



TECHNIUM
SOCIAL SCIENCES JOURNAL

www.techniumscience.com



Vol. 73/2025
A New Decade for Social Changes

PLUS
COMMUNICATION P



International
Communication & PR

The Effectiveness of School-Based Management at SMK Negeri 1 Kakas

Nofrike I. N. Lukow¹, Evi Elvira Masengi², Laurens Bulu³

Public Administration Master Program, Universitas Negeri Manado, Indonesia

Email: nofrikelukow@gmail.com¹, evielviramasengi@unima.ac.id²,
laurensbulu@unima.ac.id³

Abstract. This study aims to analyze the effectiveness of the implementation of School-Based Management (MBS) at SMK Negeri 1 Kakas and interpret the results of field findings by comparing them with educational management theory and national regulations, especially the Minister of Education, Culture, Research and Technology Regulation No. 47 of 2023 concerning School-Based Management at the Primary and Secondary Education Levels. The research method used was descriptive qualitative with data collection techniques through observation, in-depth interviews and documentation. The results showed that the implementation of MBS at SMK Negeri 1 Kakas has implemented the principles of school autonomy, participation, accountability, and transparency, although not yet fully optimized. Program planning based on vision, mission, and data has been carried out, but the participation of all stakeholders has not been evenly distributed. Organizing has been carried out with a relatively clear task structure, but coordination across work units still needs to be strengthened. Program implementation is quite active, supported by students' initiatives in independent activities and the involvement of the business/industry world (DU/DI), although it still faces obstacles in the variation of teachers' digital literacy and parents' involvement. Program supervision and evaluation have been conducted, but the follow-up of evaluation results has not been integrated into the quality management cycle systematically. Supporting factors for the effectiveness of MBS in this school include the open and transformative leadership of the principal, the commitment of some teachers, and the support of the business/industry world (DU/DI). On the other hand, inhibiting factors include budget limitations, low parental confidence to get involved, and a collaborative work culture that has not been strongly established. The findings also show a gap between stakeholders' understanding of the MBS concept and its implementation in the field. Although the majority of stakeholders have a positive perception of MBS, the practice of involvement in decision-making and program evaluation is still administrative and symbolic. Overall, the implementation of MBS at SMK Negeri 1 Kakas is going in the right direction, but its effectiveness has not been maximized. It is necessary to strengthen the active participation of stakeholders, increase the capacity of human resources, manage data-based resources, and develop a sustainable evaluation system to support more participatory, accountable and quality-based school management.

Keywords. School-Based Management, Effectiveness, Stakeholder Participation, School Leadership

A. INTRODUCTION

School-based management (MBS) is a management concept that gives schools greater authority to manage resources and make decisions independently, while still guided by national education policies (Pratiwi, 2016) [1]. The implementation of MBS aims to improve the effectiveness, efficiency, relevance, and accountability of education in education units (Timpal, 2024) [2].

In relation to MBS, scholars and researchers have proposed several definitions of school-based management (MBS). In general, school-based management is defined as the decentralization of decision-making authority to the school level. It is one of the most popular strategies that started in the school reform movement of the 1980s (Patras et al., 2019) [3]. Specifically, Asad (2021) in the research of Suma et al. (2025) defined school-based management as a system of decentralizing decision-making authority at the school level. In school-based management, responsibilities are transferred to authorities within the school. Thus at the school level, decision-making authority and school operations are transferred to principals, teachers, parents, and sometimes to students and other members of the school community [4].

Education has a crucial role in improving the quality of human resources (Hasbullah, 2001) [5]. To realize this, the Indonesian government has established Education Management Standards through the Regulation of the Minister of Education, Culture, Research and Technology No. 47 of 2023, which requires the implementation of School / Madrasah Based Management as a form of school independence in managing the education process more effectively [6]. School-based management (MBS) is an approach that must be used by schools from the primary level to the secondary level, as stated in Law Number 20 of 2003 concerning the National Education System Article 51 Paragraph 1 states that: "The management of early childhood education units, primary education and secondary education is carried out based on minimum service standards with the principle of school/madrasah-based management" [7].

