualitative Research	School-Based Management is a form of decentralization in educational management, which would be difficult to implement without the support of all parties, especially the principal as the micro-level manager. SBM can serve as an alternative to improve school quality.	Strategies for the successful implementation of SBM include: the principal using a team-based approach in decision-making, teachers maintaining a positive attitude toward school leadership, and actively engaging in achieving the school's goals and objectives

Previous studies on MBS generally emphasise that the success of MBS

implementation is influenced by the principal's leadership, stakeholder participation, and resource management. However, most of these studies were conducted in a single-site context and focused on describing MBS implementation without comparing how different school contexts affect its effectiveness. Earlier research tends to examine specific aspects like curriculum and resource management, so there is still limited research that looks at the main management functions including planning, organising, implementation, and evaluation in a single analytical framework. In other words, there is a research gap regarding how differences in school conditions and characteristics within the same area affect MBS implementation and its impact on learning quality.

This study aims to analyse and describe the implementation of MBS in improving the quality of learning at Public Junior High School 1 Mojosari and Public Junior High School 2 Mojoanyar in Mojokerto Regency. Specifically, the study aims to: (1) analyse and describe MBS planning in improving the quality of learning, (2) analyse and describe MBS organisation in improving the quality of learning, (3) analyse and describe MBS implementation in improving the quality of learning, and (4) analyse and describe MBS evaluation in improving the quality of learning at both schools.

The novelty lies in the use of a multi-site study design comparing public junior high schools within similar administrative areas. It also reveals how differences in institutional context, resources, school leadership, technology use, and collaboration with stakeholders affect the effectiveness of school management functions in improving learning quality. Research in the Mojokerto area has also not been studied much before. This provides a deeper understanding of the association between school contextual factors and the success of MBS.

The theoretical insight focuses on expanding understanding of the application of MBS theory and Instructional Leadership in the context of junior high schools in Indonesia, while also enriching the literature and strengthening the theoretical foundation in the field. Practically, the findings suggest that efforts to improve learning quality through SBM should focus on strengthening instructional leadership, increasing stakeholder participation, using data in decision-making, and developing technology and resources suited to the needs and characteristics of the school.

RESEARCH METHOD

The approach used in this research is a qualitative approach of the multi-site case study type as described by Bogdan & Biklen, (2003), that multi-site studies are qualitative research designs that use several different locations and subjects. This research design is qualitative research, in accordance with what was stated by Moleong, (2007). The research was conducted over a six-month period, from January to June 2023.

Research Location

This study was conducted in two junior high schools located within Mojokerto Regency. The research sites are as follows: 1.) Public Junior High School 1 Mojosari, located at Jl. Pemuda No. 56, Mojosari District, Mojokerto Regency; 2.) Public Junior High School 2 Mojoanyar, located in Kepuhanyar Village, Mojoanyar District, Mojokerto Regency, East Java. Both schools were chosen using purposive sampling with consideration for their suitability for a multi-site study. The selection of the two research sites was based on the principle of literal replication in multi-site case studies, which means picking cases that

have similar basic characteristics but show variation in the observed outcomes.

Public Junior High School 1 Mojosari and Public Junior High School 2 Mojoanyar share several similarities, as both are public junior high schools located in Mojokerto Regency and implement MBS. These shared characteristics make it possible to compare them within the context of relatively similar education policies. However, the two schools also show differences in learning quality achievements based on the Education Report, where Public Junior High School 1 Mojosari scored 63.1 (good category), while Public Junior High School 2 Mojoanyar scored 60.21 (average category).

Participant and Informant Selection

Research informants were selected using purposive sampling, which means choosing individuals who are directly involved in the implementation of MBS and have relevant knowledge related to the focus of the study. The informants included principals, vice principals, teachers, school staff, school committee members, and students at both research sites.

At Public Junior High School 1 Mojosari, the research informants consisted of 1 principal, 2 vice principals, 6 teachers, 2 educational staff, and 1 school committee representative. Meanwhile, at Public Junior High School 2 Mojoanyar, the informants consisted of 1 principal, 2 vice principals, 6 teachers, 2 educational staff, and 1 school committee representative.

