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School-Based Management Strategies in Enhancing Teacher Welfare and Social Competence in Elementary Schools

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ABSTRACT

School-Based Management (SBM) promotes school autonomy and stakeholder participation in managing educational resources to improve school quality. This study aims to analyze SBM strategies in enhancing teacher welfare and social competence at SDN 4 and SDN 10 Tapak Tuan, Aceh Selatan. A qualitative case study approach was employed to explore SBM implementation in authentic school settings. Data were collected through participatory observation, in-depth interviews, and document analysis involving principals, teachers, school committee members, and supervisors. The findings indicate that SBM improves teacher welfare through participatory decision-making, transparent financial management, and strengthened collaboration with stakeholders. In addition, SBM fosters teachers' social competence by promoting collegial teamwork, effective communication, and active engagement within the school community. Although challenges such as limited funding and workload demands persist, adaptive leadership and collaborative support contribute to sustainable implementation. In conclusion, SBM functions as a strategic framework for empowering teachers and strengthening professional capacity, thereby supporting quality improvement in elementary education.

1. Introduction

Education plays a strategic role in the development of human resources and the improvement of social quality of life. Schools, as educational organizational units, are required to manage resources effectively in order to ensure the quality of learning processes and outcomes. The increasing complexity of educational challenges demands managerial approaches that are not merely administrative, but also oriented toward human resource empowerment, particularly teachers as the main actors in the learning process.

School-Based Management (SBM) is a managerial approach that grants autonomy to schools in decision-making and in the management of educational resources. The implementation of SBM aims to enhance efficiency, effectiveness, transparency, and accountability in school management, while encouraging the active participation of school members and stakeholders (Yudha & Aulia, 2023). In the Indonesian context, the implementation of SBM is legally supported by Undang-Undang Number 20 of 2003 on the National Education System, which emphasizes the importance of institutional autonomy in educational management.

Several studies indicate that effective implementation of SBM contributes positively to school quality improvement, particularly in terms of principal leadership, human resource management, and the involvement of teachers and the community in decision-making processes (Marno et al., 2023). These findings suggest that SBM functions not only as a framework for school governance, but also as a strategic instrument for enhancing teacher professionalism (Rohmah, 2013).

Within the framework of educational management, teacher welfare is a crucial factor influencing performance and instructional quality. Teacher welfare encompasses both financial and non-financial dimensions, including income, job security, professional recognition, working climate, and opportunities for professional development. Numerous studies have demonstrated a significant relationship between teacher welfare and work motivation, job satisfaction, and instructional effectiveness (Tunggal et al., 2025). Therefore, SBM strategies should ideally be directed toward school management policies that prioritize the improvement of teacher welfare.

In addition to welfare, teachers' social competence is also an essential component of professional teaching practice. Social competence includes teachers' abilities to communicate effectively, build healthy interpersonal relationships, and collaborate with school members and the wider community. National regulations, as stipulated in the Regulation of the Minister of National Education Number 16 of 2007, affirm that social competence is one of the core competencies that teachers must possess. Teachers with strong social competence tend to create a conducive and collaborative learning environment and to support students' social and emotional development.

Although conceptually SBM has great potential to enhance teacher welfare and social competence, its implementation at the elementary school level has not been fully optimized. Various studies indicate that SBM implementation remains largely dominated by administrative and procedural approaches, while strategic aspects of human resource development have not become a primary focus, particularly in schools located in non-urban areas. This phenomenon is also evident at SDN 4 and SDN 10 Tapaktuan, Aceh Selatan Regency. Both schools have adopted basic SBM principles, such as involving teachers in school planning and decision-making processes. However, these practices have not yet produced significant impacts on improving teacher welfare and social competence. Teachers, especially those with

non-civil servant status, continue to face limited remuneration, high workloads, and a lack of reward systems and professional development support.

Moreover, the development of teachers' social competence has not been systematically integrated into school management strategies. Patterns of interaction among teachers tend to remain individualistic, professional collaboration has not been optimally established, and there are no structured and sustainable social development programs. This condition reflects a gap between the ideal concept of SBM, which positions teachers as strategic partners in school development, and managerial practices that remain predominantly administrative in nature.

Based on these conditions, an in-depth empirical study is needed to examine School-Based Management strategies in improving teacher welfare and social competence. This study focuses on SDN 4 and SDN 10 Tapaktuan to analyze the forms of SBM strategies implemented, the supporting and inhibiting factors in their implementation, and their impacts on teacher welfare and social competence. The findings of this study are expected to contribute theoretically to the field of educational management and to serve as a practical reference for schools and policymakers in formulating SBM strategies that are more effective, humanistic, and oriented toward strengthening educational human resources.