In the Regulation of the Minister of Education, Culture, Research, and Technology No. 47 of 2023 concerning Management Standards in Early Childhood Education, Primary Education, and Secondary Education Article 1 paragraph 1 states that: "School/Madrasah-Based Management, hereinafter abbreviated as MBS/M, is a form of educational management autonomy at the Education Unit in managing educational activities". Article 3 (1) states that education management standards include: a. planning of educational activities; b. implementation of educational activities; and c. supervision of educational activities. (2) Management Standards for education activities as referred to in paragraph (1) shall be implemented by the Education Unit in: a. early childhood education; b. primary education level; and c. secondary education level. (3) Education management standards as referred to in paragraph (1) shall be implemented by applying MBS/M. The implementation of MBS/M as referred to in Article 3 paragraph (3) aims to encourage the realization of educational services that are safe, fun, inclusive, pay attention to gender equality and diversity to improve the quality of learning in a sustainable manner (Asyibli et al., 2025) [8].

One of the obstacles in improving the quality of education is the less-than-optimal implementation of school-based management. School-based management (MBS) aims to create an educational environment that is safe, comfortable, inclusive, and respects gender equality and diversity, so that it can support the continuous improvement of learning quality. With the implementation of MBS, it is expected that the management of educational resources will be more effective and the potential of students can be maximally developed (Hanafiah et al., 2025) [9].

SMK Negeri 1 Kakas as one of the Vocational High Schools (SMK) has its own challenges in implementing School-Based Management. The implementation of School-Based Management (MBS) is an education management strategy that gives more authority to schools/madrasas in organizing and managing resources independently to improve the quality of education. SMK Negeri 1 Kakas, as one of the vocational secondary education institutions, has the responsibility to implement MBS/M in accordance with established standards. However, in its implementation, there are still various challenges that cause the ineffectiveness of implementing MBS as stated in the Regulation of the Minister of Education, Culture, Research and Technology (Regulation of the Minister of Education, Culture, Research and Technology No. 47 of 2023). Challenges that need to be considered include 1) Independence: The ability of schools to manage educational activities independently according to local potential and needs. 2) Partnership: Cooperation between schools and various parties, including government, business and industry, to support the education process. 3) Community Participation: The active involvement of parents and communities in the planning, implementation and evaluation of education programs. 4) Openness: Transparency in resource management and decision-making at school. 5) Accountability: School accountability for the quality of education and the use of resources.

As for the reality that researchers see in the field, there are several factors that influence the ineffectiveness of MBS implementation in schools, including 1) Lack of School Leadership Capacity: School principals as educational leaders certainly have a major role in the implementation of MBS. However, there are still principals who do not have sufficient managerial and leadership competencies to manage schools effectively; 2) Lack of Community and Stakeholder Participation: One of the main principles of MBS is community involvement, including school committees, parents, and industry. However, in practice, there is still a low involvement of these parties (external) in supporting the management of the school. 3) Limited Resources: Limited human, financial, and infrastructure resources are the main obstacles to the effectiveness of MBS. Some schools/madrasas still face budget constraints and a lack of qualified educators. 4) Lack of Transparency and Accountability: The implementation of MBS requires transparency in school management, especially in financial aspects and decision-making. However, there are still schools/madrasas that experience problems in governance that are not transparent and less accountable. 5) Low Utilization of Technology in School Management: The digital era requires schools to optimize technology in education management. However, many educational institutions do not have adequate technological infrastructure and lack the competence of education personnel in utilizing technology. 6) Lack of Continuous Evaluation and Monitoring: Evaluation and monitoring are important aspects in ensuring the sustainability of MBS. However, the weak evaluation system and lack of assistance from related parties have led to the suboptimal effectiveness of MBS implementation.

Considering these challenges, a more comprehensive strategy is needed in implementing MBS so that schools can play their role more effectively in improving the quality of education in accordance with the provisions in the Minister of Education, Culture, Research and Technology Regulation No. 47 of 2023.

Improving the quality of education in Indonesia continues to be a major focus, especially in the context of Vocational High Schools (SMK) which play a strategic role in preparing work-ready human resources (Suhaedin et al., 2024) [10]. One of the approaches adopted to achieve this goal is School-Based Management (MBS), which gives autonomy to schools in managing resources and making decisions independently. However, the

implementation of MBS in many SMKs, including SMK Negeri 1 Kakas, still faces significant challenges.