The selection of informants was based on the following criteria: (1) directly involved in planning, organising, implementing, or evaluating MBS; (2) having at least one year of experience in the school; and (3) willing to provide in-depth information about the implementation of MBS. Data collection continued until the information obtained showed repeating patterns and no significant new information was found (data saturation).

Research Data

The data include findings from interviews, direct observations, and documentation, which collectively provide comprehensive information regarding the implementation process. Program Implementation referring to ongoing programs and classroom learning activities observed directly in the field. Documents comprising written materials, reports, or photographs related to school programs and activities, used to support and triangulate data obtained through interviews and observations.

Data Analysis Techniques

Data Condensation

Data condensation refers to the process of simplifying and focusing data by selecting information relevant to the research objectives. This process includes several steps: 1.) Identifying the specific focus of the research; 2.) Summarizing or abstracting data obtained during field observations; 3.) Refining initial data gathered through interviews, observations, and documentation; 4.) Simplifying information into clear and meaningful key points.

Data condensation is carried out continuously throughout the research process, both during and after data collection. This ongoing process enables researchers to organize data systematically, making it easier to interpret and analyze.

Data Presentation

Data presentation involves organizing, classifying, and displaying the collected data in a

structured form to facilitate interpretation and conclusion drawing. The data are presented in formats that are clear and comprehensible, such as: 1.) Narrative descriptions or analytical paragraphs; 2.) Tables, graphs, or charts; 3.) Flowcharts or diagrams illustrating process flows or relationships among variables.

Data collection techniques in this qualitative research use three main methods: in-depth interviews, participant observation, and documentation studies. Miles & Hubberman, (2014) stated that there are three methods for analyzing data, namely: conclusions, data display, and data condensation. As shown figure 2.

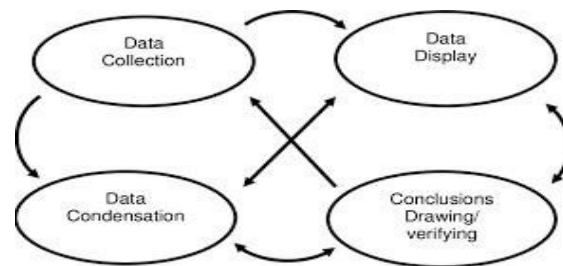


Figure 2. Data Analysis Model Miles & Hubberman, (2014)

Analyze Data Across Sites

Cross-sectional data analysis site in study This referring to on the theory put forward by Yin (2004), who stated that analysis cross site used for make comparison and comparison between findings obtained from various site study. In context study this, analysis cross site done for compare findings obtained from two object research, namely Public Junior High School 1 Mojoseri and Public Junior High School 2 Mojoanyar.

Data Validity

To ensure the validity and credibility of the research findings, source triangulation was carried out by comparing information obtained from various informants, including the headteacher, teachers, educational staff, school committee, and students. Then, method triangulation was done through in-depth interviews, participatory observation, and document studies so that the data obtained could cross-check each other. Additionally, member checking was carried out by reconfirming the interview results and interpretation of findings with several key informants to ensure alignment between the researcher's interpretations and the experiences shared by the informants.

Peer debriefing was carried out through discussions with colleagues and research supervisors to get feedback on the data analysis process and minimise researcher subjectivity. In addition, the researcher prepared an audit trail in the form of systematic documentation of the data collection process, field notes, interview transcripts, observation results, and stages of data analysis. The research, conducted over six months at both study sites, also allowed the researcher to engage for a prolonged period, gaining a deeper understanding of the MBS implementation context in each school.

RESULTS AND DISCUSSION

Results

Data Presentation and Research Findings

Geographically, Public Junior High School 1 Mojoseri is located at coordinates Latitude - 7.507 and Longitude 112.5609. In order to support the achievement of the school's vision and mission, Public Junior High School 1 Mojoseri has professional and competent

educators, who have an important role in creating a conducive learning environment and motivating students to achieve their best potential.

This school has 40 teachers, of which 30 are PNS (Civil Servants), 2 have P3K status, and 8 are honorary. Apart from that, there are 5 administrative employees who help with administrative activities at the school, consisting of 4 civil servants and 1 non-civil servant. Principal of Public Junior High School 1 Mojoseri, Mrs. Satsuana Jatiningtyas, S.Pd., MM: “The rules and regulations at Public Junior High School 1 Mojoseri are implemented as a foundation for creating an orderly and disciplined environment. We believe that discipline is a key factor in establishing a conducive learning atmosphere. Therefore, these regulations focus not only on administrative rules but also on the development of students’ character. We aim for students to understand that discipline is an important part of achieving success, both in school and in their future lives (F1/W/MJS/KS/8-01-2024).”



