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## Analysis of the Principal's Role in School-Based Management Implementation Efforts at SD Inpres 1 Tondo

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### ABSTRACT

The existence of SBM in schools makes the role of the principal very important in developing and advancing educational institutions, education personnel, and their outputs. This study aims to analyze the role of school principals in implementing School-Based Management (SBM). This research design uses a qualitative approach with the type of field research, this research is descriptive, where researchers will go directly to the field as the main instrument to observe, interview, and document data relevant to the implementation of MBS by school principals as leaders of basic education institutions. Based on the results of research conducted at SD Inpres 1 Tondo, the principal has a very strategic role in implementing School-Based Management (SBM), especially through the realization of key functions such as educator, manager, administrator, supervisor, leader, innovator, and motivator. The implementation of these roles is carried out not only in a formal context, but also in flexible and adaptive approaches according to the internal conditions of the school.

## 1. Introduction

Education is a process that involves interactions between various inputs and the environment, because interactions and the environment have different characteristics from one place to another, so overall uniformity instructed from the center will never produce an optimal or maximum educational process. One way to improve education for quality is to organize its management, associated with the curriculum, it is commonly referred to as school-based management (Gultom, 2021). In other words, decentralization policy will be able to optimize the quality education process. Decentralization means that the controllers of education at the lower levels will have a greater role. This situation will encourage creativity and improvisation in implementing education (Waty, 2022).

Leadership is an art and science that shapes a person to be able to influence and direct the way of thinking, behaving and acting of the people he leads in such a way as to achieve the vision of the organization (Kurniawati, 2020). Principals are teachers who receive additional duties as principals. Meanwhile, according to Daryanto, the principal is the leader of an educational unit institution. The principal is a leader whose presence process can be directly elected, determined by the foundation, or determined by the government (Mahlani, 2022). In schools, the educational leader is the principal (Maulani, 2024).

The principal as an educator where the principal has a high focus on the development of the curriculum and certain teaching and learning activities and will pay attention to the level of learning, pay attention to the level of competence of the teacher and will also always try to facilitate and encourage teachers to continuously improve their competence (Rozalina, 2020). The indicator of the principal's role as an administrator is his ability to plan, implement, and evaluate educational programs (Marno, 2019). Principals as supervisors must also have leadership competence, academic competence, and supervision and evaluation competence (Siti, 2023). The principal as a leader is one of the keys to success in improving the quality of schools that must have honesty, confidence, responsibility and courage to take risks, the principal acts as a central force that drives school life (Mulyasa, 2013). As an innovator, the principal must be able to provide updates in any case that occurs at school, be it in terms of improving teacher performance, managing facilities and infrastructure, curriculum fields and other fields (Jamilah, 2023). as a motivator must provide awards to improve the performance of teachers, and reduce productive activities (Nuryeni, 2023).

Strategy is a systematic and systematic step in implementing a comprehensive (macro) and long-term plan in achieving goals. Principal leadership, which is one of the implementations of national leadership aimed at educating the nation's life, must reflect the realization of Pancasila leadership that has a character and is virtuous (Irawan, 2021). Leadership strategy is a demand for leaders to be flexible in overcoming the unexpected, and a demand for them to have 'helicopter vision', which is an ability to look far ahead. Strategic leadership, in contrast, is the art and science of focusing on policies and goals with long-term plans (Lestari, 2023).

School-Based Management (SBM) is a concept that describes a formal change in the structure of school administration as a form of decentralization that identifies the school itself as the main unit of improvement and relies on the redistribution of decision-making authority as an important means by which improvement can be encouraged and cut (Defi, 2023). The principal is a professional or teacher who is given the task of leading a school where the school becomes a place of interaction between teachers who give lessons, students who receive lessons, parents as expectations, graduate users as recipients of satisfaction and the general public as pride. It often happens in the field that the principal has a very important role in terms of improving the quality of education in an educational institution, especially in public schools (Alamsyah, 2022).

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This study aims to analyze the role of school principals in implementing School-Based Management (SBM), namely through the function of the principal as a leader in the implementation of SBM, the strategies used in managing and empowering all school components, and the obstacles faced during the implementation process.

## **2. Methodology**

Creswell (2014) states that qualitative research is an approach that emphasizes in-depth exploration of a problem, relying on data collected directly through interviews, observation, and documentation. This research is descriptive in nature, where researchers will go directly to the field as the main instrument to observe, interview, and document data relevant to the implementation of MBS by school principals as leaders of basic education institutions.

