

Addressing Challenges in School-Based Management: Planning for Better Learning and Resource Management

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Abstract: This research examines the planning for implementing School-Based Management (MBS) at SMP IT Muhammadiyah An Najah Jatinom, focusing on improving the quality of learning and managing human resources (HR). Ideally, SBM is designed to improve students' academic and religious competence through participatory planning involving teachers, parents, and the local community. However, even though the school's vision and mission have been formulated, schools face limited resources and budgets, which affect the implementation of planned programs. This research uses a qualitative descriptive method, with data collected through interviews, observation, and documentation from related parties, such as the Principal, Deputy Principal, and Teachers. Analysis was carried out through data triangulation to ensure the validity and accuracy of the information obtained. The research results show that although SBM planning is well structured, focusing on increasing teacher competency through training and workshops and developing infrastructure that supports technology-based educational facilities, there are still deficiencies in coordination and supervision that need to be improved so that implementation is more optimal. Overall, this research emphasizes that structured and participatory planning is essential to achieving SBM success and improving educational quality, although challenges in resource management must be overcome for optimal implementation.

Keywords: HR management, Islamic School, planning, School-based management, vision and mission.

ABSTRAK: Penelitian ini mengkaji perencanaan implementasi Manajemen Berbasis Sekolah (MBS) di SMP IT Muhammadiyah An Najah Jatinom, dengan fokus pada peningkatan kualitas pembelajaran dan pengelolaan sumber daya manusia (SDM). Secara ideal, MBS dirancang untuk meningkatkan kompetensi akademik dan religius siswa melalui perencanaan partisipatif yang melibatkan guru, orang tua, dan masyarakat sekitar. Namun, meskipun visi dan misi sekolah telah dirumuskan, sekolah menghadapi keterbatasan sumber daya dan anggaran yang memengaruhi pelaksanaan program yang telah direncanakan. Penelitian ini menggunakan metode deskriptif kualitatif, dengan data dikumpulkan melalui wawancara, observasi, dan dokumentasi dari pihak-pihak terkait, seperti Kepala Sekolah, Wakil Kepala Sekolah, dan Guru. Analisis dilakukan melalui triangulasi data untuk memastikan validitas dan akurasi informasi yang diperoleh. Hasil penelitian menunjukkan bahwa meskipun perencanaan MBS tersusun dengan baik, yang berfokus pada peningkatan kompetensi guru melalui pelatihan dan workshop serta pengembangan infrastruktur yang mendukung fasilitas pendidikan berbasis teknologi, masih terdapat kekurangan dalam koordinasi dan supervisi yang perlu ditingkatkan agar pelaksanaannya lebih optimal. Secara keseluruhan, penelitian ini menekankan bahwa perencanaan yang terstruktur dan partisipatif

sangat penting untuk mencapai kesuksesan MBS dan meningkatkan kualitas pendidikan, meskipun tantangan dalam pengelolaan sumber daya harus diatasi untuk pelaksanaan yang optimal.

Kata kunci: manajemen berbasis sekolah, manajemen SDM, sekolah Islam, perencanaan, visi dan misi.

INTRODUCTION

Ideally, SBM aims to enhance the efficiency and effectiveness of school management. Each school is expected to create a solid plan regarding curriculum development, teacher management, and the use of financial and infrastructural resources. This well-planned, locally based approach is the foundation for achieving the school's vision and mission of producing morally upright and high-achieving students. Schools that effectively implement SBM are expected to respond more to societal changes and demands, improving educational quality and student academic achievement (Aprianto & Wahyudi, 2023).

However, SBM implementation, particularly in planning, still faces various challenges. Despite having autonomy, schools encounter obstacles such as limited competent human resources, insufficient management training, and a lack of community participation. Additionally, resistance to change often arises from educators and external parties. Limited funds and facilities hinder comprehensive and sustainable planning efforts. This highlights the gap between the ideal and the reality of SBM implementation (Firdianti & Pd, 2018).

Failure in SBM planning directly impacts the quality of education. Adverse outcomes may include decreased teaching quality, lower student achievement, and reduced school management efficiency. Furthermore, relevant curriculum development and educational programs become challenging without proper planning, ultimately hindering graduate quality and competitiveness in the job market. (Ingersoll, 2020). At a broader level, schools that fail to implement SBM effectively may lose public trust, potentially harming their image and reputation.