Data from the Directorate of Vocational Schools of the Ministry of Education, Culture, Research and Technology shows that until 2024, 11,716 vocational schools have implemented the Independent Curriculum Implementation (IKM) with various levels of readiness. However, the effectiveness of the implementation of MBS has not been fully achieved, considering that there are still obstacles in program planning, activity implementation, stakeholder participation, and overall monitoring and evaluation of school performance. In addition, the renewal of education accreditation instruments through the Decree of the Minister of Education, Culture, Research and Technology No. 246/O/2024 emphasizes the importance of educator performance, principal leadership, learning environment climate, and learning outcome competencies as the main components in school quality assessment (Syafitri, 2025) [11]. This suggests that the effectiveness of MBS is highly dependent on various internal determinants of schools.

MBS emphasizes the importance of participation of all school and community members, increased accountability, and the creation of a conducive learning environment (Achadah, 2019) [12]. In the context of SMK, the success of MBS is not only assessed by academic management, but also by the school's ability to manage expertise programs, establish partnerships with the World of Business and Industry (DUDI), and organize production units as a vehicle for practice-based learning.

Based on the theoretical study, the implementation of MBS in SMK is influenced by several main determinant factors, namely 1) Visionary leadership of the principal who is able to establish collaboration with various parties; 2) Teacher competence in organizing industry-based learning; 3) Adequate practical facilities and infrastructure; 4) Strategic partnerships with the World of Business and Industry (DUDI); 5) Community and school committee participation; 6) Transparent and accountable school financial management.

On the other hand, government policies such as the Minister of Education, Culture, Research, and Technology Regulation No. 47 of 2023 and Government Regulation No. 57 of 2021 support the implementation of MBS by giving schools the space to develop an operational curriculum and manage resources independently (Saiman et al., 2023) [13]. However, in practice, the implementation of MBS in SMK still faces various challenges, such as the low managerial capacity of school principals, limited facilities, and stakeholders' lack of understanding of their role in school management.

By understanding the relationship between these determinant factors and the implementation of MBS in SMK, this study aims to analyze how MBS is implemented and identify the determinant factors on the implementation of MBS in SMK implemented in SMK used by schools in optimizing its implementation, especially in the local context such as in SMK Negeri 1 Kakas.

Based on these conditions, researchers are interested in raising this issue and conducting an in-depth study of the effectiveness of the implementation of School-Based Management and the factors that determine its success, especially at SMK Negeri 1 Kakas. This research is expected to provide a comprehensive picture of the extent to which MBS has been effectively implemented in the school, as well as identify key factors that support and hinder its implementation. The findings of this study are expected to be valuable input for schools and policy makers to improve the quality of education management at the education unit level.

B. METHOD

This research used descriptive qualitative research. This research method was chosen to understand the effectiveness of the implementation of School-Based Management (MBS) at SMK Negeri 1 Kakas in depth. According to Sugiyono in Masengi et al. (2023), descriptive research is research conducted to determine the value of independent variables, either one or more variables (independent) without making comparisons, or connecting with other variables [14]. Meanwhile, qualitative research methods are research methods used to research on natural object conditions, where the researcher is the key instrument, data collection techniques are triangulated (combined), data analysis is inductive, and qualitative research results emphasize meaning rather than generalization (Sugiyono, 2024) [15].

This research focuses on the School-Based Management (MBS) process that meets the requirements in accordance with the Minister of Education, Culture, Research and Technology Regulation No. 47 of 2023. To analyze the MBS process, several indicators were used, namely the process of preparing the school's vision, mission and program as well as the involvement of stakeholders. The 12 informants in this study were determined by purposive sampling technique. The informants consisted of principals, teachers, students, education personnel, school committees, parents, and informants representing the World of Business / Industry (DUDI).

Data collection techniques are observation, in-depth interviews, and document studies. Data analysis that will be used in qualitative research is a flow model, a number of analysis steps are contained in this model, namely data collection, data reduction, data presentation, and conclusion drawing (Masengi et al., 2023) [16]. Researchers make notes of data collected through observation, interviews, and documentation studies which are field notes related to research questions and or objectives.