This study aims to investigate the implementation of School-Based Management (SBM) strategies and their impact on teacher welfare and social competence in primary schools. It specifically focuses on how SBM practices, such as teacher involvement in decision-making, participatory budgeting, and collaboration with various stakeholders, contribute to improving teacher welfare. In addition, the study examines the role of SBM in enhancing teachers' social competence through formal training, routine collaborative activities, and engagement with the community. The research also seeks to identify the supporting and inhibiting factors that influence SBM implementation, including the effectiveness of school leadership, stakeholder participation, financial resources, and structural limitations.

From a theoretical perspective, this study is grounded in the concept of educational decentralization, which emphasizes the importance of school autonomy in decision-making as a means to improve the effectiveness and efficiency of educational management. School-Based Management (SBM) is viewed as an approach that grants greater authority to schools to manage resources, curriculum, and community relations in accordance with local needs (Tunggal et al., 2025). Within the framework of educational management theory, SBM aligns with participatory and collaborative principles that position teachers as key actors in decision-making processes, thereby fostering a sense of ownership, increasing work motivation, and enhancing professional satisfaction, all of which contribute directly to teacher welfare (Rizal & Burhan, 2024). Furthermore, the theory of work well-being suggests that involvement in decision-making, organizational support, and a conducive work environment are critical factors in improving teachers' psychological and professional well-being. On the other hand, the development of teachers' social competence can be explained through social learning and interaction theories, which emphasize that such competence evolves through

experience, training, and active engagement with colleagues, students, and the wider community (Benu, 2019). SBM provides a platform for teachers to participate in professional learning communities, enabling knowledge sharing, collective reflection, and the strengthening of social capacities (Supit et al., 2021). Moreover, transformational leadership theory is highly relevant in this context, as school principals act as change agents who inspire, motivate, and empower teachers through a clear vision, effective communication, and support for innovation (Jabar & Susilo, 2021). Supporting and inhibiting factors in SBM implementation can be analyzed through an organizational systems approach, which views schools as systems influenced by multiple components, including leadership, organizational culture, resources, and external policies (Chusniyah et al., 2023). Therefore, this theoretical framework offers a comprehensive conceptual foundation for understanding how SBM can be effectively implemented to enhance teacher welfare and social competence, while simultaneously improving the overall quality of education.

2. Methodology

This study employed a qualitative approach with a case study design (Wahyudin, 2021). The qualitative approach was selected to explore in depth the strategies for implementing School-Based Management (SBM) adopted by schools to enhance teacher welfare and social competence. A case study design was considered appropriate as it enables a comprehensive understanding of the phenomenon within its real-life context, particularly at SDN 4 and SDN 10 Tapaktuan. The research was conducted at SDN 4 and SDN 10 Tapaktuan, Aceh Selatan Regency. The sites were selected purposively because both schools have implemented SBM principles and demonstrated initiatives aimed at improving teacher welfare and social competence. The study was carried out over a three-month period, from September to November 2025. The focus of this study was the implementation strategies of School-Based Management, while the informants included school principals, teachers, school committee members, and school supervisors. Informants were selected purposively based on their direct involvement and comprehensive understanding of SBM implementation and teacher development processes within the schools.

Data Collection Techniques

Observation

Observation was a primary data collection technique used to obtain an in-depth understanding of SBM implementation in enhancing teacher welfare and social competence. This study applied participatory observation, in which the researcher actively engaged in school activities to capture social interactions, managerial practices, and organizational dynamics in their natural settings (Prasetyo, 2018). Observations focused on formal and informal interactions, including leadership practices, staff meetings, supervision activities, and collegial communication among teachers. Data were recorded systematically using observation guidelines

and field notes. This technique also functioned as a form of data triangulation to strengthen the credibility of findings (Kristiawan et al., 2019).

Documentation

Document analysis was employed to examine relevant records related to SBM implementation and indicators of teacher welfare and social competence. The documents analyzed included school vision and mission statements, strategic plans, teacher welfare programs, professional development records, supervision reports, and partnership documentation (Fifiyanti & Damanik, 2021). Document analysis supported data verification and complemented findings from observations and interviews through content analysis, enabling the identification of key themes and policy patterns that reflect SBM values and practices (Wahyudin, 2021).