The urgency to improve SBM planning is high. As one of the critical strategies for enhancing education quality in Indonesia, SBM must be supported by solid planning based on accurate needs analysis. Good planning ensures that all aspects of school management align with the vision and mission and helps schools address existing challenges. Therefore, concrete steps are needed to strengthen the planning process, including improving the management skills of stakeholders, increasing community participation, and utilizing available resources more efficiently (Anggal et al., 2020).

Based on the above explanation, critical questions arise regarding SBM planning at SMP IT Muhammadiyah An Najah Jatinom. How does the school plan to implement SBM, and what are the supporting and inhibiting factors in the planning process? Is the planning aligned with the school's vision, mission, and goals, and how does it impact educational quality improvement? This study aims to analyze the planning of SBM implementation at SMP IT Muhammadiyah An Najah Jatinom,

identify existing barriers and challenges, and provide recommendations to improve future planning effectiveness (Ritonga, 2019)

School-Based Management Planning Theory (SBM)

School-Based Management (SBM) provides autonomy to schools in managing resources, including finances, human resources, and curriculum development, to improve the quality of education. The basic principles of SBM include decentralization, participation, accountability, and transparency. Decentralization allows schools to make decisions more relevant to local needs, while participation from stakeholders, such as teachers, parents, and the community, helps create more targeted plans. Accountability and transparency are crucial to ensure the optimal use of resources and educational goals (Rozak & Az-Ziyadah, 2021).

Planning in SBM consists of several core stages, such as situation analysis to identify school needs, formulation of goals and targets, development of action plans, implementation, and monitoring and evaluation. (Merlin & Saliendrez, 2024). This process is designed to create strategic planning that focuses on improving the quality of learning and school management.

Purpose and Benefits of School-Based Management

The primary purpose of implementing school-based management is to improve management efficiency and increase the relevance of education in schools, with greater and broader authority for schools to manage their affairs (Cheng, 2022). Meanwhile, according to Mulyasa, the purpose of school-based management is: 1) Increasing efficiency, among others, obtained through the flexibility to manage community participation resources and simplify bureaucracy; 2) Increasing quality, among others, through parental participation in schools, flexibility in school and class management, and increasing the professionalism of teachers and principals; 3) Increasing equity, among others, obtained through increasing community participation, which allows the government to concentrate more on specific groups (Santoso, 2023).

School-Based Management Strategy

Implementing School-Based Management (SBM) must be adjusted to the conditions and resources available in each school. The strategy required involves grouping schools based on managerial capacity and existing resources to facilitate more effective strategy adjustments. Involving parents and the community in school management is essential, so forming school committees and discussion forums can strengthen participation and obtain constructive feedback (Amon & Bustami, 2021).

In addition, developing managerial capacity through ongoing training and support for principals and managerial staff will improve their skills in planning and managing school activities (Palah et al., 2022). Periodic program evaluation and adjustment are needed to ensure the effectiveness and relevance of the programs

implemented. Efficient management of resources, including budget, facilities, and teaching staff, is also crucial to support teaching and learning activities. Improving school infrastructure and facilities will create a more conducive learning environment. Focusing on the quality of learning by developing relevant curriculum and teaching materials and quality teacher training will improve students' learning experiences. Finally, strengthening an effective monitoring and evaluation system will ensure that all aspects of SBM run according to plan and that the results can be continuously improved. By implementing these strategies, MBS is expected to improve the quality of education and create a better learning environment (Rahmat & Husain, 2020).

RESEARCH METHOD

This study adopts a qualitative approach as its methodological framework. The qualitative approach was chosen because it offers an opportunity to understand and explore the phenomenon of implementing School-Based Management (SBM) planning at SMP IT Muhammadiyah An Najah Jatinom in depth. Through this approach, the research focuses on interpreting the meaning, context, and interactions that occur in the implementation of the curriculum, as well as its impact on key stakeholders, such as the principal, school curriculum department, and teachers. (Hitchcock & Hughes, 2002).

The use of in-depth interviews, direct observations, and content analysis allows the researcher to detail and illustrate the complexity of the educational situation faced by the school. The qualitative approach also enables the researcher to explore differing views and experiences that may arise among respondents, providing a holistic and contextual picture of curriculum implementation in the educational setting (Handoko et al., 2024).