The subject of this research is the principal at SD Inpres 1 Tondo. The principal was chosen as the research subject because he/she is the leader who implements and carries out his/her functions in the implementation of MBS. This qualitative data is collected through a process of direct interaction between the researcher and the research subject, and comes from observations of phenomena that occur naturally in the field. The supporting instrument for data collection in this study is the researcher himself with a list of research instruments, observation lists, interviews, archives, and other tools that are important when collecting data.

In this study, the primary data collection technique used a structured interview method, which was carried out by making an interview guide with several questions in the MBS implementation activities at SD Inpres 1 Tondo, namely the Principal. Researchers participate directly in activities carried out by schools in accordance with the problems that researchers want to study and researchers try to see firsthand how the MBS implementation process is and who is involved in it. To strengthen the research conducted by researchers, researchers also have several documents available at SD Inpres 1 Tondo. The documents referred to here are in the form of photographs of school activities, school archives, facilities and infrastructure, interview transcripts.

This study uses the data analysis technique of the Miles, Huberman, and Saldana (2014) model, where activities in qualitative data analysis are carried out interactively and take place continuously until completion, so that the data is saturated.

## **3. Results and Discussion**

This research was conducted at SD Inpres 1 Tondo, with the aim of analyzing the role of the principal in implementing School Based Management (SBM). The data collection techniques used included in-depth interviews, participatory observation, and documentation. The data were analyzed based on three main indicators: the

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function of the principal, the implementation strategy, and the obstacles faced in the implementation of MBS, which can be seen in Table 1.

Table 1. Research Instruments

| No | Theory                | Indicator   | Question  |
|----|-----------------------|---|---|
| 1  | Principal's Functions | a. Educator   | 1. How do you provide guidance or coaching to teachers in improving the quality of learning?<br>2. What efforts are made to improve teachers' pedagogical competence? |
|    |                       | b. Manajer  | 1. How do you organize the division of tasks to staff and teachers?<br>2. How do you prepare the school work program?   |
|    |                       | c. Administrator  | 1. What is your role in managing school administration?<br>2. How is the management of important school data and documents carried out?                               |
|    |                       | d. Supervisor   | 1. How is supervision of teachers carried out?<br>2. What do you do after supervising learning?   |
|    |                       | e. Leader   | 1. How do you demonstrate leadership in making important decisions?<br>2. What is your strategy in building a positive work culture in schools?                       |
|    |                       | f. Inovator   | 1. What innovations have you implemented in school management?<br>2. How do you encourage teachers to innovate in learning?   |
|    |                       | g. Motivator  | 1. What do you do to motivate teachers and staff in their work?<br>2. How do you reward teacher and student achievements?   |
| 2  | Principal Strategy    | A. Involve staff in important decisions and teaching      | 1. How do you involve teachers in school decision-making?<br>2. Do teachers have space to convey ideas in school meetings?  |
|    |                       | B. Protects from External Pressure                        | 1. How do you deal with external pressure that can disrupt the educational process?<br>2. What steps are taken to maintain the independence of the school?            |
|    |                       | C. Giving Teaching Autonomy to Teachers                   | 1. To what extent do you give teachers the freedom to choose teaching methods?<br>2. How do you respond to teacher initiatives in learning?                           |
|    |                       | D. Communicating Demands for High Achievement to Students | 1. How do you convey achievement expectations to students?<br>2. What forms of support are provided to achieve student academic targets?                              |
|    |                       | E. Rewarding Student Academic Achievement                 | 1. What forms of awards are given for student achievement?  |

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|---|--|---------------------------------------|--|
|   |  |                                       | 2. How do you appreciate academic achievement?   |
|   | F. Coordinating Teaching Programs                  |                                       | 1. How is coordination between teachers and the principal carried out regarding the teaching program?<br>2. How often do you evaluate the implementation of the program?   |
|   | G. Participating in Discussions on Teaching Issues |                                       | 1. How active are you in discussions about learning problems?<br>2. What forms of discussions are usually held with teachers?  |
|   | H. Observing Teachers' Teaching Methods in Class   |                                       | 1. How often do you observe the class?<br>2. What indicators are used in learning observations?  |
|   | I. Provide Learning Resources                      |                                       | 1. How is the provision of learning facilities in the school managed?<br>2. What efforts do you make to meet the needs of learning media?                                  |
|   | J. Conduct Regular Class Visits                    |                                       | 1. 1. How often do you visit the class directly?<br>2. 2. What do you do during class visits?  |
|   | K. Helping Teachers Improve Teaching               |                                       | 1. 1. How do you help teachers overcome learning obstacles?<br>2. 2. Is there any follow-up after learning supervision?  |
| 3 | Principal Obstacles                                | 1. Curriculum and Learning            | 1. 1. What are the challenges faced in implementing the curriculum in schools?<br>2. 2. How do you overcome the gap between the curriculum and real conditions in schools? |
|   |  | 2. Learners                           | 1. 1. What are the main obstacles in student management?<br>2. 2. How do schools overcome differences in student backgrounds?  |
|   |  | 3. Educators and Education Personnel  | 1. 1. What are the obstacles faced in improving teacher competence?<br>2. 2. How are recruitment and placement of education personnel carried out?                         |
|   |  | 4. Facilities and infrastructure      | 1. 1. What are the shortcomings of facilities and infrastructure felt by the school?<br>2. 2. What is your strategy for overcoming limited facilities?                     |
|   |  | 5. Financing                          | 1. 1. What is the condition of school financing?<br>2. 2. How do you get around limited funds in implementing the program?   |
|   |  | 6. School and Community Collaboration | 1. 1. How is the relationship between the school and the community or school committee?<br>2. 2. What are the obstacles in establishing cooperation with external parties? |

