
Implementation of principal leadership, the role of school committees, and their impacts on the success of school-based management

WRESNI PUJIYATI^{1*} AND DIAN YUDIANA SENJAYA²

Abstract

This research aimed to determine and analyze the influence of the implementation of principal leadership and the role of the school committee on the success of school-based management, both partially and multiplicatively. This research used a survey method with a quantitative approach, as well as correlational and regression techniques. The respondents in this research were teachers at public elementary schools. Based on the research results, the researchers suggest (1) that from the planning and implementation to the reporting, the principal should involve teachers and be open and transparent so that teachers can know the progress of school operations. Because all programs are known to all teachers, it is hoped that the value of honesty can be achieved. (2) Input should be requested from the school committee to be included in the academic aspect program so that the school committee plays a greater role in facilitating school operations through school-based management.

Keywords

Principal leadership, school-based management, school committee

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¹ Universitas Wiralodra, Jawa Barat, Indonesia, Corresponding author: wresni.pujiyati@unwir.ac.id

² Universitas Wiralodra, Jawa Barat, Indonesia

Introduction

Education is now getting more attention as time changes. This is because the awareness of the importance of education in forming the foundations of a better life is getting stronger. In modern society, education is a process of transferring knowledge and an important means of actualizing individual potential (Hartati, 2022). Education in Indonesia, as depicted in Nurhuda (2022), is closely tied to several issues that have the potential to hinder its development. The research pointed out several significant issues that require immediate attention. One of the problems that emerged was the inequality of access to education in various regions of Indonesia. There are still significant disparities in the availability of educational resources, teacher quality, and educational infrastructure between urban and rural areas. These factors could hamper efforts to provide equitable and quality education to all Indonesian people. Issues with the curriculum and teaching methods are also a focus of attention. The gap between what is taught in schools and the needs of the workplace is a problem that needs to be solved. Increasing the relevance of the curriculum and introducing skills that align with the demands of the current job market are important to equip the younger generation with practical knowledge. Teacher quality and school management issues are also spotlighted in Indonesia's education context. Serious efforts are needed to enhance teacher training, implement strict supervision, and implement effective school management to address the challenges faced by the education system. By addressing these issues, Indonesia can enhance its education system and offer opportunities for the younger generation to thrive.

The issues raised in this research are relevant and significantly impact the quality of education in Indonesia. The focus of the research on teacher quality and school management is crucial, as both play a central role in achieving quality education. To achieve a comprehensive and holistic education management system that addresses the challenges of school management and teacher quality, it is essential to consider the implementation and realization of school-based management. This approach has a significant impact on school management and overall education development. School-based management enables schools to manage their educational resources and processes more efficiently and effectively, considering their specific needs and local environment.

One of the primary advantages of school-based management is the enhancement of educational quality. Through this approach, schools can focus more on results and ensure that the educational programs they develop are in accordance with the needs of their students. Additionally, school-based management promotes community involvement in the school's decision-making process. This enables schools to better understand and address the local community's needs, providing more relevant education. In addition, school-based management permits the principal and school staff greater autonomy in managing daily operations. Thus, they can respond more quickly and appropriately to changes and challenges that arise. It also enables schools to allocate resources more efficiently and deliver better educational services within their budget. School-based management employs the theories of "equity" and "decentralization," assuming that "schools are self-managing systems," and emphasizing "human factor initiatives" and "internal process improvement." Compared to externally controlled schools, the characteristics of schools with school-based management differ significantly in terms of school function (Cheong Cheng, 1993). The positive impacts of

school autonomy on school governance and management, teacher engagement, school-based curriculum, and student learning are all significant when accompanied by strong leadership, comprehensive continuing professional development, and a positive and collaborative school climate. These key elements work together with school autonomy to facilitate positive change (Ko et al., 2016).

The importance of the principal's role in school management is particularly related to implementing school-based management (SBM). Effective school management and competent leadership from a principal significantly impact the quality of education provided by the school. A principal who can manage resources, motivate staff, and formulate beneficial policies can create an environment conducive to effective learning. Problems related to the management of an institution, especially educational institutions such as schools, are often closely related to the application and implementation of leadership within the institution. In this case, the institution is the school, and the leader is the principal. In addition, the school committee also plays a role in overseeing and supporting the principal's leadership. The principal is the prominent leader in the school environment. They are responsible for coordinating and managing various aspects of the school, from administration to curriculum development (Amran, 2015).