C. RESULT AND DISCUSSION

Research Result

a. School-based Planning

This research reveals the process of developing the school vision, mission and program at SMK Negeri 1 Kakas through a series of interviews with various related parties. First, as part of the team, the Vice Principal for Curriculum and Public Relations explained that they proposed a joint meeting to review the school's vision and mission to align with the curriculum development and learners' needs (Interview, May 5, 2025).

The principal, in a subsequent interview, emphasized that coordination with the team to review the vision and mission of the school was previously carried out at the beginning of the school year, considering the characteristics of students and the demands of the world of work (Interview, May 7, 2025).

Education personnel at the school revealed that they were not directly involved in the formulation of the vision and mission but were informed of the results in regular meetings (Interview, May 7, 2025).

Stakeholder involvement was the next focus. The principal stated that this process involved the entire school community, including the vice-principal, heads of expertise programs, teachers, education personnel, as well as the school committee, although the attendance of the committee and parents was not optimal due to time constraints and other duties (Interview, 7 May 2025).

In the context of teacher participation, one teacher said that although the monthly official meetings are attended by several teachers who provide input, the socialization of the

plan needs to be improved so that more teachers understand the process (Interview, 7 May 2025).

The school committee, as an important partner, provides input into budget planning and school needs. The chairperson of the committee indicated that although invited to meetings, most parents only sign the decisions of the meetings rather than taking part in active discussions (Interview, May 25, 2025).

On the other hand, business and industry also play a role in supporting the skills program and field work practice, although representatives from the PKL site indicated that they had not been specifically invited in the development of the school's vision and mission (Interview, 25 May 2025).

Overall, the interview results show that SMK Negeri 1 Kakas has integrated the principles of School-Based Management (MBS) well, involving both internal and external stakeholders in the planning process. Nonetheless, challenges such as uneven participation from some parties need to be addressed to improve the effectiveness of planning and implementation of school programs that are more inclusive and sustainable.

Table 1. Research findings on school-based planning indicators

Indicator	Sub-Indicators	Findings
School-based Planning	Formulation of the school's vision, mission, and programs	This activity is carried out only as a formality because it is handled directly by the curriculum development team. Many teachers do not understand the vision and mission due to the lack of socialization about it. Lack of socialization of the school's vision, mission and programs to both teachers and the community (parents).
	Stakeholder Engagement	Some teachers and education personnel have not been actively involved in the preparation of the annual school program. All stakeholders are involved in a joint meeting usually at the final stage of the process

Source: Primary data processed by researchers, 2025

b. School Program Implementation

Organizing is one of the important stages in the implementation of School-Based Management (MBS), because it determines how the organizational structure, division of tasks, and coordination between school elements are managed effectively (Atikasari, 2020) [17]. Based on the results of research at SMK Negeri 1 Kakas, organization is carried out systematically to support the achievement of educational goals and the implementation of school programs.

The organizational structure at SMK Negeri 1 Kakas follows the standard vocational high school organization, which consists of the principal, vice principals for curriculum, student affairs, infrastructure, and industrial relations, as well as heads of expertise programs, subject teachers, education personnel, and other supporting units. Each element in this structure has clear duties and responsibilities. This was confirmed by the Vice Principal for Curriculum, who stated that each teacher and education personnel works according to their respective main duties

and functions, as stated in the Decree (SK) on the distribution of annual tasks issued by the principal.

The division of tasks in this school is designed with the principles of professionalism and efficiency. Productive teachers, for example, in addition to teaching vocational subjects, are also given the responsibility of establishing communication with industrial partners according to their respective fields of expertise. Coordination between sections in the school organization is carried out regularly through weekly meetings, monthly coordination meetings, and digital communication media. The Vice Principal for Public Relations stated that these meetings are a forum for resolving obstacles and making joint decisions between fields.

The principal plays a central role as the main coordinator and director in strategic decision-making. In addition to teachers and education personnel, the implementation of organizing in this school also involves the active participation of all school members, including students and the school committee. In interviews, students mentioned that they were involved in various school activities, such as the Pancasila Student Profile Strengthening Project (P5) program, student council elections, as well as scouting and Youth Red Cross (PMR) activities. School members are also given space to express their opinions through official forums and informal communication, in accordance with the MBS principle that emphasizes democratic and transparent education management.