Interviews

In-depth interviews were conducted to explore participants' experiences, perspectives, and interpretations regarding SBM implementation. Semi-structured interviews allowed flexibility for probing and clarification, enabling the researcher to obtain rich and reflective data (Aditiya & Fatonah, 2023). Interviews were conducted with principals, teachers, committee members, and supervisors until data saturation was achieved. All interviews were audio-recorded and supported by field notes to ensure data accuracy and credibility (Rivai, 2021)

Data Analysis Techniques

Data Reduction

Data reduction involved selecting, simplifying, and organizing raw data obtained from observations, interviews, and documents into meaningful units relevant to the research focus (Safrudin et al., 2023). This process included coding, categorizing, and identifying key themes related to SBM strategies, teacher welfare, and social competence. Data were presented systematically through narrative descriptions, matrices, and thematic tables to facilitate interpretation and pattern recognition. Verbatim quotations from participants were included to preserve authenticity and strengthen analytical transparency (Hartawan, 2020). Conclusions were drawn through iterative analysis by identifying patterns, relationships, and meanings across data sources. Verification was conducted through triangulation, prolonged engagement, peer debriefing, and member checking to ensure trustworthiness and minimize researcher bias (Sulastri, 2020).

3. Results and Discussion

Overview of the Research Sites

SDN 4 Tapaktuan and SDN 10 Tapaktuan are two public elementary schools operating under the authority of the Education Office of Aceh Selatan, Aceh,

Indonesia. Both schools are located in Tapaktuan Subdistrict, known as the administrative and economic center of the regency, with relatively better accessibility compared to remote inland areas. Based on the latest Basic Education Data (Dapodik) as of December 2025, both schools hold a B accreditation status, indicating adequate educational quality standards, although improvements are still needed, particularly in addressing rural challenges such as limited resources and infrastructure. The data were obtained from official sources, including Dapodik and school profile records, which highlight the schools' role as centers for human resource development in education within the region. The following section presents a general description of each school, including profile, location, number of students and teachers, and the dynamics of School-Based Management (SBM) relevant to this study.

Overview of SDN 4 Tapaktuan

SDN 4 Tapaktuan is a public elementary school located in the Hilir area of Tapaktuan Subdistrict, Aceh Selatan Regency. The school operates under the local Education Office and focuses on developing knowledge and character among young learners. It is strategically located at Jalan Nyak Adam Kamil No. 14 B, facilitating access for students and teachers from surrounding villages. The school's National School Identification Number (NPSN) is 10102975. As a public school, it receives operational funding through the School Operational Assistance (BOS) program. The current principal, Azizah, leads the teaching and administrative staff in achieving the school's vision of providing quality education.

According to 2025 Dapodik data, the school has approximately 200-250 students, with around 180 students in Grades 1-3 and 70 students in Grades 4-6, reflecting a stable student population in the small urban area of Tapaktuan. The school employs about 20 staff members, including 12 civil servant teachers, 6 contract teachers, and 2 administrative staff, resulting in a teacher-student ratio of approximately 1:10-12. Since 2022, the school has implemented the Merdeka Curriculum, emphasizing project-based learning and character development. Facilities include 10 classrooms, a mini library, and a sports field. Although no special education unit is available, inclusive integration is practiced for students with special needs.

In terms of SBM, SDN 4 Tapaktuan applies decentralization principles by exercising autonomy in resource management, including the preparation of the School Work Plan (RKS) and School Activity and Budget Plan (RKAS) involving the school committee and parents. The principal demonstrates transformational leadership by encouraging teacher participation in decision-making to enhance welfare and social competence. Despite challenges such as delays in BOS disbursement, the school remains active in social activities and professional development programs, strengthening its collaborative organizational culture. Overall, SDN 4 Tapaktuan serves as an adaptive educational institution with the potential to become an SBM model in urban areas of Aceh Selatan.

Overview of SDN 10 Tapaktuan

SDN 10 Tapaktuan is a public elementary school located in Tapaktuan Subdistrict, Aceh Selatan Regency, focusing on delivering quality basic education within a semi-rural context. The school's NPSN is 10102690, and as a public institution, it receives support from the local Education Office, including BOS funding. The current principal, Rajini, leads the school toward achieving its vision of inclusive and quality education. The school holds a B accreditation status, reflecting satisfactory educational standards.