In overcoming school management problems, practical and results-oriented leadership is needed. Leadership is power, authority, management, administration, control, and supervision. Leadership is the interaction between group members, so the leader is an agent of change. Agents of change are people whose behavior influences others more than others' behavior influences them. In addition, leadership is related to leading and social interaction between leaders and followers. Leadership requires influence, occurs in a group setting, and involves shared goals or visions (Pujiyati, 2019). A competent principal must lead with a clear vision, inspire staff and teachers, and ensure that all components of the schoolwork towards a common goal. The position involves efficient resource management, monitoring learning progress, and open communication with all relevant parties, including the school committee. In addition to the role of the principal, the school committee also has a vital role. They are representatives of the community and parents of students at the school. The task of the school committee, including the principal, is to support and oversee the school's performance and provide constructive input. A successful collaboration between the principal and the school committee can create strong synergy in improving the quality of education. Both parties must collaborate to formulate appropriate policies and strategies to address existing problems, such as inequality in access to education, resource management, and curriculum improvement.

In school-based management, the principal remains obligated to recognize the power of state-set tests in determining the school's future priorities. Second, the implementation of school autonomy in responding to this obligation varies, depending on the school's competitive advantage in the ranking system. Ideally, effective school-based management depends on the principal's capacity to facilitate positive teaching practices (Lee & Chiu, 2017).

Setting school direction, organizing the learning environment, and developing teaching and learning are keys to achieving principal instructional leadership (Hallinger, 2018). Facilitating student learning, creating supportive working conditions to support teachers, and engaging with families and communities are key school leadership activities (Castro, 2023). The principal must create communication channels to address problems (Feyisa & Edosa,

2023). The principal is a key player in building school culture. The principal must thoroughly understand their dimensions, including duties, including compiling and implementing agreements with stakeholders (Pujiyati, 2019). As Afandi (2018) described, dimensions that influence leadership are important factors that determine the quality of a leader. Furthermore, some indicators underline these dimensions and play a role in forming effective leadership. The following are details regarding these dimensions: (1) leadership characteristics based on spiritual, social, and physical maturity. Quality leadership depends on intellectual ability and the leader's spiritual, social, and physical maturity. Understanding and managing spiritual values, interacting positively with others, and maintaining physical health are important in forming leadership characteristics. (2) Demonstrating example. An effective leader must be able to be a role model for subordinates. They must follow the values and standards they set for their team. This example creates a healthy environment where members of the organization feel motivated to follow in the leader's footsteps; (3) Creative problem-solving skills. Effective leadership requires the ability to solve problems creatively. Leaders must think outside the box, find innovative solutions, and overcome obstacles in unconventional ways; (4) Honesty. Honesty is an important aspect of leadership. A leader must always speak honestly and be consistent with the values and ethics they uphold. Honesty creates trust in work relationships and allows leaders to influence subordinates well; (5) Communication skills. The ability to communicate eloquently is one of the keys to effective leadership. Leaders must speak clearly, listen well, and communicate their messages effectively to team members. Communication skills create better understanding and collaboration within the organization.

From the explanation of the principal's leadership, to measure the principal's leadership variable, the following dimensions are used: (1) Leadership characteristics; (2) Demonstrating exemplary behavior; (3) Problem-solving abilities; (4) Honesty; (5) Communication skills. The role of the community and parents in improving the quality of education in schools is accommodated through the School Committee, namely, stakeholders (schools, families, and the community) (Mustadi et al., 2016). The school committee is a school organization formed through deliberations by all school members and parents, which functions as an information center for the community and school in realizing educational goals (Raberi et al., 2020). The history of the change of name of BP3 to the school/madrasah committee body is based on the need for loyal participation of all elements of society in efforts to improve the quality of education. As an advisory body, the school/madrasah committee is expected to provide recommendations to the educational institution regarding all school policies and programs (Bisri, 2020).