Figure 3. Interview with the Principal of Public Junior High School 1 Mojoseri



Figure 4. Principal Supervises Teachers in Class

Interview with the Principal, Mrs. Satsuana Jatiningtyas, S.Pd., M.M: “At Public Junior High School 1 Mojoseri, establishing a school development team is a crucial step toward improving the quality of learning. The process begins with selecting team members representing various elements of the school community, including teachers, administrative staff, and department heads. We strive to form a comprehensive team in which each member has a well-defined role aligned with their respective expertise. For instance, certain subject teachers are assigned to develop the curriculum, while

administrative staff provide support in data management and reporting.” (F1/W/MJS/KS/8-01-2024).

Visionary Leadership Ability

The school leadership at Public Junior High School 1 Mojosari demonstrates the ability to lead with a clear vision for the school’s future. Public Junior High School 2 Mojoanyar, established in 1998, is a public school accredited with an A rating. It is located in Kepuhanyar Village, Mojoanyar Subdistrict, Mojokerto Regency, East Java. The current principal, Dra. Titik Kusmiati Mahargiyani, M.Pd., has led the school since March 8, 2021. Public Junior High School 2 Mojoanyar occupies a land area of 9,455 m², which is owned by the Mojokerto Regency Government.

In the implementation of School-Based Management (SBM), decision-making involves not only internal school stakeholders, such as the principal and teachers, but also the school committee, which includes parents, community representatives, and school staff. The school employs 39 teachers, comprising 29 civil servants (PNS), 2 teachers with P3K status, and 8 honorary teachers. In addition, there are 10 administrative staff members who support the school’s administrative operations, consisting of 4 civil servants and 6 non-civil servants. In terms of educational qualifications, the majority of teachers hold Bachelor’s or Master’s degrees, with academic backgrounds that are relevant to the subjects they teach

The parents association is really crucial for helping with things that students do outside of class. Because of them we can give students an experience with more things to do both in class and out of class. (F1/W/MJA/KKS/8-01-2024) Some people looked at how one school did things. They found out that the school got everyone involved, like the people in charge the teachers and the staff. They started by looking at how the school was doing and what the students needed so they could make the classes and learning better for the students. The person in charge of the school said it was an idea to make small groups with specific jobs like a group to look at classes and a group to help teachers get better so they could make sure the school was getting better. The parents. The school work together to make things better, for the students. The school is trying to make the classes and learning better for the students and the parents association is helping with activities.

The implementation of the program involved all elements of the school in learning activities that incorporated technology and project-based approaches. Evaluation was conducted regularly by gathering feedback from students and observing changes in their attitudes and motivation toward learning. The results of the evaluation were used to improve teaching methods and strategies, with the aim of continuously enhancing the quality of learning at the school.

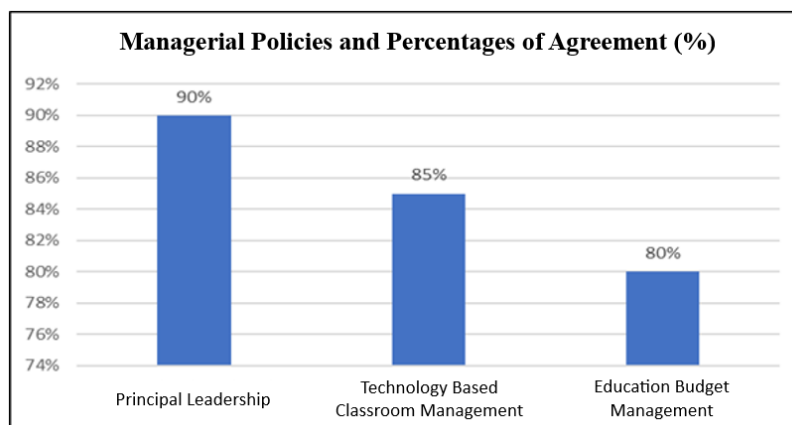


Figure 5. Policy Managerial (F1/O/MJS/SKL/8-01-2024)

