



TEACHERS' LEVEL OF PARTICIPATION IN SCHOOL-BASED MANAGEMENT VIS-À-VIS THEIR PERCEPTIONS OF THE CULTURE OF INNOVATION AND THE SCHOOL'S EFFECTIVENESS

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Abstract:

School-based management, the culture of innovation, and school effectiveness are undeniable indicators of school success. In today's generation of school systems, various innovations have been implemented towards effective school and efficient school-based management. However, no study has investigated the correlation among these matters. Hence, the researcher conducted a sequential explanatory study on the Division of Olongapo City elementary teachers. The study concluded that, generally, participants were reasonably participative in school-based management. Significantly, the area of curriculum and learning got a rating of complete participation against principles such as leadership and governance, accountability and continuous improvement, and management of resources, which got fair participation. Also, participants had a positive perspective on the school's culture of innovation and effectiveness. Lastly, there was no significant relationship between school-based management, school culture of innovation, and effectiveness, which led to the independent stand of each variable to the school's success. Furthermore, other researchers may conduct similar studies indicating the perceptions of school heads, students, parents, and stakeholders

Keywords: School-Based Management, school's culture of innovation and effectiveness, elementary schools, mixed methods, Olongapo City

INTRODUCTION

Global education follows policies, regulations, laws, and directions for procedures and programs. They highlight how the interplay of these elements through policy directives can shape educational outcomes, reflecting the complexity of developing education systems in a global context (Triwiyanto et al., 2019). Many countries' expanding enrollment puts pressure on central governments to maintain educational standards (UNESCO, 2020). School-Based Management (SBM) aims to improve education quality and effectiveness at all levels (Cheng, 2023). This work discusses the critical role of administrative support in teaching practices and its impact on creating a positive school environment. The findings indicate that a supportive administrative framework is essential for effective teaching and learning, aligning with the idea that school management impacts overall innovation and effectiveness (Wu et al., 2023). Good administration strategies can improve educational institutions (Cheng, 2020; Ahmad, 2021). School-Based Management (SBM) improves education in several nations. Since the 1970s, 17 nations have implemented School-Based Management (SBM), according to Moradi et al. (2014). School-Based Management (SBM) effectiveness is shown by country priorities. The curriculum, education management system, financial allocation, student accomplishment, teacher effectiveness, and principal function can evaluate school-based management (SBM) in Iran (Moradi et al., 2017). SBM needs improvement to boost school efficacy (Rosyida & Purwanto, 2022). Gumede & Biyase (2016) analyze educational reforms and curriculum transformation in post-apartheid South Africa. They discuss how these reforms aim to ensure quality education but highlight various systemic issues that hinder successful execution. This directly relates to the claim of ineffective schools even in reformed systems like SBM. The study revealed that the quality management system's managerialism and restriction of stakeholders' self-management and decision-making cause low SBM performance. How a school is significantly



operated impacts its culture. Singh (2020) states that demands and generations have changed, and the world's speed requires hard labor and wisdom. Thus, schools must encourage innovation toward effectiveness.

Meanwhile, the 21st-century education emphasizes innovation to modernize the model. Innovation is vital in education to improve curriculum and educate 21st-century skills. It is important to foster creative school cultures. Pedagogy should encourage child creativity. Every school should prioritize learning above testing. Effective school management drives innovation. All these management and innovations improve schools. Edmonds' 1982 book clearly explained Effective School Correlates. All successful schools, according to Edmonds, have a defined educational objective. Edmonds, Brookover, and Lezotte conducted the first successful elementary school study, while a UK team completed a secondary school study. Their separate study inspired Fifteen Thousand Hours (Rutter et al., Harvard University Press, Cambridge, MA), published in 1979. Khun-Inkeeree et al. (2022) discuss the importance of intrinsic motivation among primary school teachers and its role in enhancing school effectiveness. The focus on motivational factors in teaching practices illustrates how school management characteristics are vital for establishing effective schooling. This aligns with the changing dynamics of the Effective Schools Movement noted in relevant literature, making it pertinent to the argument. Historical definitions of effective schools include social class parties. Teachers addressed gender, ethnicity, disability, and family structure to promote community equity. The original concept emphasized reading and math. Problem-solving, higher-order thinking, creativity, and communication have become learning objectives. The Mexican school-based management reform finances school committees to boost student learning. Mexico's school-based management demonstrates that school committees administer financial aid.