The school committee is an independent entity that aims to involve the community in improving education quality, equity, and efficiency in various educational units, including pre-schools, formal schools, and non-formal education. As a non-profit and non-political body, the school committee is formed through a democratic deliberation process involving various parties responsible for improving the quality of educational processes and outcomes. It is important to note that the school committee functions independently and has no hierarchy related to government institutions. As a body that is in the middle between parents, students, teachers, local communities, and the private sector, with the school as an institution, the principal, the regional education office, and the local government, the school committee has an important role in bridging the interests of the various parties involved. The primary purpose

of establishing a school committee is to create a school community organization that is committed, loyal, and concerned about improving the quality of education. Education is a shared responsibility between parents, the community, and the government. In Law Number 20 of 2003 concerning the National Education System, Article 54 explicitly emphasizes the community's role in education. The role of the community includes participation from individuals, groups, families, professional organizations, entrepreneurs, and community organizations in organizing and controlling the quality of educational services. In addition, the community can act as a resource, implementer, and user of educational results. More specifically, Article 56 underlines the existence of education councils and school committees in the community. Education councils, as independent institutions, are responsible for improving the quality of education services. They provide consideration, direction, and support regarding human resources, infrastructure, and education supervision at the national, provincial, and district/city levels. It is important to note that education councils do not have a hierarchical relationship with government institutions.

Based on the Decree of the Minister of National Education No. 044/U/2002, the role of the school committee is regulated as follows: 1) Advisory agency in determining and implementing education policies in educational units. 2) Supporter (supporting agency) in the form of finance, ideas, or workforce in organizing education in educational units. 3) Controller (controlling agency) in the context of transparency and accountability of the implementation and output of education in educational units. 4) Mediator between the government (executive) and the community in educational units.

National Education System Law (UUSPN) No. 20 of 2003, Article 56, Paragraph 3, defines it as an independent body formed to improve the quality of education services. The role of this committee includes providing guidance, direction, and support in terms of human resources, facilities, and infrastructure, as well as supervising education at the unit level.

Furthermore, the definition of the School Committee, according to Permendikbud No. 75 of 2016, is an independent body whose members consist of the school community, parents/guardians of students, and also community leaders who care about the world of education. The school committee functions as an important partner in efforts to improve the quality of education, assist in decision-making, and supervise and control the implementation of education in the educational units they represent. Their role is an integral part of efforts to provide quality and inclusive education. From the perspective of school history, the school community, especially parents of students, has played a role in helping organize education. Before 1974, the community and parents of students in each school environment had formed the Association of Parents, Students, and Teachers (POMG). POMG was dissolved in early 1974, and a body known as the Education Implementation Assistance Agency (BP3) was formed, which later became the school committee (Misbah, 2009).

The school committee is an independent and non-hierarchical body. In this context, "independent" means that the school committee operates independently, not subject to government agencies or other organizations' control or hierarchy. They have the authority to make their own decisions and regulations per the goals and agreements they have made in their organizational structure. 'Non-hierarchical' refers to the School Committee operating outside a traditional hierarchy or governance structure, typically consisting of a tiered organizational framework, such as those found in government or other organizations. They

are only subject to the provisions they have agreed to within the framework of their own organization. Thus, the school committee has autonomy in managing educational affairs in the educational units they represent, based on the regulations they have set independently (Danim, 2015).

The school committee has three dimensions of responsibility, namely the school's academic, administrative, and financial aspects. Referring to the previous definitions, the role of the school committee is the various efforts they make to fulfill their responsibilities by the provisions of the national education regulations stipulated in the law and the Minister of Education and Culture Regulation. This obligation includes their involvement in supervising and supporting various aspects of school life, including academic, administrative, and financial, to improve the quality of education and ensure the fulfillment of national education standards (Khan et al., 2013).