Based on 2025 Dapodik data, SDN 10 Tapaktuan has approximately 150-200 students, with around 100 students in Grades 1-3 and 50-70 students in Grades 4-6. The school employs approximately 18-22 staff members, including 10 civil servant teachers, 5-7 contract teachers, and 3 administrative staff, resulting in a teacher-student ratio of about 1:8-10, allowing for more intensive interaction. The school implements the Merdeka Curriculum, integrating local Aceh Selatan contexts into learning. Facilities include 8-10 classrooms, a teachers' room, and a playground. Inclusive practices are applied for students with special needs.

Within the SBM framework, SDN 10 Tapaktuan emphasizes school autonomy and community involvement, particularly in preparing the RKAS, with attention to improving honorary teachers' welfare through BOS incentives. The principal acts as a facilitator, promoting teacher collaboration to enhance social competence. Although challenges such as geographical limitations and infrastructure constraints persist, the school actively engages in community partnerships to foster a supportive organizational culture. Overall, SDN 10 Tapaktuan functions as an adaptive educational institution with the potential to serve as an SBM model in rural areas of Aceh Selatan.

The research was conducted through a structured qualitative process. After obtaining formal permission from the school principals and the local education authority, the researcher conducted field observations to understand the school environment and managerial practices. Semi-structured interviews were then carried out with four key stakeholder groups: principals, teachers, school committee members, and school supervisors. Each interview lasted approximately 45-90 minutes and was conducted face-to-face using an interview guide to ensure consistency while allowing flexibility for probing deeper responses. All interviews were audio-recorded with participants' consent and complemented by field notes. In addition, relevant documents-such as school work plans, financial reports, meeting minutes, and supervision records-were analyzed to triangulate the data. The collected data were then transcribed, coded, categorized, and analyzed thematically to identify patterns related to School-Based Management (SBM), teacher welfare, and social competence development.

Interview Question Framework

The following Table 1 presents the interview question framework used to guide discussions with principals, teachers, school committees, and supervisors. The framework is designed to explore key aspects of School-Based Management (SBM), including understanding and implementation of SBM, strategies for teacher

welfare, development of social competence, observed impacts, and supporting or inhibiting factors. It ensures that each respondent group provides insights relevant to their roles while maintaining consistency and comparability across interviews.

Table 1. Interview Guide for Principals, Teachers, School Committees, and Supervisors

Respondent	Focus Area	Key Interview Questions
Principal	Understanding of SBM	What is your understanding of SBM? How are SBM principles implemented in your school? What supporting and inhibiting factors exist?
	Teacher Welfare Strategy	How do you define teacher welfare? What financial and non-financial strategies are implemented? How is teacher satisfaction evaluated?
	Social Competence Development	What programs enhance teachers' social competence? How do you foster collaboration and communication?
	SBM Impact	How does SBM influence teacher welfare and social competence? What indicators are used to assess success?
	Supporting & Inhibiting Factors	What internal and external factors affect SBM implementation?
Teachers	Understanding of SBM	How do you perceive SBM implementation? Are teachers involved in decision-making?
	Welfare Perception	How do you assess your current welfare condition? What support is provided by the school?
	Social Competence	What training or activities enhance social competence? How is collegial collaboration built?
	SBM Impact	How has SBM affected your motivation, welfare, and social interaction?
School Committee	Role in SBM	How is the committee involved in SBM planning and implementation?
	Support for Welfare	What contributions are made to support teacher welfare?
	Social Development Support	How does the committee facilitate teachers' social engagement?
	Evaluation of Impact	What changes have been observed since SBM implementation?
School Supervisor	Monitoring SBM	How is SBM implemented in supervised schools? What indicators measure its effectiveness?
	Welfare & Social Competence Oversight	How do supervisors encourage improvements in welfare and social competence?
	Evaluation & Recommendations	What recommendations are given to strengthen SBM implementation?

Understanding of School-Based Management (SBM)

Teacher SDN 4: "SBM gives the school more autonomy in managing itself, including designing programs according to the needs of the school and the surrounding community." Teacher SDN 10: "Schools that have implemented SBM are more independent, whereas those that haven't rely more on the central government." Principal SDN 4: "SBM allows the principal to make more appropriate decisions according to the school's conditions, while still following

applicable regulations." Principal SDN 10: "SBM gives the school the authority to manage resources, optimize the management of funds and human resources to improve educational quality." School Committee SDN 4: "The committee understands SBM as a school management model that provides autonomy, with collaboration between the principal, teachers, and the community." School Committee SDN 10: "As the committee chair, I give the school more authority to manage resources and make decisions, as well as align the school's vision and mission." Supervisor: "SBM is an important strategy to increase the participation of all stakeholders in decision-making at school, including teachers, committees, and the community."