In the aspect of program implementation, SMK Negeri 1 Kakas has implemented various policies in both learning and non-learning areas. In curricular, the school implements the Merdeka Curriculum based on differentiation, project, and contextual learning. However, the utilization of Teaching Factory and industrial simulation is still not optimal. One of the teachers stated that they need special training so that the Teaching Factory can be implemented optimally, even though facilities and infrastructure are still limited.

The Head of the Expertise Program at the school also expressed similar challenges. He tries to adapt learning materials to the world of work and industry, but the limitations of practical tools and materials are the main obstacle. This condition causes some of the practical materials that should be able to be implemented at school to not fully run as expected.

Outside of learning, non-academic activities such as student council, extracurricular activities, and character and spiritual development programs are active. Students feel that these activities help build confidence, cooperation and leadership. One of the students interviewed mentioned that through their involvement in the student council and scouts, they were able to provide input regarding school activities through meeting forums, so they felt that they were an important part of decision-making.

The implementation of MBS at SMK Negeri 1 Kakas involves various stakeholders, namely the principal as the leader and director of the vision and mission, teachers as implementers of learning, education personnel as technical and administrative supporters, students as active subjects, school committees and parents as partners, and the World Business / Industrial World (DU / DI) as training partners and absorption of graduates. Principals view MBS as an approach that encourages school autonomy in managing education according to local potential. Teachers admit that they feel valued because they are involved in the formulation of school programs even though they still face training limitations.

The school committees stated that the implementation of MBS made them better understand the direction of school policies, as well as providing space to provide input in official forums. DU/DI also hopes that cooperation can be strengthened, including direct involvement in school activities so that the implementation of student practices can be optimized.

Some practices that reflect the implementation of MBS include the involvement of teachers in curriculum development, the implementation of project-based learning and Teaching Factory, and program evaluation that involves all elements of the school. Budget transparency is also discussed with the committee, and the organization of student council and extracurricular activities is directed at shaping student character.

Although the implementation of MBS at SMK Negeri 1 Kakas is relatively good, several obstacles are still faced, such as limited practical facilities and uneven teacher competence in developing industry-based programs. Solutions include increasing cooperation with DU/DI, internal teacher training, preparing a phased procurement plan, and strengthening communication with parents and students through digital media and school forums. With these efforts, it is expected that the implementation of MBS at SMK Negeri 1 Kakas can continue to be improved and have a positive impact on the development of vocational education in the area.

Table 2. Research Findings on Indicators of School Program Implementation

Indicator	Findings
School Program Implementation	Teachers have not maximally implemented school programs such as the Teaching Factory program and project-based programs due to the lack of training on these matters.
	Limited facilities and infrastructure.
	Lack of availability of practical tools and materials
	Cost limitations
	Lack of teacher awareness to develop their competencies

Source: Primary data processed by researchers, 2025

c. Determinant Factors in the Implementation of School-Based Management (MBS)

The implementation of School-Based Management (MBS) at SMK Negeri 1 Kakas shows interesting dynamics, with several supporting factors that encourage its success, as well as obstacles that need to be overcome. Research results through interviews, observations, and documentation show that the success of MBS in this school is strongly influenced by the leadership of the principal, stakeholder participation, partnerships with business and industry, and the commitment of teachers.

One of the main supporting factors is the visionary and open leadership of the principal. The principal applies a participative leadership style that provides space for all school elements to be involved in decision-making. A productive teacher stated, "The principal always provides opportunities for teachers to discuss both curriculum and school program development." This approach creates a harmonious working atmosphere and encourages collaboration between teachers and school stakeholders.

In addition, the active participation of teachers, education personnel, school committees and parents are a strength in the implementation of MBS. Teachers have a high commitment to developing project-based learning models and teaching factories, despite being faced with several limitations. Partnerships with the World of Business and Industry (DU/DI) also contribute significantly, especially in adjusting the curriculum according to the needs of the world of work and improving practical facilities.

Other supporters are the availability of School Operational Assistance (BOS) funds and assistance from local government and industrial partners, which are important capital to fund various programs and procurement of school facilities. Teachers at SMK Negeri 1 Kakas

also have the motivation to continue to innovate, even though they are sometimes hampered by limited facilities and training.