This study uses a case study design to investigate a specific phenomenon within a defined context. Case studies focus on particular events or activities limited by time and place. In this research, we examine a specific case over a set period, gathering data from various sources to gain insights into its dynamics and complexities (Harrison et al., 2017).

A case study is a qualitative method that explores a particular "case" in a real-life setting. Researchers can choose different case studies based on their goals: single instrumental case studies focus on a specific issue, collective case studies examine multiple cases to highlight essential themes, and intrinsic case studies focus on a unique case. This process involves selecting significant cases through purposeful sampling and conducting an in-depth analysis, which includes a detailed description of the patterns and context in which the case occurs. (Flyvbjerg, 2011). Qualitative research aims to understand the experiences of the research subjects. This type of research focuses on uncovering facts, conditions, phenomena, variables, and situations that emerge during the research and presenting them accurately. Qualitative descriptive research emphasizes the interpretation and presentation of data related to ongoing situations, public attitudes, societal views, conflicts between

various circumstances, relationships between variables, factual differences, the impact on certain conditions, and other aspects (Kusumastuti & Khoiron, 2019). To obtain accurate and relevant data, researchers will use the following data collection guide techniques:

Interview

Researchers will use a structured list of questions to obtain information from the school principal, head of curriculum, and public relations. Teacher studentism. The type of data collection known as an interview involves direct questions and answers between the researcher and the source (Adeoye-Olatunde & Olenik, 2021).

Tabel 1. Interview

No	Data Source	Description	Expected Information
1	Principal	Data was collected through interviews with the principal.	Provides information on strategic views, planning, organizing, and supervision in implementing SBM at SMP IT Muhammadiyah An Najah Jatinom.
2	Vice Principal of Curriculum	Data was obtained through interviews with the vice principal of curriculum.	Provides insights into curriculum implementation, teaching and learning process management, and evaluation of educational programs in the context of SBM.
3	Teachers	Data was collected through interviews or questionnaires with teachers.	It provides perspectives on the implementation of SBM in the classroom and its impact on the learning process and student achievement.

Observation

Researchers will directly observe learning activities and school management by noting essential things relevant to the research. The observational data collection method can be used to measure respondents' attitudes and record various phenomena that occur. This technique is very suitable for research that aims to study human behavior, work processes, and natural phenomena. The observational data collection method is especially suitable for use with respondents who are not too large (Séror & Gentil, 2023).

Table 2. Observation

Researcher	Yahya Ilma Widya Surahman
Location	SMP IT Muhammadiyah An Najah Jatinom
Day, Date	Monday, June 3, 2024 to Saturday, June 29, 2024

Researcher	Yahya Ilma Widya Surahman	
Time	08:00 to 11:00	
Objective	: Observing, recording, and evaluating School Based Management (MBS) planning at SMP IT Muhammadiyah An Najah Jatinom	
No	Description	Reflection
1	Organization of SBM Implementation	
2	SBM Implementation Process in Teaching and Learning Activities	
3	Evaluation of SBM Implementation Results	
4	<ul style="list-style-type: none"> Objectives of SBM at the school Organization and implementation process of SBM Evaluation of learning outcomes and improvement of educational quality 	

Data Analysis Techniques

The concept proposed by Miles and Huberman is used in data analysis techniques, emphasizing how interactive and continuous the qualitative data analysis process is. This process includes data reduction, data presentation, and drawing conclusions or verification. Data reduction includes selecting the primary information, concentrating on essential things, finding themes and patterns, and deleting irrelevant elements. Furthermore, the data is presented as descriptive-narrative text and short descriptions, charts, and tables according to research needs. (Mezmir, 2020).

According to Miles and Huberman, this stage is carried out after the data from the collection results has been provided. Researchers provide meaning, interpretation, and arguments and compare data to find their relationship with each other (Ngulube, 2015). Next, conclusions are drawn as a solution to each problem.