The following dimensions are used to measure the role of the school committee: (1) Academic aspects. The academic aspects that are the responsibility of the School Committee are an important part of their role in improving the quality of education. The School Committee is involved in various matters related to academic aspects such as curriculum supervision, evaluation of learning outcomes, and educational support. (2) Administrative aspects. The administrative aspect is an important dimension of the role of the School Committee in ensuring that school management runs efficiently and effectively. The following things are included in the administrative aspect: document transparency, governance supervision, and policy formulation. (3) Financial aspects. The financial aspect is an important part of school management, and the School Committee has a strategic role in supervising and managing school financial resources (Khan et al., 2013).

School-based management programs have been launched in various regions of the world to improve the quality of education in schools. The program presents a multilevel self-management framework, which is necessary for effective implementation of school-based management (Ming Cheung & Cheong Cheng, 1997). School-based management (SBM), or self-management, has been an important school restructuring movement worldwide since the 1980s (Cheong Cheng & Ming Cheung, 2003). School-based management (SBM) is a significant breakthrough in the context of education reform (Mulyasa, 2004). The concept of MBS emerged as a response to the challenges and changes in the increasingly complex and dynamic education system. The MBS system provides schools with a much-needed opportunity to take a more active role in improving the quality of education. According to him, one of the important points in the MBS concept is that it affords schools greater power and autonomy in making decisions related to school management. Schools are no longer just recipients of policies from the central government but have the authority to design and manage education according to their needs. This creates an environment that supports innovation in the learning process (Mulyasa, 2004).

School-based management assumes that "school is a self-managing system" and regards "initiative of human factor" and "improvement of internal process" as important. Compared with externally controlled schools, the characteristics of school-based managing schools are very different regarding school functioning. They should have a clear school mission and a strong organizational culture. In these schools, managing strategies should encourage participation and give full play to members initiative; there should also be considerable

autonomy of procuring and using resources to solve problems in time; the role of people concerned should be active and developmental; human relationships should be open and cooperative with mutual commitment; administrators should be high quality and always learning; and evaluation of school effectiveness should include multilevel and multi-faceted indicators of input, process, and output to help the school learn to improve (Cheong Cheng, 1993).

It is important to understand that MBS is not just about providing autonomy and ensuring that all decisions follow the government's quality service standards (Abu-Duhou, 2002). This means that SBM is a management model that combines autonomy with accountability. Parents, as one of the main elements in SBM, have a role in providing valuable input and feedback. They participate in the decision-making process related to the curriculum, school policies, and other aspects that affect their children's education. This creates a synergy between school and home, creating a more holistic and student-oriented educational experience. The surrounding community also plays an important role in SBM. They can provide support, resources, and connections that enrich the educational experience at school. Involving the community in the educational decision-making process can provide access to additional resources, such as mentors, guest teachers, or assistance in developing school infrastructure. SBM also encourages student participation. In an SBM environment, students are taught to have a voice and an active role in their learning. They are invited to provide input on effective learning methods and feedback on their learning experiences. This creates an inclusive atmosphere where students' opinions and needs are valued.

School-based management is a system that describes the concept of structured decentralization, which flows authority and responsibility to the school level in making decisions that significantly impact school operations (Pasaribu, 2017). This concept represents a shift from a centralized model based on central government decisions to one that allows schools to have a more proactive role in managing themselves. In the context of MBS, he said, schools are no longer just recipients of policies and regulations from central authorities, but rather stakeholders with the authority to design and manage education according to their needs. MBS allows schools to develop strategies that align with their students' characteristics, create more relevant curricula, and manage existing resources efficiently.

While schools have the authority to make decisions regarding their operations, the SBM framework still includes the one set by the central authority. This framework encompasses educational goals, general policies, quality standards, national curriculum, and accountability mechanisms. In this respect, SBM balances school autonomy and the need to ensure overall quality and accountability in education. In this respect, SBM creates an environment where schools become innovation centers in education. They can adapt best practices, experiment with different teaching methods, and respond more effectively to developments in society and students. SBM encourages schools to become inclusive institutions that effectively understand and accommodate diverse students' needs.