However, the implementation of MBS at SMK Negeri 1 Kakas also faces several obstacles. One of them is the limited facilities and infrastructure, especially for vocational practice. A productive teacher revealed, "We still lack practical tools that are in accordance with the latest technology, and this needs to be considered in the future so that the implementation of learning can be maximized." In addition, the gap in teacher competence in mastering technology and learning innovation is still an obstacle, exacerbated by limited training opportunities that suit local needs.

The lack of DU/DI involvement in some expertise programs is also an obstacle, because not all industry partners can provide regular support in mentoring students or providing practical facilities. Meanwhile, another significant factor is the low participation of some parents. Based on the results of interviews, it is known that the economic condition of families, most of whom work as farmers, fishermen, or day laborers, is the main reason. "Some parents are rarely present when invited by the school, because they are busy working in the fields or earning a living outside the area," said a teacher.

This situation results in an imbalance of participation among parents. Only a small number of parents, generally those from better economic backgrounds, are actively involved in school activities. The school realizes the importance of parents' role in supporting the policy and strengthening students' character, so various efforts are made, such as more flexible scheduling of meetings, the use of digital media, and personal approaches to parents who are less active.

This effort is expected to gradually increase parental involvement, although challenges remain. Overall, the implementation of MBS at SMK Negeri 1 Kakas is going quite well thanks to open leadership, teacher commitment, DU/DI support, and stakeholder participation, although it still requires improvement in several aspects, especially in strengthening facilities, teacher competence, and parental involvement.

d. Other relevant research findings

In conducting research on the effectiveness of School-Based Management (MBS) at SMK Negeri 1 Kakas, researchers found several interesting field findings that were not fully identified in the initial research framework. These findings enriched the understanding of the real dynamics in the school environment and revealed aspects that are relevant to the context of the implementation of MBS, both in terms of students, parents, and school management.

One of the positive findings is the high initiative of students in developing independent activities outside the formal school program. Without direct direction from teachers, students actively formed small business groups engaged in entrepreneurship. For example, they make processed products such as cakes and snacks to sell in the school environment as part of their entrepreneurial practice. One student said, "We make small business groups to practice entrepreneurship, by making processed cakes or others that can be sold in the school environment." This initiative shows students' awareness of the importance of practical skills, as well as the potential that needs to be continuously developed within the MBS framework.

On the other hand, the research also found a classic problem that schools still face, namely the low participation of parents in school activities. In addition to economic factors, such as most parents' professions as farmers, fishermen or day laborers with irregular incomes, this limitation is also related to psychological and social aspects. Many parents lack the confidence to be involved in school activities, including committee meetings or discussion

forums. They feel they do not have enough capacity to express their opinions or take part in the decision-making process. One parent admitted, "I don't know what to say when I join the meeting. I'm afraid of saying the wrong thing because I'm just a farmer." This shows that parental involvement is not only influenced by economic factors and time, but also by feelings of inferiority rooted in social constructions in the community around the school.

In addition, the study found a tendency of strong dependence on the school principal in strategic decision-making. Although the concept of MBS emphasizes collective participation, the reality at SMK Negeri 1 Kakas shows that many important decisions still depend on the direction of the leadership. Teachers and education personnel tend to wait for instructions before carrying out initiatives. A school staff member stated, "We usually wait for orders from our superiors or instructions from the principal before we do anything." This condition is a challenge in building a participatory organizational culture and encouraging independent management at the school level.

Another finding is the lack of role of the school committee in systematically evaluating the program. Although in theory the school committee has an important function in supervision and evaluation, in practice it is still informal and poorly documented. The evaluation process is only conducted verbally without a structured written report. The head of the school committee admitted, "We usually only ask orally. We have never made a written evaluation." This shows the need to increase the capacity and awareness of school committees to be able to carry out the monitoring and evaluation function effectively, so that the implementation of MBS can run more accountably.

Overall, these field findings provide a broader picture of the implementation of MBS at SMK Negeri 1 Kakas. On the one hand, there is potential that can continue to be developed, especially from student initiatives. On the other hand, challenges such as limited parental participation, dependence on the principal, and the weak role of the committee in evaluation still require special attention to realize school management based on independence, collaboration and accountability.