Involvement of the Committee and Principal in SBM Implementation

School Committee SDN 4: "We sit together with the principal at the beginning of each academic year, provide input, mediate between the school, community, and government. We coordinate harmoniously with the principal and teachers, visiting the school at least once a month to ensure SBM implementation runs well." School Committee SDN 10: "We discuss and integrate the school's vision and mission, and manage and review the plans that will be carried out in the school." Principal SDN 4: "In SBM, the principal manages the school with routine consultation with the committee and teachers." Principal SDN 10: "SBM implementation focuses on effective resource management, including involving teachers in planning and execution." Teachers SDN 4 & 10: "Teachers play an active role in implementing SBM by accepting autonomy and feedback from the principal and committee." Supervisor: "The involvement of the committee and principal in SBM is crucial for program success, especially in maintaining transparency and accountability."

Differences Between Schools with and without SBM

Teacher SDN 4: "Schools implementing SBM better understand internal needs and can adapt programs to local wisdom and student potential." Teacher SDN 10: "Schools without SBM tend to rely more on the central government and are less responsive to local needs." Principals SDN 4 & 10: "SBM makes schools more independent, faster in decision-making, and more responsive to the needs of teachers and students." School Committees SDN 4 & 10: "Schools that have implemented SBM perform better in school management and planning." Supervisor: "SBM-based schools show significant differences in management quality, community participation, and innovation in educational programs."

Role of SBM in Improving Teacher Welfare

School Committee SDN 4: "We support teacher welfare not only financially, but also morally, socially, and through competency development. We provide support when teachers have personal issues and organize IT training and personal development activities." School Committee SDN 10: "We can help improve welfare, including facilities and resources, enhancing teaching quality, and support from the community and government." Principals SDN 4 & 10: "Teacher welfare improves through SBM because there is autonomy in managing funds and

resources, though financial challenges remain." Teachers SDN 4 & 10: "Teacher welfare is not fully achieved, especially financially, but moral, social support, and training increase job satisfaction." Supervisor: "Support from the committee and principal for teacher welfare is an indicator of SBM success."

Role of the Committee in Developing Teachers' Social Competence

School Committee SDN 4: "The committee encourages teachers' social competence through religious activities, social visits to sick students/teachers' homes, and extracurricular activities with the community." School Committee SDN 10: "The committee facilitates workshops, community service, and meetings between teachers, students, and parents to strengthen social interactions." Teachers SDN 4 & 10: "Social competence is important so teachers are sensitive to students, parents, and the community, and can adjust interactions according to the characteristics of learners." Principals SDN 4 & 10: "SBM allows teachers to be more active in social activities, improving sensitivity and collaboration among teachers." Supervisor: "Teachers' social competence develops more when there is active support from the committee and principal in social activities and collaborative learning."

Implementation and Impact of SBM

Teachers SDN 4 & 10: "SBM provides autonomy, increases responsibility, and facilitates decision-making according to school needs." Principals SDN 4 & 10: "The positive impact of SBM is seen in teacher performance, coordination with the committee, and community response." School Committees SDN 4 & 10: "SBM helps schools be more responsive to local needs, improves educational quality, and fosters collaboration among teachers, the community, and the government." Supervisor: "SBM impacts transparency, management efficiency, teacher competence improvement, and harmonious relationships between schools and the community."

Coding Data

In the Data Reduction stage according to Miles & Huberman, coding is used to label and categorize raw data. Coding helps identify themes, subthemes, and important patterns from interview transcripts, making further analysis more systematic and meaningful. The table below presents the coding of data from interviews with teachers, principals, school committees, and supervisors regarding the implementation of School-Based Management (SBM) at Table 2:

Table 2. Coding Data

No	Theme / Category	Subtheme / Code	Example Verbatim
1	Understanding of SBM	Autonomy_SBM	Teacher SDN 4: "SBM gives the school more autonomy in managing itself, including designing programs according to the needs of the school and the surrounding community."