Implementing school-based management aims to empower schools, especially their human resources, such as principals, teachers, staff, students, parents, and the surrounding community. Schools can overcome their problems by providing authority, flexibility, and other resources. School-based management (SBM) is a strategy for decentralizing educational decision-making by involving parents, students, teachers, officials, and the community to

achieve autonomy, flexibility, participation, independence, responsibility, and accountability. According to him, the primary goal of SBM is to achieve a high level of autonomy for schools, provide flexibility in management, encourage the active participation of all parties, develop school independence, strengthen responsibility, and apply the principle of accountability in all aspects of school operations. This approach creates an inclusive, responsive, and innovative educational environment while maintaining the integrity and high quality of education (Patras et al., 2019).

Key dimensions in school-based management (SBM) can be explained as follows: (1) Optimizing the performance of school organizations. Optimizing the performance of school organizations is an approach in school-based management (SBM) that focuses on improving the efficiency and effectiveness of school operations to achieve better educational outcomes. This procedure involves several practices and strategies that aim to design, manage, and coordinate various aspects of school operations to optimally achieve educational goals. (2) Optimizing the teaching and learning process. Optimizing the teaching and learning process is a concept in school-based management (SBM) that aims to improve the quality of learning in the school environment. This process involves several strategies and practices designed to maximize student learning outcomes. (3) Optimizing human resources. Optimizing human resources is a concept in school-based management (SBM) that emphasizes the importance of managing human resources in the school environment to achieve better educational quality. This process involves several actions and strategies that aim to maximize the contribution of individuals working in the school. (4) Optimizing resources and administration. Resource optimization and administration are integral to school-based management (SBM), which aims to achieve efficiency, sustainability, and quality in school operations (Mbuik, 2019).

Methodology

This research used a quantitative approach. The research employed survey method, which involves directly going to the field to collect data and process it quantitatively during the research. The type of research design used is descriptive research, which makes systematic, factual, and accurate observations regarding the facts and characteristics of a particular population or area. The researcher did not manipulate the research variables but only explored facts by using a questionnaire containing several statements or questions that reflect their perceptions of the implementation of the leadership of the principal, teachers, the role of the school committee, and school-based management. The research employed regression analysis techniques. The significance test uses the F-test. The research method used a descriptive and verification method, with data collection techniques using a Likert scale questionnaire.

Table 1. *Data of the participants*

Institutions	Number of teachers
SD Negeri 1 Cipedes Kecamatan Ciniru Kabupaten Kuningan	13
SD Negeri 3 Cipedes Kecamatan Ciniru Kabupaten Kuningan	10
SD Negeri 4 Cipedes Kecamatan Ciniru Kabupaten Kuningan	9
SD Negeri 1 Pamupukan Kecamatan Ciniru Kabupaten Kuningan	8
SD Negeri 2 Pamupukan Kecamatan Ciniru Kabupaten Kuningan	10
Total number of teachers	50

Table 1 describes the participant data. Participants comprised several public elementary schools in Ciniru sub-district, Kuningan district, West Java. The population in this research was all elementary school teachers in Cluster I, Ciniru District, Kuningan Regency, totaling 50 people.

Table 2. *Research instrument grid*

Variables	Dimensions	Indicators
Principal leadership	Leadership characteristics	<ul style="list-style-type: none"> • Spiritual ability • Intellectual ability • Physical ability.
	Show exemplary behavior	<ul style="list-style-type: none"> • Values • Healthy environment • Motivation
	Problem-solving skills	<ul style="list-style-type: none"> • Creative problem solving • Innovative solutions • Overcoming obstacles in unconventional ways
	Honesty	<ul style="list-style-type: none"> • Speaking honestly • Consistent with socialized values • Trust
	Communication skills	<ul style="list-style-type: none"> • Speak clearly • Listen well • Communicate effectively • Collaborate within the organization
The role of the school committee	Academic aspects	<ul style="list-style-type: none"> • Curriculum supervision • Learning evaluation • Educational support
	Administrative aspects	<ul style="list-style-type: none"> • Document transparency • Governance oversight • Policy formulation.
	Financial aspects	<ul style="list-style-type: none"> • Supervision of school financial resources • Management of school financial resources
School-based management	School organization optimization	<ul style="list-style-type: none"> • Design • Operational management • Coordination.
	Optimization of teaching and learning activities	<ul style="list-style-type: none"> • Strategy • Practice
	Human resource optimization	<ul style="list-style-type: none"> • Human resource management • Improving the quality • Maximizing contribution.
	Optimization of administrative resources	<ul style="list-style-type: none"> • Efficiency • Sustainability • Operational quality.