Discussion

The discussion in this study aims to interpret the research findings related to the implementation of School-Based Management (MBS) at SMK Negeri 1 Kakas, by comparing them to relevant theories and national regulations, particularly the Minister of Education, Culture, Research and Technology Regulation No. 47 of 2023 on School-Based Management at the Primary and Secondary Education Levels. The focus of the discussion is on the effectiveness of MBS implementation and the relationship between stakeholders' perceptions, experiences and practices in supporting the success of school management.

Based on field findings, the implementation of MBS at SMK Negeri 1 Kakas shows the application of the principles of school autonomy, participation, accountability and transparency. Theoretically, MBS is a management approach that places schools at the center of decision-making to improve the quality of education services. Based on the Regulation of the Minister of Education, Culture, Research and Technology No. 47 of 2023, MBS is part of efforts to improve the quality of education through the application of the principles of autonomy, participation, transparency and accountability, while still referring to the National Education Standards.

The results showed that the planning process of preparing the school's vision, mission and program has involved stakeholders, although the involvement of all stakeholders still needs to be improved. Organizing is done through a relatively clear task structure, but the role of

cross-sections has not been fully coordinated strategically. Implementation of the program runs quite well with the existence of learning and non-learning activities but is still constrained by variations in teachers' abilities in technology integration and industry-based learning. Supervision and evaluation have been carried out, although not maximized in following up the evaluation results in a structured manner.

The Minister of Education, Culture, Research and Technology Regulation No. 47 of 2023 emphasizes that MBS should include four main pillars, namely 1) Transformative school leadership, 2) Involvement of the community and the world of work, 3) Data-based resource management, 4) Continuous evaluation and development.

When compared to this regulation, SMK Negeri 1 Kakas has shown conformity in several aspects, such as a) Open and participatory leadership of the principal, in accordance with the spirit of transformative leadership, b) Involvement of stakeholders, including teachers, school committees/parents although it still needs to be improved, and business/industry (DU/DI) although the involvement of business/industry (DU/DI) is still more dominant in the context of student Field Work Practice (PKL), and c) Program evaluation has been carried out, but has not been followed up systematically for continuous improvement.

In general, the implementation of MBS at SMK Negeri 1 Kakas has been running in the right direction, but its effectiveness has not been maximized. Some indicators of effectiveness can be seen through a) Vision and data-based program planning has begun to be implemented but is not yet fully participatory, b) Organizing has been going well, but needs strengthening in coordination across work units, c) Program implementation is relatively active, but the involvement of teachers and education personnel is still varied, d) Evaluation and follow-up have not been integrated in the overall quality management cycle.

Supporting factors for effectiveness include the open leadership of the principal, the commitment of some teachers, and the support of the business/industry world (DU/DI). Meanwhile, inhibiting factors include budget limitations, low digital literacy of some teachers, and uneven parental participation due to economic constraints and self-confidence.

The findings show that the perceptions of stakeholders, especially principals, teachers and committees, are generally positive towards the concept and implementation of MBS. They realize the importance of school participation and independence in improving the quality of education. However, in practice, there is still a gap between understanding and implementation. For example, teachers recognize the importance of collaboration but in daily practice they still operate in an individualistic manner. The school committee understands its role in supervision but has not been involved in program evaluation in depth.

Stakeholders' experience also varies. Teachers with management training experience are more actively involved in planning and evaluation, while teachers who have not had training tend to wait for direction from leaders. Business/industry plays a role in supporting students' work practice but is not yet fully involved in the development of the school curriculum.

D. CONCLUSION

Based on the results of the research and discussion described above regarding the effectiveness of School Based Management (MBS) at SMK Negeri 1 Kakas, the following conclusions can be drawn:

1) Development of School Vision, Mission and Programs

The preparation of the school's vision, mission and work program at SMK Negeri 1 Kakas has been carried out formally through a school deliberation forum, but the participation of all elements of stakeholders has not been fully optimal. Teachers and education personnel

have not been actively involved in the planning process, so the preparation of programs tends to be top-down and based on annual routines.

2) Stakeholder Engagement

The involvement of internal (teachers, education personnel, students) and external stakeholders (school committees/parents, and DU/DI) is still administrative and symbolic. Stakeholders are given space to participate, but have not been involved in strategic decision-making. The socialization of the school's vision and mission to all school members has also not been evenly distributed, so the understanding of the direction and purpose of the school is still not deep enough.