Indonesian primary and secondary schools satisfy national criteria through school-based management (Fathurrochman et al., 2021). (Fatayan et al., 2019) provide insights into the impacts of SBM in Islamic junior high schools in South Jakarta, documenting its positive effects on school governance and management. Their study affirms claims regarding the decision-making empowerment that schools experience under this framework. School-Based Management (SBM) enhances principal and teacher performance across Asia. Indonesian studies have studied how School-Based Management (SBM) integrates into curriculum and instruction (Ulfatin et al., 2020; Bandur, 2021). Several factors affect whether school-based management (SBM) improves student learning. These aspects worked successfully, enhancing student learning (Fauzi, 2019). Decentralization for learning aids school management (Chapman et al., 2016). Innovation and change in schools require teacher participation (Ulfatin et al., 2020). Khurniawan et al. (2021) found a high correlation between school management effectiveness and quality management. School-based management (SBM) includes administration, decision-making, and curricular and learning process design. School-Based Management (SBM) improves educational decision-making and makes student-centered decisions. Educational institutions decide on curriculum design, resource allocation, teaching materials and tools, teacher and student attendance, classroom instruction, and parental satisfaction with educational outcomes (Ulfatin et al., 2020). All stakeholders must participate in SBM educational reform, says Pasaribu (2017). Many researchers have empirically and literarily researched school-based management. Most scholars must use SBM to construct creative curricula and learning techniques to run a thriving school. Local accountability and autonomy define school-based administration. Decentralization can have multiple effects because it requires local administration. Bandur's earlier work from 2012 describes the challenges faced by school leaders in the context of school-based management (SBM). The emphasis on authentic collaboration with school communities suggests that innovative cultures demand a collective effort from administrators, teachers, and community members



(Bandur, 2012). The findings suggest that a positive school climate contributes to improved administration and teaching practices, thus linking to the necessity of addressing teaching issues within school-based management frameworks (Yusuf, 2019). A school's interior should have the correct layout, management, teachers, teaching techniques, social and learning environments, and home-school ties. Ruiz et al. investigate the relationship between neighborhood context and school climate, which may be impacted by school management practices. However, their findings related to academic outcomes do not specifically establish a direct connection to SBM in the Philippines, so this citation should be removed.

Nonetheless, a large body of research and the following literature show how detrimental the reforms are. The absence of evidence that SBM improves student success is one of the most common objections leveled at SBM reforms in East Asia (Fullan & Watson, 2014). One of the reasons is that rather than being adopted for educational purposes, educational decentralization, including SBM, has often been imposed for political and financial purposes in East Asia (King & Guerra, 2015). Another topic is the increased accountability of educators at the school level, particularly teachers and their partners, for the quality of education provided now that schools can make decisions. Teachers are given more freedom in the classroom and about the course materials they choose, which makes them essential reform stakeholders. Teachers still need to get ready, though, as it will take time to execute the changes. Teachers must innovate to boost the effectiveness of the school; they cannot modify their lesson plans or teaching tactics to meet the academic needs of their pupils since they lack the necessary expertise and experience. As a result, attaining the accomplishment improvement anticipated for the learners is impossible. For instance, a brand-new subject called "Integrated Learning," launched in Japan, provided on-site teachers more discretion on what and how to teach the material. Teachers' creation of instructional strategies and materials was encouraged (Muta, 2015). However, many schools and teachers requested such manuals with virtual examples from the government because they had never attempted to exercise this kind of autonomy (Muta, 2015). Magfiroh discusses the implementation of School-Based Management (SBM) in Indonesia. The study emphasizes that the SBM framework promotes community involvement and local autonomy in decision-making processes, which are critical for improving student achievement. indicated that the average test results at schools located in 23 different Philippine regencies show a statistically significant and generally favorable effect—albeit a small one—of applying school-based management. This report advises other nations looking to reform school-based management to identify the model, theories, and evaluation framework. In addition to providing more precise estimates of the efficacy of the reform, such an evaluation must also provide answers to questions of policy concern about the conception and execution of reforms in various sociocultural situations.

Research on innovation culture in primary education settings is less abundant than in management. Cheng's research on knowledge management in educational settings sheds light on strategies needed to build innovative cultures within schools. He discusses the importance of fostering a community of practice to enhance teaching competencies, which aligns with the emphasis on the application and understanding of innovation culture in education (Cheng, 2012). Innovation culture is unquestionably a part of corporate cultures and management ideas. Three cultural components are included in these ideas: cultures have multiple layers that all organization members must share, and cultures are socially influenced by history and environment, which have shaped member behavior. The traditional or typical approach to teaching and learning activities, as well as the application of theories in educational contexts, may be challenged by new ideas or innovations.

FRAMEWORK



This study is anchored to management theory. Berhanu (2023) examined the management theory that is connected to SBM. The foundation of SBM is the notion of equifinality, a modern management theory that presupposes that schools can employ various strategies to accomplish their objectives. Le et al. outline the importance of stakeholder engagement in developing management frameworks for schools. Kwamie et al. examine the path dependence of decision-making within health care decentralization, not directly related to educational governance or SBM. Therefore, this reference does not support the connection being asserted and should be removed. Giving local governments more control over budgeting, management, and planning is the goal of administrative decentralization.