Table 2 describes the research instrument grid. The following dimensions measure the principal leadership variable: leadership characteristics, exemplary behavior, problem-solving ability, honesty, and communication skills. The school committee role variable is measured by

the following dimensions: academic aspects, administrative aspects, and financial aspects. The school-based management variable is measured by the following dimensions: optimization of school organization, optimization of teaching and learning activities, optimization of human resources, and optimization of administrative resources.

Findings

To better understand the results of this research, the following displays the scores per dimension so that it can be clearer which dimensions are favorable, and which are still problematic. Then, the analysis is carried out by looking at the T-value and the F-test. The following displays the respondents' assessments regarding implementing the principal's leadership with dimensions: leadership characteristics, demonstrating exemplary behavior, problem-solving abilities, honesty, and communication skills.

Table 3. *Principal leadership variable score*

Items	Percentage (%)	Achievement score	Maximum score
Leadership characteristics	66.60	3.33	5
Demonstrating exemplary behavior	70.40	3.52	5
Problem-solving abilities	60.60	3.03	5
Honesty	60.60	2.72	5
Communication skills	65.00	3.25	5

Table 3 shows the percentage of scores for the various variables used to evaluate the principal's leadership implementation. This analysis reveals a comprehensive picture of the crucial aspects of the leadership being evaluated, providing in-depth insight into the strengths and weaknesses in the leadership style applied. The variable "Leadership Characteristics" obtained a score of around 66.60%, reflecting that the principal's leadership characteristics are adequate. This amount indicates that the intrinsic qualities expected of a leader are generally realized, although there is still room for further improvement. Leadership characteristics include various aspects such as strategic vision, motivational ability, and personal integrity. This score indicates that the principal can steer the school in the right direction but may need to strengthen other aspects, such as faster and more accurate decision-making.

The dimension of "Exemplary Behavior" ranked highest with a score percentage of around 70.40%. This score implies that the principal is highly recognized for displaying exemplary behavior, essential in building a positive and inspiring school culture. This strong role model indicates that the principal can serve as a role model for the entire school community. A role model includes work ethic, discipline, and commitment to responsibility. A high score in this variable indicates that the principal can inspire teachers, students, and staff to achieve high standards in every aspect of their work. The "Problem Solving Ability" dimension recorded a score of around 60.60%. This indicates that the principal's competence in overcoming challenges and solving problems is considered quite satisfactory, although there are indications that further improvement is still needed. This ability is essential to maintain the smooth operation of the school and ensure a quick response to complex situations. The principal must be able to analyze the situation, identify the core problem, and formulate

effective and efficient solutions. This score indicates that while the principal has basic problem-solving abilities, there may be a need to develop analytical and strategic skills further.

The “Honesty” dimension recorded the lowest score of around 54.40%, indicating that, although honesty is considered crucial, there is still a perception of a deficiency. Integrity, the foundation of trust and credibility in leadership, necessitates addressing this low honesty score. Transparency in decision-making, fairness in treating all school community members, and reliability in carrying out duties and responsibilities are all aspects of honesty. This low score indicates that the principal needs to improve openness and consistency in his/her actions to strengthen the trust of teachers, students, and parents.

The “Communication Skills” dimension scored around 65%, indicating that the principal’s communication skills were rated as satisfactory and comparable to leadership characteristics. Effective communication is key to conveying vision, building relationships, and facilitating collaboration. Principals must be able to convey information clearly and effectively to all stakeholders, including teachers, students, parents, and the wider community. This score indicates that the principal has adequate basic communication skills but may need to improve skills such as active listening, negotiation, and persuasion.