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|-----------------------------------|--|
| 7. School Culture and Environment | <ol style="list-style-type: none"> <li>1. 1. What are the challenges in building a positive culture in schools?</li> <li>2. 2. How to create a safe and comfortable school environment?</li> </ol> |
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## Principal Functions

### Educator

The Principal held a teacher working group forum (KKG) which became a forum for developing teacher competence. In the interview, he stated: "I always invite teachers to regularly evaluate their lesson plans and learning methods. I also participate in teacher training and accompany them when there is training from the office." This approach proves that the principal not only acts as a facilitator, but also a mentor who assists teachers in improving their professional competence on an ongoing basis.



Figure 1. Joint Meeting with Principals

The role of educator is realized in the form of coaching activities and continuous development of teacher competencies, both through formal training and regular reflection on learning practices in the classroom. This research strengthens the argument of Susanto (2022), which states that principals as educators have responsibilities not only for students, but also for teachers as the main subject in the education process, and the success of MBS is largely determined by the extent to which principals can assist teachers in carrying out their professional duties.

### Manager

In practice, the principal prioritizes democratic and participatory principles. He explained: "I divide teachers' tasks based on their respective competencies. For the work program, we arrange it together in the annual meeting and I make sure everyone is involved." This approach shows that the principal understands the

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importance of collaboration in school organization management to create a harmonious and productive working atmosphere.

In their function as managers, principals demonstrate the ability to manage human and non-human resources in a systematic and structured manner. This approach is in line with the results of Lestari's research (2021), which found that the success of school management is highly dependent on the principal's ability to create synergy between school elements through an inclusive and democratic leadership system.

### **Administrator**

The management process is carried out digitally through the Dapodik system as well as manual recording as a backup. He emphasized: "I ensure that all data on students, teachers, and BOS reports are neatly organized. We also use the Dapodik application and manual recording as a backup." The principal ensures that all administrative processes support transparency and accountability within the school. The administrative function is carried out by the principal by applying a data and technology-based approach, namely through the use of the Dapodik application and manual recording to ensure the accuracy and security of school data. This supports Ramadhan's research (2020) which states that the integration of information technology in school administration not only accelerates the work process, but also increases public accountability and prevents abuse of authority or information leaks that can harm educational institutions.

### **Supervisor**

The purpose of this supervision is not only to assess teacher performance, but also to provide feedback and coaching. He stated: "I enter the classroom at least twice a semester. After that, I discuss with the teacher about what can be improved and appreciated." Supervision is conducted using a reflective approach, where the results of observations are discussed openly with teachers to improve the teaching and learning process. This study is in line with the results of Ningsih's (2021) research, which states that collaborative supervision practices can create harmonious working relationships and support the continuous improvement of teacher professionalism, especially in the context of primary schools with limited resources.

### **Leader**

In decision-making, he prioritizes consensus. He said: "In every meeting, I always give space to teachers to express their opinions. We decide all policies together." Her leadership reflects a role model who is able to create a positive, open and participatory work atmosphere. Sari's (2020) study supports this research, emphasising that leaders who are able to accommodate the participation of all members of the organization will be more successful in building internal solidarity and strengthening a culture of quality in education delivery.

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### **Inovator**

The principal encourages the use of creative methods and the integration of technology in teaching and learning activities. She also initiated project-based learning as an effort to enhance students' creativity and independence. She explains: "I want students to learn not only from books. We encourage teachers to create small projects that can be implemented in the classroom." This innovative approach is the principal's strategy to make the school more adaptive and competitive.

Kurniawan (2023) in his research explained that principal innovation is one of the key factors in encouraging the achievement of 21st century education quality indicators, because innovation opens space for teacher creativity and student independence in the learning process.