3) Determinants of MBS Implementation

Several determinants of MBS implementation at SMK Negeri 1 Kakas, such as the principal's leadership, school community participation, availability of resources, and committee support, have good potential but have not been optimized thoroughly. Budget constraints and a collaborative work culture pose challenges to the effectiveness of MBS implementation.

REFERENCES

- [1] S. N. Pratiwi, "School-based management in improving school quality," *EduTech J. Educ. And Social Sciences*, vol. 2, no. 1, 2016.
- [2] C. Timpal, *School-based Management*. Mega Press Nusantara, 2024.
- [3] Y. E. Patras, A. Iqbal, P. Papat, and Y. Rahman, "Improving education quality through school-based management policy and its challenges," *J. Manaj. Educ.*, vol. 7, no. 2, pp. 800-807, 2019.
- [4] E. Y. Suma, A. F. Kawulur, and V. N. J. Rotty, "Implementation of School-Based Management in Improving Education Quality at SD Inpres Luaan," *YUME J. Manag.*, vol. 8, no. 1, 2025.
- [5] Hasbullah, *Basics of Education Science*, Cet. II. Jakarta: Jakarta: Raja Grafindo Persada, 2001.
- [6] R. Indonesia, "Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 47 of 2023 on Management Standards in Early Childhood Education, Primary Education, and Secondary Education," *Indonesia. Kemendikbud-ristek RI*, 2023.
- [7] P. R. Indonesia, "Law of the Republic of Indonesia Number 20 Year 2003 on the Indonesian Education System." Government of the Republic of Indonesia, Jakarta, 2003.
- [8] B. Asyibli, R. S. Maulida, A. Zohriah, and M. Bachtiar, "School-Based Management: An Alternative Solution to Improve the Quality of Education in Education Units," *J. Kependidikan*, vol. 13, no. 1, pp. 75-98, 2025.
- [9] R. Hanafiah, S. Iffat, L. R. Nabila, and H. Kusumaningrum, "School-based management enhances autonomy and accountability," *Inspirasi Dunia J. Ris. Educ. and Bhs.*, vol. 4, no. 1, pp. 129-137, 2025.
- [10] E. Suhaedin, M. Giatman, and H. Maksum, "Leadership management in improving the quality of vocational high school education," *J. Educ. Res.*, vol. 5, no. 1, 2024.
- [11] A. Syafitri, "Strategic Management in Maintaining Excellent Accreditation of SMA Dua Mei Ciputat." Jakarta: FITK UIN Syarif Hidayatullah Jakarta, 2025.
- [12] A. Achadah, "School-based management (MBS): Basic Concepts and Implementation in Education Units," *Tarbiyatuna J. Educ. Ilm.*, vol. 4, no. 2, pp. 77-88, 2019.
- [13] F. Saiman, I. Adiwidjaja, and A. W. Lestari, "Policy Implementation of Government

- Regulation No. 57 of 2021 on National Education Standards (SNP) (Study at the Batu City Education Office)." Faculty of Social and Political Sciences, Tribhuwana Tunggal University, 2023.
- [14] E. E. Masengi, E. Lumingkewas, and B. F. Supit, "Implementation of Teacher Certification Policy in Improving Teacher Performance at SMA Negeri 2 Tondano," *Acad. Educ. J.*, vol. 14, no. 2, pp. 1084-1095, 2023, [Online]. Available: <https://www.atlantis-press.com/proceedings/unicssh-22/125984016>
- [15] Sugiyono, *Qualitative Research Methods*. Bandung: Alfabeta, 2024.
- [16] E. E. Masengi, E. M. C. Lumingkewas, and B. F. Supit, "Implementation of Government Regulation No. 53 of 2010 concerning Civil Servant Discipline in the Finance, Asset, and Revenue Management Office of Minahasa Regency," *Tech. Soc. Sci. J.*, vol. 40, pp. 11-22, 2023, doi: <https://doi.org/10.47577/tssj.v40i1.8404>.
- [17] N. A. Atikasari, "Implementation of School-Based Management to Improve Education Quality," *J. Bahana Manaj. Educ.* vol. 2, pp. 41-47, 2020.