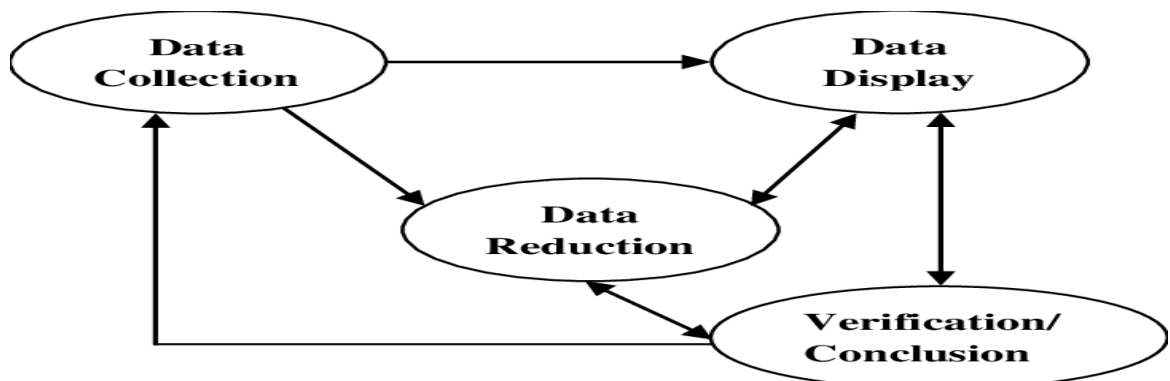


Figure 1. Miles & Huberman

To ensure the validity of the data obtained, researchers will use data triangulation, namely, comparing data from various sources. Apart from that, researchers will also validate the data by sending the findings to the school for verification and obtaining approval. Triangulation is a data-checking technique that collects information from various sources using various techniques at various times. Three different types of triangulation can be used: source triangulation, data collection technique triangulation, and time triangulation (Donkoh & Mensah, 2023)

The researcher has taken the necessary steps to ensure that all data collected during this study will be kept confidential and will not be shared with third parties. Each participant is guaranteed anonymity, and data will be stored securely to protect their identity and sensitive information. In addition, the researcher obtained informed consent from all participants, which explained how the data would be used and protected. Thus, the commitment to protecting the privacy and confidentiality of participants is a top priority in the implementation of this study. (Petrova et al., 2016).

RESULT AND DISCUSSION

This research investigates the implementation of School-Based Management (SBM) at SMP IT Muhammadiyah An Najah Jatinom, aiming to enhance educational quality through effective management practices. The primary objectives of the study are to analyze the planning processes undertaken by the school, evaluate the impact of these processes on student learning outcomes, and identify the various factors that influence the success of SBM initiatives. Data for this research was collected through a comprehensive combination of methods, including in-depth interviews with key stakeholders, systematic classroom observations, and thorough reviews of relevant documentation. This multi-faceted approach provides a holistic understanding of the school's management strategies and practices, enabling a nuanced analysis of their effectiveness.

SMP IT Muhammadiyah An Najah Jatinom is dedicated to fostering a holistic educational environment that nurtures academic and personal growth. The school's vision emphasizes excellence in academic achievement alongside character development, ensuring that students are well-rounded individuals ready to contribute positively to society. The school's mission focuses on empowering students to become responsible, knowledgeable, and engaged citizens equipped to navigate the complexities of the modern world. The student population is diverse, encompassing various backgrounds, cultures, and aspirations, which enriches the learning environment. To this end, the school is committed to implementing SBM, actively engaging stakeholders—including teachers, parents, and community members—in the decision-making processes that shape educational practices and policies.

To enhance the planning process, it is suggested that the school improve teacher capacity through targeted training programs designed to address specific pedagogical needs. Increasing community involvement in school activities is also recommended to foster a sense of ownership and collaboration. Additionally, the

school should consider allocating resources more effectively to support educational initiatives, ensuring that human and material resources align with the school's goals.

The planning process at SMP IT Muhammadiyah An Najah Jatinom prioritizes the enhancement of teacher competencies through structured and comprehensive training programs. These programs equip educators with the necessary skills and knowledge to facilitate effective teaching and learning activities, thereby improving student outcomes. The school recognizes that strengthening supervision practices and enhancing the principal's managerial skills are vital for effectively managing human resources within the educational setting. Therefore, it is recommended that additional training opportunities be provided not only for teachers but also for supervisors. This dual focus on capacity building will help ensure continuous professional development, ultimately leading to improved teaching practices and better student engagement.

Infrastructure Management

SMP IT Muhammadiyah An Najah Jatinom has established a robust framework for planning and managing infrastructure to support educational activities, particularly technology-based learning facilities. However, the current condition of the school's facilities indicates a pressing need for upgrades to accommodate modern educational practices and technological advancements better. The school has initiated several efforts to enhance these facilities, including integrating advanced technology in classrooms and providing adequate learning resources. These improvements are crucial for creating a conducive learning environment that enhances the overall educational experience for students.