Table 3. Policy and Managerial (F1/O/MJS/SKL/8-01-2024)

Aspect Policy Managerial	Percentage Agree (%)
Leadership head school	90%
Management class based on technology	85%
Management budget education	80%

Discussion

School-Based Management Planning

Discussion of Site I: Public Junior High School 1 Mojosari

The research shows that School Based Management at Public Junior High School 1 Mojosari is working well. SBM is successful at this school because of the principal. The principal is very involved in every step of planning and making SBM happen. This is really important for SBM to work. SBM is a part of this school and the participatory role is the key, to making it successful.

SBM planning at Public Junior High School 1 Mojosari has been developed systematically based on input, process, and output components, consistent with the theoretical framework. This approach ensures that planning is aligned with the principles of efficiency, transparency, and accountability in school. These findings are also in line with previous research conducted by Zai et al., (2022), who found that the role of the principal in implementing school-based management at SMA Negeri 1 Ulugawo cannot be separated from the principal's professionalism. Their study highlighted the principal's exemplary leadership, the preparation of school programs, and the establishment of an effective organizational structure as key indicators of successful SBM implementation (Mizel, 2009; Mursalim, 2019; Richardson, 2007).

At Public Junior High School 1 Mojosari, this proactive leadership is reflected in the school's systematic planning process and transparency in budget management, particularly in the procurement of technological facilities to support digital-based learning. The school committee also plays an active role in managing and supervising the allocation of funds for educational technology, ensuring that expenditures are aligned with the school's strategic priorities (Adil et al., 2018; Makarim, 2020; Qomariah & Shidiq, 2024). In addition, parents are great supporters in implementing SBM because of their active participation in assessing the result of learning and the academic performance of their children. The active cooperation between the school leaders, committee members,

and the parents plays a vital role in the success of SBM in Public Junior High School 1 Mojosari.

This finding also aligns with international literature, including research on SBM that highlights the importance of stakeholder participation in school decision-making processes in Vietnam (Pham et al., 2025). It agrees with the SBM perspective that sees stakeholder involvement as a way to improve decision quality through local school needs. Teachers and parents taking part in planning show shared decision-making at work in identifying program priorities. From an Instructional Leadership perspective, the principal's collaborative role in coordinating various actors shows how instructional leadership functions to align learning goals and school development strategies (Ghavifekr & Ramzy, 2020; Krasniqi, 2021; Mestry & Govindasamy, 2021; Ralebese et al., 2025).

The success of the MBS planning is not only dependent on the effectiveness of the plans that are formulated; it also hinges on the extent to which the institution can coordinate the activities of the relevant actors involved in the decision-making process. In the case of Public Junior High School 1 Mojosari, the interconnection that exists between the principal, teachers, school committee, and the parents helps to ensure that there is high congruency between learning requirements, the focus of the programs, and the allocation of resources.

Discussion of Site II: Public Junior High School 2 Mojoanyar

At Public Junior High School 2 Mojoanyar, the planning of SBM begins with the formation of a school development team. This aligns with Terry, (1977), which identifies four fundamental management functions: Planning, Organizing, Implementing, Controlling. The implementation of SBM in this school, however, faces several challenges. Although Public Junior High School 2 Mojoanyar has made efforts to integrate technology into the learning process such as the use of Google Classroom and Zoom its implementation remains constrained by unequal access to digital infrastructure. This finding supports the study by Enes et al., (2024) and Gui et al., (2026), which emphasizes the importance of teachers' competency development and the optimal use of existing school facilities.

From the conversations conducted with the school principal and from field observations, it was observed that not all the children had proper access to the internet at home. This resulted in the slow performance of those children who did not have full access to the internet, and their results were negatively impacted as a result. This is a major problem in implementing the SBM program since technology forms an important part of it.

Different from Public Junior High School 1 Mojosari, the barriers faced at Public Junior High School 2 Mojoanyar reveal that effective MBS planning does not simply require the presence of a programme or plan for the school but also the ability of the school to execute such programme or plan. Although digital transformation has been included in the planning of the school, insufficient Internet facilities and inequalities in the readiness of the students make it impossible to execute some programmes effectively. This clearly reveals that MBS planning is highly dependent on the harmony of planned objectives and existing conditions within the school environment.