### **Motivator**

The principal organizes weekly motivational assemblies and awards outstanding teachers and students. She stated: "Every Friday we have a motivational assembly. I give certificates to outstanding teachers and announce the achievements of students." This strategy has proven effective in increasing teachers' work motivation and encouraging students' enthusiasm for learning, creating a positive and competitive school climate. Dewi (2021) in her research concluded that rewards and positive reinforcement from the principal were proven to increase the emotional involvement of school members and create a positive and productive work atmosphere.

### **Principal Strategy**

#### **Teacher Involvement in Decision Making**

The principal applies the principle of active participation in every important decision making in the school. This is done through periodically scheduled meeting forums. "Every important decision, such as the division of tasks, schedules, and school budgets, we always discuss with teachers." This approach creates a sense of ownership among teachers and increases their involvement in supporting the implementation of school programs.

#### **Protecting from External Pressure**

In maintaining school independence, the principal actively takes a role in dealing with external pressure, whether from parents, the community, or certain institutions. He does not immediately make decisions unilaterally, but always discusses them with the teacher council to formulate an appropriate response. "We try to maintain the independence of the school. If there is external pressure, I discuss it first with the teacher council before taking a stance." This strategy shows the principal's commitment to maintaining the integrity and professional values of educational institutions.

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### **Teaching Autonomy**

He only provides general limitations according to the national curriculum, but still respects teacher creativity in the teaching process. "I give teachers the freedom to choose methods, as long as they are in accordance with the curriculum and student characteristics." This policy shapes a progressive academic culture and provides space for pedagogical innovation in the classroom.

### **Communication of Achievement Targets**

The principal actively communicates these expectations through face-to-face forums, bulletin boards, and other socialization activities. "We always convey learning targets to students and parents, especially before exams." This communication serves as a reminder of common goals and motivation for students to achieve.

### **Recognition of Student Achievement**

Student achievements are announced openly in ceremonial forums and are awarded in the form of certificates or symbolic gifts. "We give certificates to outstanding students during ceremonies. We also announce their achievements on information boards." This action increases students' self-confidence and encourages them to continue achieving academic and non-academic achievements.

### **Coordination of Teaching Programs**

In this forum, teachers are given the opportunity to convey obstacles, ideas, and input in implementing the curriculum. "We hold weekly meetings to evaluate learning and programs." These meetings are not only administrative in nature but also serve as professional discussion forums that support improving the quality of learning.

### **Academic Discussions**

The principal encourages informal and formal discussions around teaching and learning issues. These discussions are carried out spontaneously or scheduled, such as during local MGMP activities or after school hours. "We often have discussions about teaching after school hours are over." This activity forms a culture of continuous learning among teachers and strengthens professional networks between teachers.

### **Learning Observation**

To ensure the quality of learning, the principal conducts direct observations in class. This observation is not solely for formal assessment, but more for professional assistance by providing constructive feedback. "I observe the class not only to assess but also to provide input so that teachers can develop." Through this

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approach, teachers feel accompanied and appreciated in efforts to improve the quality of teaching.

### **Provision of Learning Resources**

The principal strives to meet the needs of learning facilities such as teaching aids, teaching materials, and other learning facilities. He encourages the existence of a class library and rearranges the learning space to be more interactive. "We try to ensure that each class has its own teaching aids and a class library." This provision is proof that the principal is committed to creating a supportive learning environment.

### **Class Visits**

This activity is carried out without a fixed schedule so that the principal can see the learning conditions naturally and interact directly with students. "Sometimes I enter the class without a schedule to see the students' learning process directly." This visit also becomes a medium for the principal to strengthen emotional relationships with students and teachers.

### **Teaching Improvement Assistance**

When obstacles are found in the implementation of learning, the principal directly accompanies the teacher in preparing an improvement plan. He provides technical direction and references to relevant teaching methods. "I assist teachers who experience difficulties in creating new, more contextual teaching plans." This step strengthens the principal's function as a guide and professional mentor for educators.

## **Obstacles in Implementing MBS**

### **Curriculum and Learning**

The principal revealed that one of the biggest challenges is adjusting to the Independent Curriculum. Although this curriculum provides flexibility for educational units to develop contextual learning, its implementation is faced with limited facilities owned by the school. The principal stated, "The biggest challenge is adapting the Independent Curriculum to the conditions of our school which has limited facilities." This condition causes many innovative learning plans to not be able to be implemented optimally due to the lack of adequate aids, technological facilities, and learning resources.