Factors Supporting and Hindering SBM Implementation

An in-depth analysis reveals various factors that significantly influence the implementation of SBM at SMP IT Muhammadiyah An Najah Jatinom. While support from the school administration and the broader community is critical to successful implementation, various challenges persist. Budget constraints, limited community participation, and resistance from some teachers to changes in established practices pose significant barriers to progress. Specific data gathered from interviews and observations highlight these challenges, underscoring the need for strategic planning and targeted interventions to address these issues effectively.

The findings indicate that implementing SBM has notably positively impacted the quality of education at SMP IT Muhammadiyah An Najah Jatinom. Data collected from student learning outcomes, classroom observations, and evaluation documents suggest observable improvements in academic performance, student engagement, and overall satisfaction with the educational experience following the implementation of SBM initiatives. The emphasis on stakeholder involvement, structured planning, and the alignment of resources with educational goals has created a more conducive learning environment, fostering student success.

In conclusion, this research highlights the importance of adopting a systematic and strategic approach to SBM implementation at SMP IT Muhammadiyah An Najah

Jatinom. Key takeaways from the study include the necessity for ongoing teacher training, enhanced community involvement, and the effective allocation of resources to support educational initiatives. The findings provide valuable insights that can be leveraged to improve SBM policies within the school and offer practical guidance for other educational institutions seeking to implement SBM effectively. Continued collaboration among all stakeholders and a commitment to addressing existing challenges will be essential for sustaining and enhancing educational quality in the long term.

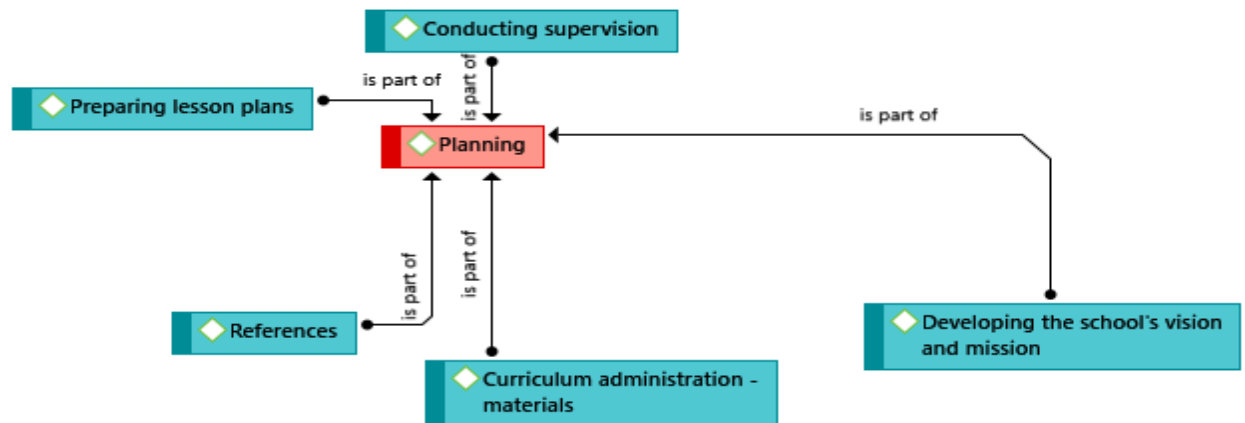


Figure 2. Concept Map of Planning

Curriculum Development Administration

The curriculum development administration at SMP IT Muhammadiyah An Najah Jatinom is a complex process involving various stages, from needs analysis to planning and evaluation (Smith et al., 2022). The initial stage includes identifying students' needs based on learning outcomes analysis, input from parents, and environmental demands. Following that, the curriculum team—comprising the principal, vice principal, senior teachers, and administrative staff—designs the curriculum structure, including subjects, time allocation, and the core competencies students must achieve. During this process, key documents such as lesson plans (RPP), syllabi, and assessment guidelines are also prepared and archived to facilitate curriculum implementation and evaluation. This was conveyed by respondent P1:

"The curriculum development process at our school starts with needs analysis. We strive to understand what students truly need academically and non-academically."

P2 shared a similar response:

"In the process of curriculum administration, we not only focus on creating formal documents like syllabi and lesson plans but also ensure that all

activities are well documented. Every meeting, discussion, and revision is recorded and archived as part of the school's records."