These scores ranged from 54.40% to 70.40%, with “Exemplary Behavior” as the strongest dimension and “Honesty” as the dimension that needs the most attention. This analysis indicates that exemplary behavior is the most recognized aspect of leadership, while honesty needs to be improved to achieve higher leadership standards. These findings provide strategic guidance for improving the quality of principals’ leadership to achieve higher performance and reputation. These findings have several important implications for leadership development in schools. First, principals need to continue to strengthen their exemplary skills. This can be done through continued training in leadership ethics and personal development that focuses on building strong and inspiring characters. Second, improvement in honesty and transparency should be a priority. Leadership development programs focusing on integrity and ethics can help principals understand the importance of honesty in all aspects of their work. In addition, problem-solving skills also need to be improved. Principals can benefit from training in analytical and strategic skills, as well as from learning about innovative approaches to decision-making. The use of case studies and simulations of real-world problems can be an effective way to improve these skills.

Good communication skills are essential for effective leadership. Principals need to hone their listening, speaking, and writing skills. Training in modern communication techniques, including digital media and social communication platforms, can help principals effectively convey their messages and interact with various stakeholders. In addition, communicating with empathy and clarity can increase trust and cooperation among school community members. In conclusion, the “Principal Leadership Implementation Variable Score” provides important insights into the various aspects of leadership that need to be addressed and improved. By improving honesty, problem-solving, and communication skills, principals can achieve higher leadership standards and positively impact their schools. The already strong role model needs to be maintained and enhanced through continuous self-development. In doing so, principals can become respected leaders who can lead their schools to a better and more successful future.

Table 4. *School committee role variable score*

Items	Percentage (%)	Achievement score	Maximum score
Academic aspect	66.40	3.32	5
Administrative aspect	74.60	3.73	5
Financial aspect	71.00	3.55	5

Table 4 shows that all dimensions are in acceptable condition. However, the academic aspect dimension requires more serious attention because, despite receiving a good assessment, it has the lowest value. Concerning improving the success of school-based management, the academic aspect dimension should be improved. Additionally, the lowest value is in optimizing teaching and learning activities.

Table 5. *School-based management variable score*

Items	Percentage (%)	Achievement score	Maximum score
Optimization of school organization	78.80	3.94	5
Optimization of teaching and learning activities	73.20	3.66	5
Optimization of human resources	76.40	3.82	5
Optimization of administrative resources	80.20	4.01	5

Table 5 indicates that the success of school-based management is influenced by the variables of the implementation of the principal's leadership and the role of the school committee simultaneously.

Discussion

The first problem addressed in this research is whether implementing principal leadership influences the success of school-based management. Empirically, the results of this research show that (1) there is a positive and significant influence of the implementation of principal leadership on the success of school-based management, (2) the influence of the implementation of principal leadership on the success of school-based management is shown by the results of the research that the implementation of principal leadership with dimensions, namely (1) leadership characteristics, (2) demonstrating exemplary behavior, (3) problem-solving ability, (4) honesty, and (5) communication skills, has significant implications for the success of school-based management with dimensions, namely (1) optimization of school organization, (2) optimization of teaching and learning activities, (3) optimization of human resources, and (4) optimization of administrative resources.

The results of Meilani et al. (2022) highlighted the importance of the role of the principal in the context of school-based management. The findings of this research confirm that the principal has a very significant role in implementing and realizing the concept of school-based management. The principal is considered a key individual who can influence the effectiveness and success of SBM in a school. They play a role in designing and implementing management strategies related to the goals and vision of the school. In addition, the principal also plays a role in actively motivating staff and teachers to participate in the SBM process (Meilani et al.,

2022). Leadership challenges emerge across several areas of leadership practice, including operational management and teacher professional development. Demographic factors have been found to influence leadership perceptions and practices (Petrides et al., 2014). The results of this research align with Seriyanti et al. (2021), who found that principal leadership contributes to the success variable of school-based management by 30.2%. Principal leadership is a person's ability to influence, direct, guide, and organize a group where the teaching and learning process is carried out and plays a role in developing the quality of education in the place where they lead (Seriyanti et al., 2021).