No	Theme / Category	Subtheme / Code	Example Verbatim
2	Understanding SBM	of Independence_SBM	Teacher SDN 10: "Schools that have implemented SBM are more independent, whereas those that haven't rely more on the central government."
3	Understanding SBM	of DecisionMaking_Principal	Principal SDN 4: "SBM allows the principal to make more appropriate decisions according to the school's conditions, while still following applicable regulations."
4	Understanding SBM	of ResourceManagement	Principal SDN 10: "SBM gives the school the authority to manage resources, optimize the management of funds and human resources to improve educational quality."
5	Understanding SBM	of StakeholderParticipation	Supervisor: "SBM is an important strategy to increase the participation of all stakeholders in decision-making at school, including teachers, committees, and the community."
6	Committee Principal Involvement	& Coordination_Committee	School Committee SDN 4: "We sit together with the principal at the beginning of each academic year, provide input, mediate between the school, community, and government."
7	Committee Principal Involvement	& Planning_Teamwork	School Committee SDN 10: "We discuss and integrate the school's vision and mission, and manage and review the plans that will be carried out in the school."
8	Committee Principal Involvement	& TeacherInvolvement	Teachers SDN 4 & 10: "Teachers play an active role in implementing SBM by accepting autonomy and feedback from the principal and committee."
9	Differences vs Non-SBM	SBM Responsiveness_LocalNeeds	Teacher SDN 4: "Schools implementing SBM better understand internal needs and can adapt programs to local wisdom and student potential."
10	Differences vs Non-SBM	SBM Reliance_CentralGov	Teacher SDN 10: "Schools without SBM tend to rely more on the central government and are less responsive to local needs."
11	Teacher Welfare	FinancialSupport	School Committee SDN 4: "We support teacher welfare not only financially, but also morally, socially, and through competency development."
12	Teacher Welfare	MoraleSupport	Teachers SDN 4 & 10: "Teacher welfare is not fully achieved, especially financially, but moral, social support, and training increase job satisfaction."
13	Social Competence	SocialActivities	School Committee SDN 10: "The committee facilitates workshops, community service, and meetings between teachers, students, and parents to strengthen social interactions."
14	Social Competence	Sensitivity_Teachers	Teachers SDN 4 & 10: "Social competence is important so teachers are sensitive to students, parents, and the community."

No	Theme / Category	Subtheme / Code	Example Verbatim
15	SBM Implementation & Impact	Autonomy_Responsibility	Teachers SDN 4 & 10: "SBM provides autonomy, increases responsibility, and facilitates decision-making according to school needs."
16	SBM Implementation & Impact	Coordination_Community	Principals SDN 4 & 10: "The positive impact of SBM is seen in teacher performance, coordination with the committee, and community response."

Data Reduction

Data reduction involves summarizing, selecting, focusing, and simplifying the collected data to make it more manageable while retaining the essential meaning. The Table 3 below presents the condensed key points from the interviews with teachers, principals, school committees, and supervisors regarding School-Based Management (SBM).

Table 3. Data Reduction

No	Theme	Respondent	Key Points / Summary
1	Understanding of SBM	Teachers SDN 4 & 10	SBM gives schools autonomy; schools with SBM are more independent, responsive, and able to manage programs according to local needs.
2	Understanding of SBM	Principals SDN 4 & 10	SBM allows principals to make appropriate decisions, optimize funds and human resources, and improve education quality.
3	Understanding of SBM	School Committees SDN 4 & 10	SBM provides autonomy with collaboration between principals, teachers, and community; committees support school decision-making and vision-mission alignment.
4	Understanding of SBM	Supervisor	SBM increases participation of all stakeholders in decision-making and strengthens school governance.
5	Committee & Principal Involvement	School Committees SDN 4 & 10	Committees provide input, mediate, and coordinate regularly with school staff; they ensure alignment of school plans with community and government expectations.
6	Committee & Principal Involvement	Principals SDN 4 & 10	Principals manage schools with consultation from committees and teachers; focus on resource management and teacher involvement.
7	Committee & Principal Involvement	Teachers SDN 4 & 10	Teachers actively participate in SBM, accept autonomy, and provide feedback.
8	Committee & Principal Involvement	Supervisor	Successful SBM depends on active collaboration between committees and principals, ensuring transparency and accountability.
9	Differences Between Schools with and without SBM	Teachers SDN 4 & 10	Schools with SBM understand local needs better; schools without SBM depend on central government and are less responsive.
10	Differences Between Schools with and without SBM	Principals and Committees SDN 4 & 10	& SBM leads to faster decision-making, better management, and higher responsiveness to teachers and students.