P3 added:

"I was involved in the curriculum development process, particularly in deciding what materials should be taught in class. This gave me a deeper understanding of how the content was designed."

Conducting Supervision

Supervision at SMP IT Muhammadiyah An Najah Jatinom is conducted regularly to ensure curriculum implementation and the learning process align with the established standards. This supervision involves direct classroom observation, assessment of learning documents, and interviews with teachers and students. This supervision's primary focus is to provide teachers with constructive feedback, helping them identify strengths and areas for improvement and offering additional solutions or training when needed. (Hawkins & McMahon, 2020). Supervision also serves as an evaluation tool to determine whether the implemented curriculum effectively achieves the school's educational goals. This was supported by respondent P1: *"We conduct routine supervision to ensure the learning process runs smoothly and in line with the curriculum."* Another response was given by P2:

"Supervision also includes evaluating learning documents, such as lesson plans (RPP) and class journals, to ensure everything is well documented and meets standards. If any issues are found, we immediately discuss them with the teacher and provide solutions that can be implemented in the classroom."

P3 reinforced this by saying:

"The supervision conducted at this school has been constructive in improving my teaching methods. The feedback is usually very detailed and covers various aspects, from how I deliver the material to how I manage the classroom."

Developing Lesson Plans

Lesson planning at SMP IT Muhammadiyah An Najah Jatinom is a critical document each teacher prepares before the teaching process begins. This plan includes learning objectives, the material taught, teaching methods and strategies, and assessments to measure student understanding. Each lesson plan is aligned with the current curriculum and considers the characteristics of students in each class. Developing lesson plans involves in-depth analysis of the subject matter, selecting the most effective teaching methods, and planning comprehensive evaluations. This plan

is then used as a guide during classroom instruction to ensure that each learning session is systematic and purposeful. This was supported by respondent P1:

"Every teacher in our school is expected to prepare detailed lesson plans that include objectives, methods, and assessments. We also guide teachers in developing these plans to align the material with students' needs."

A similar response was given by P2:

"Teachers are taught various teaching methods and strategies that can be used to achieve the educational goals that have been set. Additionally, we provide guidance on how to conduct proper assessments to measure students' learning outcomes."

P3 reinforced this by saying:

"The lesson plan is a beneficial tool for organizing teaching sessions. With this plan, I can ensure that all important materials are delivered well and within the allocated time."

Formulating School Vision and Mission

Formulating the vision and mission at SMP IT Muhammadiyah An Najah Jatinom is a strategic process involving various school stakeholders, including the principal, vice principals, teachers, students, and parents. The school's vision and mission are designed to serve as the primary guide for all educational activities, ensuring that every program and activity is aligned with the school's long-term goals. The school's vision typically reflects the school's aspirations for the future, while the mission provides operational guidance on how the vision will be achieved. This process also includes periodic reviews and revisions to adjust the vision and mission according to changes in the educational environment and community needs. This was supported by respondent P1:

"Our school's vision and mission were formulated by considering input from various stakeholders. We involved teachers, students, and parents in the process to ensure that the vision and mission truly reflect the expectations of all parties."

P2 added:

"We revise the school's vision and mission to remain relevant to current developments and new challenges. We also consult with various educational

experts to gain new perspectives that we can integrate into the school's vision and mission."

P3 gave a similar response:

"The school's vision and mission have been constructive in my daily tasks. By understanding the vision and mission, I can better focus on directing my teaching to align with the school's long-term goals."

DISCUSSION

To further discuss curriculum development administration, supervision, lesson planning, and the formulation of the school's vision and mission at SMP IT Muhammadiyah An Najah Jatinom, it is important to connect each of these aspects with relevant theories and supporting research.

Curriculum Development Administration

Curriculum development administration is a crucial process in school management, ensuring that the curriculum is systematically structured to meet students' needs and achieve educational goals. According to Abate, et al., (2003), curriculum development involves several stages, starting from needs analysis, planning, implementation, and evaluation. This process must be participatory, involving various stakeholders such as teachers, parents, and the community, as implemented at SMP IT Muhammadiyah An Najah Jatinom. Meyers & Nulty (2009) also emphasize that effective curriculum development should be based on data about students' needs and the surrounding environment, which aligns with the school's approach.