This finding expands international research on school autonomy showing that increasing school authority does not automatically lead to improved education quality

(Gottfried, 2012; Nir & Levin, 2026). The World Bank, (2007) study on School-Based Management in various developing countries shows that the impact of SBM largely depends on a school's capacity to utilise the resources it has. The situation at Public Junior High School 2 Mojoanyar shows that limited digital infrastructure can restrict the effectiveness of planned programmes, even though the school has a relatively similar level of autonomy as other schools.

Organizing School-Based Management

The findings indicate that the organization of SBM at Public Junior High School 1 Mojokerto is relatively well-structured and successful. This success is attributed to the formation of effective school teams, strong leadership from the principal, active participation of teachers and the school committee, and consistent support from parents. Organisation in MBS serves as a mechanism connecting planning with programme implementation. A clear organisational structure allows responsibilities to be distributed effectively so decisions aren't centred solely on the headteacher. This speeds up coordination and boosts accountability in each work unit to support improvements in teaching quality.

This result is consistent with Mamabolo, (2020) and Pham et al., (2025), who argued that the SBM management model holds substantial potential for fostering visionary and entrepreneurial school principals, as well as empowering teachers and educational staff to act as professional managers within the education system. These results are consistent with Sebastian & Allensworth, (2019) and Sebastian & Park, (2022) research which explains that school leadership influences learning outcomes, mainly through building organisational capacity. In other words, effective organisation acts as a bridge connecting the principal's vision with classroom teaching practices. Findings at Public Junior High School 1 Mojokerto show that a clear team structure and good coordination help translate school policies into more practical learning quality improvement programmes.

On the other hand, some organizational problems still exist in Public Junior High School 2 Mojoanyar. This can be seen from several problems faced by Public Junior High School 2, including inadequate funds, lack of teacher preparation, and poor use of technology that prevents SBM from being implemented effectively.

Evidence shows that the organizational problems facing Public Junior High School 2 Mojoanyar revolve around the ability to put initiatives into action rather than the availability of resources. Poor competence building among teachers and lack of technological support influence the coordination of operations, delegation of roles and program monitoring. Consequently, several initiatives intended for improving teaching quality planned by management have yet to be realized effectively.

Implementation of School-Based Management (SBM)

Strategy for Improving the Quality of Learning at Public Junior High School 1 Mojokerto
Implementation of SBM in Public Junior High School 1 Mojokerto is not merely done through management functions but rather through improvement of learning quality continuously. The functions of management include planning, organizing, executing, controlling, and leading.

Likewise, the following are some factors that can determine the success of SBM program implementation: 1.) The efficiency of the learning process; 2.) School management strength; 3.) Efficiency in personnel management; 4.) Quality culture

development; 5.) Availability of a smart and dynamic team; 6.) Autonomy in school; 7.) Community and stakeholders participation; 8.) Transparency in school management; 9.) Capacity for developing mental and physical change; 10.) Change adaptation. Many of the mentioned factors can be found at Public Junior High School 1 Mojosari through its good leadership, teamwork culture, and innovative way in managing the learning process.

This finding aligns with international research on school autonomy conducted by the (OECD, 2016), which shows that school autonomy tends to have a positive impact on learning outcomes when accompanied by teacher professional capacity and adequate accountability mechanisms. In this study, learning innovation at Public Junior High School 1 Mojosari was influenced not only by school autonomy policies, but also by teacher capabilities and organisational support that enabled effective use of that autonomy.

The success of implementation of MBS at Public Junior High School 1 Mojosari suggests that innovations in teaching do not necessarily emerge through policies of school autonomy. Innovations can come up with the help of a combination of leadership that encourages innovation, teacher collaboration, and adequate resources. All these create a setting where teachers can be more creative in terms of their teaching approaches.

Strategy for Improving the Quality of Learning at Public Junior High School 2 Mojoanyar
In Public Junior High School 2 Mojoanyar, improvements to improve the quality of the learning process have been made taking into account the concept of SBM. The use of technology-based learning media has allowed the learning material to be delivered in an interactive manner to the students. However, more intensive training is still needed to improve the ability of the teacher in handling online learning.