### **Students**

Not a few students experience health problems such as malnutrition, as well as lack of learning support from their families at home. This has an impact on low learning motivation and difficulties in achieving basic competencies. The principal said, "Our students come from various backgrounds. Some are malnourished, some also

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lack support from their parents." This situation requires schools to not only focus on academic aspects, but also on character building and social assistance.

### **Educators and Education Personnel**

In practice, classroom teachers often have to do double duty, which has the potential to reduce the quality of teaching and create a disproportionate workload. The principal complained, "We are short of sports teachers and religious teachers. Currently, we rely on double class teachers." This condition shows the need for an even distribution of educators and strengthening of the teacher recruitment system based on the real needs of educational units.

### **Facilities and Infrastructure**

The principal has made efforts to submit assistance to the relevant agencies, but so far has not received an adequate response. He explained, "There is a classroom with a damaged ceiling. We have submitted it to the agency but there has been no response." This limitation greatly disrupts the comfort and effectiveness of the teaching and learning process, and poses a risk to the safety of school residents.

### **Financing**

The School Operational Assistance (BOS) funds received are not sufficient to meet the needs for the procurement of teaching aids, curriculum development, and repair of physical infrastructure. The principal said, "BOS funds are not enough for the procurement of teaching aids, let alone for the physical repair of the school." Dependence on BOS funds without support from alternative funding sources makes it difficult for schools to realize innovative programs that have been designed.

### **School and Community Cooperation**

The involvement of the school committee is still relatively low. The committee is only active during annual meetings and has not functioned optimally as a strategic partner in planning and supervising school programs. The principal said, "The school committee is not very active. They only come during annual meetings." This condition reflects the lack of awareness and participation of the community regarding the importance of their role in managing education.

### **School Culture and Environment**

To overcome this, the school has tried to take a persuasive approach to parents, but it has not been fully effective. The principal stated, "There are still students who like to skip school and come late. We are trying to approach the parents." This phenomenon is a challenge in itself in creating a learning climate that is disciplined, orderly, and oriented towards achieving quality.

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## **Discussion**

Based on the results of the research conducted at SD Inpres 1 Tondo, the principal has a very strategic role in implementing School-Based Management (SBM), especially through the realization of key functions such as educator, manager, administrator, supervisor, leader, innovator, and motivator. The implementation of these roles is carried out not only in a formal context, but also in flexible and adaptive approaches according to the internal conditions of the school.

In terms of MBS implementation strategies, teachers' participation in decision-making is the main foundation in building transparent and accountable school governance. Teachers are involved in program planning, scheduling, and evaluation so as to create a high sense of ownership of school policies. This research is reinforced by Wahyuni and Suharto (2022), who showed that schools with a high level of participation from teachers have a tendency to be more successful in implementing strategic programs and improving the quality of learning.

Barriers to the implementation of SBM identified in this study such as limited facilities, unequal distribution of teachers, and low support from the community are still structural issues that must receive immediate attention from local and central governments. Setiawan (2021) stated that these barriers are a reflection of the lack of synergy between central policies and local realities, as well as weak community involvement in supporting school-based education management.

Thus, the results of this study not only strengthen the results of previous studies, but also show that the success of MBS is highly dependent on the quality of the principal's leadership and the active involvement of all school members. The practical implication of this study is the need for a continuous capacity building program for school principals, strengthening the reflection-based supervision and evaluation system, and optimizing support from stakeholders outside the school such as parents and the surrounding community.

## **4. Conclusion**

The principal's function in MBS has been carried out comprehensively, including the role as educator, manager, administrator, supervisor, leader, innovator and motivator. Principals are active in mentoring teachers through reflective activities and training, developing and coordinating participatory work plans, managing school administration in an orderly and digital manner, and providing motivational reinforcement through appreciation to teachers and students. This role reflects a leadership capacity that supports effective school governance and is adaptive to educational change.

The principal's strategy in implementing MBS is focused on the principles of participation, transparency, collaboration and innovation. This strategy is realized through involving teachers in decision-making, providing teaching autonomy, communicating achievement targets, rewarding students, coordinating learning,

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and providing learning resources and classroom observations. The principal also plays an active role in protecting the school from external pressures and assisting teachers in improving learning. This strategy creates a participatory learning environment and supports teachers' continuous professional capacity development.

Obstacles in the implementation of MBS in this school include challenges in adjusting the Merdeka Curriculum, limited teaching and education personnel, limited infrastructure and funding, and low community participation through the school committee. In addition, the heterogeneous condition of students and the culture of discipline that is still not optimal are challenges in creating a conducive learning environment. These constraints demand attention from various parties, both internal to the school and external agencies, to support the implementation of MBS to the fullest.

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