El-Sabagh (2021) argues that educational objectives must first be identified, followed by adapting learning materials and teaching methods to these objectives. This is evident in the curriculum development process at SMP IT Muhammadiyah An Najah Jatinom, which involves analyzing students' needs and input from parents and the environment. The resulting curriculum includes the design of subject structures, time allocation, and core competencies students must achieve. Teachers' involvement in decision-making about teaching materials demonstrates a collaborative approach that supports constructivist curriculum development **theory** (Yaşar & Aslan, 2021), which emphasizes the importance of collaboration and reflection in curriculum development.

Supervision in Curriculum Implementation

Curriculum supervision, as described by Pak, et al., (2020), aims to ensure that classroom instruction aligns with the established standards and curriculum design. At SMP IT Muhammadiyah An Najah Jatinom, supervision is routinely conducted through classroom observation, evaluation of learning documents, and interviews with

teachers and students. This approach is consistent with the **clinical supervision** theory introduced by Corey, et al., (2020), where supervision focuses on directly observing the teaching process and providing constructive feedback to teachers. This process not only ensures that curriculum implementation proceeds as planned but also helps teachers identify areas that need improvement.

Lorensius, et al., (2022) suggest that effective supervision should be reflective, involving teachers in analyzing their teaching practices to enhance their performance. At SMP IT Muhammadiyah An Najah Jatinom, this type of supervision has proven effective in providing detailed feedback to teachers, as P3 mentioned that supervision at the school helped them improve their teaching methods.

Lesson Planning

Lesson planning is a vital component of school administration, particularly in ensuring that instruction is systematic and goal-oriented. Iqbal, et al., (2021) argue that lesson plans should include learning objectives, teaching methods, and assessment techniques to measure student understanding. At SMP IT Muhammadiyah An Najah Jatinom, every teacher is expected to prepare detailed lesson plans, covering objectives, methods, and assessments.

The backward design theory by Liao & Ringler (2023) is also relevant in this context, where lesson planning starts by formulating the desired student outcomes and then selecting teaching methods and activities that support achieving these goals. This is reflected in P1 and P2's statements, which highlight that lesson plans are designed based on thorough analysis of subject matter and student needs. This approach helps teachers focus on learning outcomes and ensures that each teaching session is conducted efficiently and effectively.

Formulating School Vision and Mission

Formulating the school's vision and mission is a strategic step in school administration that determines the institution's long-term direction and operational focus. According to Shubert, et al., (2020), a school's vision should reflect long-term aspirations, while the mission provides operational guidelines for achieving those aspirations. At SMP IT Muhammadiyah An Najah Jatinom, the formulation of the vision and mission involves various stakeholders, including the principal, teachers, students, and parents. This participatory approach aligns with the stakeholder theory, which highlights the importance of involving all parties in the educational process to ensure that the vision and mission reflect the needs and expectations of the school community.

Periodic revisions of the school's vision and mission, as mentioned by P2, show the institution's flexibility in responding to changing community needs and educational developments. Mian, et al., (2020) emphasizes that a school's ability to adapt to change is essential for maintaining the relevance and sustainability of its vision and mission.

The success of curriculum development administration, supervision, lesson planning, and the formulation of the vision and mission at SMP IT Muhammadiyah An Najah Jatinom depends on the application of relevant educational theories and the active involvement of stakeholders. Challenges in resource management, supervision, and planning can be addressed through participatory approaches and continuous evaluation, as supported by various research and theories discussed.

CONCLUSION

The conclusion of this study reveals that the planning process of School-Based Management (SBM) at SMP IT Muhammadiyah An Najah Jatinom has made notable strides in enhancing the quality of education, particularly in improving teacher competencies and student engagement. The structured approach to SBM planning, which includes participatory involvement of teachers, parents, and the community, demonstrates the school's commitment to achieving its educational objectives. However, the research also highlights key challenges that impede optimal SBM implementation. These challenges include insufficient resources, limited budgets, inadequate supervision, and gaps in leadership and managerial skills. Furthermore, the integration of technology into the learning process and the management of school infrastructure still requires significant improvement. To strengthen SBM implementation, the study recommends improving coordination and supervision, expanding teacher training programs, and increasing community involvement. By addressing these issues, SMP IT Muhammadiyah An Najah Jatinom can enhance its SBM efforts, serving as a model for other schools to follow in improving educational quality and resource management.

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