The school must find ways to enhance collaboration with parents concerning technology and learning from home. Moreover, the school committee can do more in terms of planning the school budget, especially in acquiring technology-related items and conducting professional development for teachers who will help improve instruction in class.

While technology has already been incorporated into MBS in both institutions, the effectiveness of this approach towards improving the quality of learning will depend upon the ability of the institution to harness the potential of such technologies. The mere existence of digital tools will not be sufficient to bring about any improvement in the quality of learning if such resources are not accompanied by pedagogic knowledge and the capability of using such processes to aid learning. The use of technology can thus be viewed more as an **enabling resource**, which will have to be used effectively through good governance and implementation capabilities of the school.

Evaluation of School-Based Management

At Public Junior High School 1 Mojosari, the periodic evaluation of SBM demonstrates positive outcomes in improving learning quality and institutional performance. These findings are consistent with Elmelegy, (2015) and Ishii & Ogawa, (2024), who found that SBM evaluation significantly contributes to the effectiveness of education and human resource development programs. Effective SBM involves the preparation of quality improvement plans, implementation, monitoring, evaluation, and formulation of new

targets based on previous assessments (Ang et al., 2025; Nicdao & Ancho, 2020; Usman et al., 2019).

Evaluation serves as a feedback loop mechanism in school governance. Systematic evaluations produce data on the level of programme indicator achievement, the effectiveness of resource use, and implementation challenges at the operational level. This data provides a basis for schools to take corrective actions, adjust targets, and refine programme design to better meet learning needs. Differences in learning quality outcomes between schools are determined by the school's ability to turn evaluation findings into practical improvement decisions (Figueiredo, 2024).

These results support the international view on school management. (Aderet-German & Ben-Peretz, (2020) and Çinkir, (2021) explained that systematically using evaluation data allows schools to identify improvement needs and develop more targeted strategies. At Public Junior High School 1 Mojosari, evaluation doesn't stop at reporting results but is used as a basis to adjust programmes and teaching strategies so that the quality improvement process can continue sustainably.

In contrast, Public Junior High School 2 Mojoanyar faces greater challenges in the evaluation process, particularly due to limited access to technology and inadequate facilities, both of which significantly affect the quality and consistency of learning outcomes. From the MBS perspective, evaluation is a key tool that allows schools to carry out their autonomous functions in an accountable way through the use of data for planning and program improvement. Restrictions with regard to technology infrastructures and databases hinder effective program performance measurement. The discrepancy in performance evaluation among the two schools is not only an issue of access to resources but also the ability of the school to incorporate evaluation results in its decision-making processes.

Cross-Site Interpretation

Comparing Public Junior High School 1 Mojosari with Public Junior High School 2 Mojoanyar, one can conclude that the efficiency of implementing the MBS system does not depend on whether there is such an idea as MBS policy or not, because in terms of policy both schools pursue almost similar objectives. The difference in results is conditioned rather by certain contextual factors. So, the cooperation among stakeholders, technology application and the evaluation process in Public Junior High School 1 Mojosari are more successful than those in Public Junior High School 2 Mojoanyar because the latter faces certain difficulties related to the lack of infrastructural facilities and capacities for proper programme implementation. The correlation between SBM and quality of learning process is also contextual, so SBM implementation largely depends on the integration of various school activities.

Compared to international literature, this study's findings confirm that the success of SBM is not only determined by the level of autonomy given to schools, but also by the school's capacity to utilise that autonomy as stated (Ko et al., 2016; Rahim, 2019). Research from Ishii & Ogawa, (2024) and Mejia & Filus, (2018) shows that the impact of SBM on education quality tends to vary between schools due to leadership, organisational capacity, availability of resources, and stakeholder involvement.

A similar trend was observed for the two schools under review. Despite the similarities in their policy environment as well as the application of SBM practices, Public Junior High School 1 Mojosari has been implementing SBM more successfully compared

to Public Junior High School 2 Mojoanyar because of greater technological support and stakeholder collaboration. SBM practice applied to Indonesian junior high schools reveals that the connection between SBM and the quality of learning depends on various contextual factors.