Leadership is leading two or more people, where one person tries to influence the behavior of others to achieve goals. The principal is the spearhead of all activities in carrying out the daily functions of the school (Ndwandwe, 2024). Practical principles positively impact learning, attendance, teacher satisfaction, retention, and other important outcomes. Leadership actions profoundly impact teachers' emotional and professional well-being, influencing job satisfaction and morale; burnout, stress, and anxiety; self- and collective efficacy; and organizational commitment and involvement (Hudson, 2025). Under school-based management, principals must recognize the power of state-set tests in determining the school's future priorities. The exercise of school autonomy in responding to these obligations depends on the school's competitive advantage in the ranking system. Ideally, effective school-based management depends on the capacity of principals to facilitate positive teaching practices. However, principals need to adapt their leadership practices to the contextual demands of the school (Lee & Chiu, 2017).

Empirically, the results of this research inform: (1) there is a significant influence of the role of the school committee on the success of school-based management in public elementary schools in Cluster I, Ciniru District, Kuningan Regency, and (2) the influence of the role of the school committee on the success of school-based management, is shown by the results of the research that the high role of the school committee with dimensions, namely: (1) Academic aspects; (2) Administrative aspects; and (3) Financial aspects, has significant implications for the success of school-based management using dimensions from Mbuik (2019), namely: (1) Optimization of school organizations; (2) Optimization of teaching and learning activities; (3) Optimization of human resources; (4) Optimization of administrative resources. Relevant research shows that these school committees are usually formed to offer parents or members of the local community a greater say in the school's management. Schools with school committees that are predominantly female perform better (Guha, 2023).

The implementation of principal leadership and the role of the school committee on the success of school-based management inform us that (1) there is a significant influence of the implementation of the principal's leadership and the role of the school committee simultaneously on the success of school-based management, and (2) the influence of the implementation of the principal's leadership and the role of the school committee simultaneously on the success of school-based management is shown by the results of the research that the implementation of the principal's leadership with the following dimensions: (1) Leadership characteristics; (2) Demonstrating exemplary behavior; (3) Problem-solving abilities; (4) Honesty; (5) Communication skills, as well as the role of the school committee with the following dimensions: (1) Academic aspects, (2) administrative aspects, and (3) financial aspects have significant implications for the success of school-based management

with the following dimensions: (1) optimization of school organizations, (2) optimization of teaching and learning activities, (3) optimization of human resources, and (4) optimization of administrative resources.

This research results align with Seriyanti et al. (2021), which indicated that principal leadership, the role of the school committee, and the success of school-based management have a strong relationship. The value of R-square is 0.422, or 42.2%. The success of educational leadership depends on its ability to teach specific ideas, facts, and skills packaged in a predetermined program (Pujjyati, 2019). The positive impacts of school autonomy on school governance and management, teacher work, school-based curriculum, and student learning are all significant when accompanied by strong leadership, comprehensive continuing professional development, and a positive and collaborative school climate. These key elements work together with school autonomy to facilitate positive change (Ko et al., 2016).

Conclusion and Recommendations/Implications

Based on the entire research process and discussion results, the following conclusions can be drawn: (1) There is a positive and significant influence of implementing the principal's leadership on the success of school-based management. (2) The role of the school committee has a positive and significant influence on the success of school-based management. (3) There is a positive and significant influence of the implementation of the principal's leadership and the role of the school committee simultaneously on the success of school-based management.

The results of this research indicate that the implementation of the principal's leadership and the role of the school committee, both partially and doubly, affect the success of school-based management. The honesty dimension is the variable that remains weak in implementing the principal's leadership. Therefore, the researchers suggest that from planning, to implementation, to reporting, the principal should involve teachers and be open and transparent so that teachers can determine the progress of school operations. Because all teachers know all programs, it is hoped that the value of honesty can be achieved. 2. From the side of the variable role of the school committee that received the lowest rating was the academic aspect dimension. Therefore, to improve the success of school-based management regarding academic operations, input should be requested from the school committee to be included in the academic aspect program and submitted in the report at the end of each semester. The school committee will likely play a greater role in facilitating school operations through school-based management.

Disclosure statement

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Biographical Notes

WRESNI PUJIYATI is a lecturer at Universitas Wiralodra, Jawa Barat, Indonesia.

DIAN YUDIANA SENJAYA is a student at Universitas Wiralodra, Jawa Barat, Indonesia.