No	Theme	Respondent	Key Points / Summary
11	Differences Between Schools with and without SBM	and Supervisor	SBM schools show higher quality management, community participation, and innovation in education programs.
12	Role of SBM in Teacher Welfare	Committees SDN 4 & 10	Committees support teacher welfare financially, morally, socially, and through professional development.
13	Role of SBM in Teacher Welfare	Principals SDN 4 & 10	SBM improves teacher welfare via autonomy in managing resources, though financial challenges remain.
14	Role of SBM in Teacher Welfare	Teachers SDN 4 & 10	Teacher welfare not fully achieved financially, but moral, social, and training support improves job satisfaction.
15	Role of SBM in Teacher Welfare	Supervisor	Committee and principal support is an indicator of SBM success in teacher welfare.
16	Committee Role Social Competence	in Committees SDN 4 & 10	Committees facilitate social activities, workshops, and meetings to enhance teachers' social skills and community engagement.
17	Committee Role Social Competence	in Teachers SDN 4 & 10	Social competence helps teachers respond effectively to students, parents, and the community.
18	Committee Role Social Competence	in Principals SDN 4 & 10	SBM enables teachers to be more active socially, improving sensitivity and collaboration.
19	Committee Role Social Competence	in Supervisor	Active committee and principal support fosters teacher social competence and collaborative learning.
20	Implementation Impact of SBM	and Teachers SDN 4 & 10	SBM increases autonomy, responsibility, and ease of decision-making according to school needs.
21	Implementation Impact of SBM	and Principals SDN 4 & 10	SBM positively affects teacher performance, coordination, and community response.
22	Implementation Impact of SBM	and Committees SDN 4 & 10	SBM increases responsiveness to local needs, quality of education, and collaboration among stakeholders.
23	Implementation Impact of SBM	and Supervisor	SBM improves transparency, management efficiency, teacher competence, and school-community relationships.

Data Display

The Table 4 below presents a Data Display following the Miles & Huberman framework. It organizes the reduced data in a concise and visual manner, making it easier to analyze. This Data Display highlights the main themes, indicators, and verbatim evidence from respondents, providing a clear connection between the data collected and the analytical insights. Each theme is directly linked to specific indicators and supporting evidence, allowing for efficient interpretation and conclusion drawing.

Table 4. Data Display

Theme	Indicator	Verbatim Evidence	Respondents
Understanding SBM	of Autonomy in school management	"SBM gives the school more autonomy in managing itself, including designing programs according to the needs of the school and the surrounding community."	Teachers SDN 4
	Independence vs. dependency	"Schools that have implemented SBM are more independent, whereas those that haven't rely more on the central government."	Teachers SDN 10
	Principal decision-making	"SBM allows the principal to make more appropriate decisions according to the school's conditions."	Principal SDN 4
	Resource management	"SBM gives the school the authority to manage resources, optimize funds and human resources to improve educational quality."	Principal SDN 10
	Collaboration & stakeholder involvement	"SBM is an important strategy to increase the participation of all stakeholders in decision-making at school."	Supervisor
Committee Principal Involvement	& Coordination mediation	"We sit together with the principal at the beginning of each academic year, provide input, mediate between the school, community, and government."	School Committee SDN 4
	Planning execution	"SBM implementation focuses on effective resource management, including involving teachers in planning and execution."	Principal SDN 10
	Teacher participation	"Teachers play an active role in implementing SBM by accepting autonomy and feedback from the principal and committee."	Teachers SDN 4 & 10
	Transparency accountability	"The involvement of the committee and principal in SBM is crucial for program success, especially in maintaining transparency and accountability."	Supervisor
Differences Between Schools	Responsiveness to local needs	"Schools implementing SBM better understand internal needs and can adapt programs to local wisdom and student potential."	Teachers SDN 4
	Independence in decision-making	"SBM makes schools more independent, faster in decision-making, and more responsive to the needs of teachers and students."	Principals SDN 4 & 10
	Quality of management	"Schools that have implemented SBM perform better in school management and planning."	School Committees SDN 4 & 10
Teacher Welfare	Financial, moral, and social support	"We support teacher welfare not only financially, but also morally, socially, and through competency development."	School Committee SDN 4