Form cross-case analysis, the difference in terms of the effectiveness of MBS implementation between Public Junior High School 1 Mojokerto and Public Junior High School 2 Mojoanyar is not only attributed to the use of different management functions; the reason lies in the contextual factors and organisational capacities possessed by both schools. The implementation of MBS by Public Junior High School 1 Mojokerto can be said to be effective because of its proactive principal who manages to coordinate the programmes and engages stakeholders in making decisions. In organisation terms, good task allocation through the existence of work teams can improve the coordination of running quality improvement programmes. At Public Junior High School 2 Mojoanyar, there are several programmes that have not been run effectively because of limited support capacity.

Apart from the technology aspect, variations can also be observed in the way that stakeholders cooperate. In the case of Public Junior High School 1 Mojokerto, there is cooperation on the part of the school board and parents during all phases of school programme management, which include planning, monitoring, and evaluation. On the other hand, stakeholders from Public Junior High School 2 Mojoanyar become involved only after certain school programmes have been decided on by the school. The success of SBM depends on the interaction between school administration, organisation capabilities, stakeholder participation, and technological tools. Despite being within the same environment, the differences in implementation capabilities result in varying quality of learning outcomes.

Research Proposition

Minor Proposition

Written policies were effectively followed by everyone who participated. Community involvement was greatly helpful in facilitating various activities at school. It was greatly stressed that cooperation was of vital importance for success in achieving educational goals. Teamwork was organized very efficiently with clearly outlined roles assigned to each person. The school development team consisted of the principal, vice principal, teachers, and administrative staff, who worked together synergistically to improve the quality of learning.

Planning was based on collaboration among relevant stakeholders and needs analysis. Effective team organization and clear division of tasks facilitated implementation. The learning process was guided by the principles of continuous evaluation and improvement. Evaluation was dynamic and data-driven, ensuring that strategies remained relevant and responsive to students' needs.

Major Proposition

Policies were adhered to by the principal, vice principal, teachers, administrative staff, and students. A professional team worked synergistically to improve the quality of learning. Planning was based on collaboration between teachers, parents as stakeholders, and the school committee, supported by a needs analysis.

The benefits of implementing School-Based Management (SBM), as stated by Indrawan (2021), include: 1.) Enabling teachers to make decisions that are expected to improve the quality of learning; 2.) involving all available resources in the decision-making process; 3.) Providing schools with greater autonomy, creativity, and flexibility in designing programs; and 4.) Optimizing existing resources to enhance institutional performance.

CONCLUSION

Fundamental Finding: The implementation of MBS in both schools did not yield the same effectiveness even though they both applied similar policy frameworks and management functions. The differences were mainly influenced by the school's contextual conditions, particularly leadership capacity, the level of collaboration among stakeholders, technology utilisation, and available resource support. Public Junior High School 1 Mojosari showed a more integrated MBS implementation due to planning, organising, execution, and evaluation. In contrast, at Public Junior High School 2 Mojoanyar, limited implementation capacity meant that some learning quality improvement programs were not running optimally. MBS is not solely determined by the presence of policies or managerial procedures, but by the school's ability to integrate various resources into the learning quality improvement process. **Implication:** The effectiveness of MBS is determined by the school's ability to turn autonomy into data-driven academic governance. Instructional leadership acts as a link between performance evaluation, setting academic priorities, and improving learning. In practice, improving quality requires strengthening the evaluation feedback loop, making data-driven decisions, and supporting digital infrastructure to aid monitoring and quality control of learning. **Limitation:** The research only involved two public junior high schools in Mojokerto Regency, so the results reflect the organisational, leadership, and resource contexts specific to those two schools. The use of a multi-site qualitative research design was not intended to make statistical generalisations to a wider school population. The research focus was more on the process of implementing MBS rather than measuring its impact on students' academic achievement quantitatively. Although various data validation procedures were applied through triangulation, the possibility of researcher interpretation bias cannot be completely eliminated in qualitative research. **Future Research:** It is hoped that a longitudinal design will be used to observe changes in MBS implementation and the development of learning quality. In addition, a mixed methods approach can be used to combine the analysis of the implementation process with quantitative measurement of student learning outcomes, the effectiveness of school leadership, and the level of stakeholder participation. Comparative research involving schools from different districts or provinces is also needed to identify the influence of contextual factors on the success of MBS implementation. Studies at different educational levels, such as primary and upper secondary schools.

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