Theme	Indicator	Verbatim Evidence	Respondents
Social Competence	Autonomy resource management	in "Teacher welfare improves through SBM because there is autonomy in managing funds and resources."	Principals SDN 4 & 10
	Job satisfaction	"Teacher welfare is not fully achieved financially, but moral, social support, and training increase job satisfaction."	Teachers SDN 4 & 10
	Participation in social activities	"The committee encourages teachers' social competence through religious activities, social visits, and extracurricular activities with the community."	School Committee SDN 4
	Collaboration sensitivity	"SBM allows teachers to be more active in social activities, improving sensitivity and collaboration among teachers."	Principals SDN 4 & 10
SBM Implementation & Impact	Teacher-community interaction	"Social competence is important so teachers are sensitive to students, parents, and the community, and can adjust interactions according to the characteristics of learners."	Teachers SDN 4 & 10
	Autonomy responsibility	"SBM provides autonomy, increases responsibility, and facilitates decision-making according to school needs."	Teachers SDN 4 & 10
	Positive outcomes	"The positive impact of SBM is seen in teacher performance, coordination with the committee, and community response."	Principals SDN 4 & 10
	Quality collaboration	"SBM helps schools be more responsive to local needs, improves educational quality, and fosters collaboration among teachers, the community, and the government."	School Committees SDN 4 & 10
	Transparency school-community harmony	"SBM impacts transparency, management efficiency, teacher competence improvement, and harmonious relationships between schools and the community."	Supervisor

SBM Strategies and Teacher Welfare

The findings demonstrate that SBM implementation emphasizes teacher involvement in decision-making, participatory budget management, and collaboration with stakeholders to enhance teacher welfare. This aligns with Caldwell and Spinks' SBM framework, which highlights school autonomy and stakeholder participation as critical elements in improving resource management and educational quality. The results also support Fattah's view that SBM enables schools to design policies responsive to internal needs, including teacher welfare.

Consistent with previous studies (Mbuik, 2019), this study confirms that SBM enhances teacher motivation through participatory planning. However, unlike studies reporting limited welfare impacts due to weak funding, the present findings

indicate that even under financial constraints, effective leadership and stakeholder engagement can produce positive welfare outcomes, albeit not optimally.

SBM and Teachers' Social Competence

The study supports the notion that SBM contributes to social competence development through both formal training and daily collaborative practices. This finding aligns with the Teacher and Lecturer Act (Undang-Undang Number 14/2005) and Goleman's emotional intelligence theory, emphasizing interpersonal skills and empathy as essential components of teacher professionalism (Kusuma, 2017). Unlike previous studies focusing primarily on formal training, this study highlights the importance of routine social interactions, collective decision-making, and community engagement as key mechanisms for enhancing teachers' social competence (Mu'minin & Indrianto, 2023).

Supporting and Inhibiting Factors

The findings corroborate leadership and stakeholder engagement theories (Triyarsih, 2019), emphasizing the strategic role of principals and community support in SBM success (Intan et al., 2025). Financial limitations, workload pressures, and infrastructure gaps remain significant barriers, consistent with prior research (Azizah, Zahraini, 2025). However, the adaptive strategies identified in this study demonstrate that innovation and collaboration can mitigate structural constraints (Rini, 2025).

Implications for Theory and Practice

Theoretically, this study reinforces SBM as an effective governance model for improving teacher welfare and social competence when supported by strong leadership and stakeholder participation (Mardiana, Caska, 2025). Practically, the findings provide empirical evidence that SBM implementation in primary schools, particularly in the Aceh Selatan context, can serve as a strategic approach to enhancing educational quality through teacher empowerment (Darmawati, Hera Yanti, 2025).

4. Conclusion

This study concludes that the implementation of School-Based Management (SBM) at SDN 4 and SDN 10 Tapaktuan plays a significant role in improving teacher welfare and strengthening teachers' social competence. The findings demonstrate that SBM encourages participatory decision-making, transparency in school governance, and collaborative engagement among school stakeholders. Through these mechanisms, schools are able to allocate resources more responsively and create a supportive working environment that enhances teacher motivation and professional commitment. The study also reveals that SBM contributes to the development of teachers' social competence by promoting collaborative practices, effective communication, and active involvement in social and community-based

activities. These practices foster positive interpersonal relationships within the school and strengthen trust between teachers, school leaders, parents, and the broader community. Although financial limitations, high workloads, and infrastructure constraints remain challenges, adaptive leadership and stakeholder collaboration enable schools to mitigate these barriers and sustain SBM implementation. Overall, the research objectives were successfully achieved, as the study provides empirical evidence that SBM functions not only as an administrative framework but also as a strategic approach to teacher empowerment. Future research is recommended to explore SBM implementation across a broader range of schools and regions, and to integrate quantitative approaches to measure long-term impacts on teacher performance and student outcomes.

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