Furthermore, the paradigm developed by Roffei et al. (2018) is one of the models that act as a framework for this study regarding the culture of innovation. According to the framework for innovative cultures, the climate for innovation, effective communication, and self-efficacy make up the culture of innovation. Innovative pupils' behavior will likely be influenced by the environment that elementary schools cultivate. Knowledge, aptitude, and technical skills relevant to the domain are essential for learning and growth. Therefore, innovation requires a readiness to adapt to new situations and methods. Valencia and Hernández's work on the "Model of Culture for Innovation" emphasizes how organizational culture significantly impacts the promotion of innovation within organizations. The five components or dimensions that form the basis of the suggested theoretical model of innovation culture were identified through a thorough literature assessment conducted for this study. "Effective communications, a climate for innovation, self-efficacy, an innovative culture, and innovative behavior" are the five elements.

Furthermore, there is a push to improve the educational system's ability to successfully advance Education for All (EFA) and the Millennium Development Goals while upholding high-performance standards, strengthening the shared governance within the school community, and incorporating accreditation into SBM for a more effective assessment of school systems (DepEd, 2012). The level of involvement of the respondents in leadership and governance, curriculum and learning, accountability and continuous improvement, and resource management were all examined in this study. Also included in the input is the school culture of innovation regarding effective communication, innovative climate, self-efficacy, and innovative behavior. Lastly, the respondents' perception of school effectiveness was examined. The output is an action plan to improve the school-based management and the school's culture of innovation and effectiveness.

OBJECTIVES OF THE STUDY

This study was conducted to (1) assess the teachers' level of participation in school-based management; (2) determine teachers' perception of schools' culture of innovation and effectiveness;

(3) investigate the relationship between the teachers' level of participation in school-based management and their perception of schools' culture of innovation and school effectiveness; and (4) develop an action plan to improve the school-based management and the school's culture of innovation and effectiveness.

METHODOLOGY

Research Design

The study used a sequential explanatory approach to acquire data systematically. First, Brettel et al.'s study examines how different dimensions of organizational culture impact entrepreneurial orientation in small and medium enterprises. While it does not focus solely on innovation, it highlights the influence of cultural factors such as developmental and group culture on proactiveness and risk-



taking, which are essential for fostering innovation. The study by Bonetto et al. evaluates cultural values and their impact on national-level innovation, which is interesting but primarily focused on cross-cultural analysis instead of descriptive-correlational design. Furthermore, to examine the relationship among elementary teachers' level of participation in school-based management, their perception of the culture of innovation, and the School's Effectiveness in the division of Olongapo City during the School Year 2023-2024, this research employed descriptive correlational design, utilizing survey questionnaires as the principal assessment instrument. The design is highly suitable for this study as its methodology encompasses data collection, tabulation, and correlation with the proposed action plan. In addition, this research utilized a sequential explanatory design to validate the quantitative findings through interviews.

Research Site

This study was conducted in the Division of Olongapo City during the School Year 2023-2024.

Participants

The respondents were selected using a stratified proportional random sampling method. Two hundred seventy-seven (277) elementary teachers served as the respondents. The researcher ensured an equal percentage of representation per school to ensure that the respondents equally represented the school.

Instrumentation

The researcher read related literature and studies comprehensively to construct and develop the research instruments. The first part concerns teachers' participation levels in School-Based Management based on the Department of Education School-Based Management System Assessment Tool based on DepEd Order No. 83, series 2012. Next, Part II is about the culture of innovation in elementary schools based on the study of Veluz (2023) entitled Elementary Educators' Teaching Competence and Public School's Culture of Innovation: Basis for Developing a Learning Restoration Plan. Lastly is Part III, which is about school effectiveness based on the study of Lezotte, L. W. (2015). Revolutionary and evolutionary: the effective school's movement. Okemos, MI: Effective Schools Products, Ltd. The instrument of this study underwent a face validity test, and a Kendall's W test of concordance was used to determine whether the specialists/professionals who validated the instrument significantly agreed with the validation result. Based on the outcome, there is a significant strong agreement among the four professionals who validate the device. This is based on the development of Kendall's W value of 0.928, less than its alpha value of 0.01. The result shows that a Pearson correlation of 0.872 with a significant value of 0.001 shows good reliability at an alpha level of 0.01. Likewise, Cronbach's alpha computed value of 0.986 indicates that the respondents' responses on the items under Levels of Participation of Teachers in School-based Management have excellent internal consistency reliability. Likewise, items in the Elementary Public-School Cultures with Cronbach's Alpha value of 0.976 show excellent internal consistency reliability, as well as those in Perception of School Effectiveness with a Cronbach's Alpha value of 0.970. Moreover, an F value with Tukey's Test for Non additivity of 3.426 at a value of 0.750 implies that the questionnaire items for the construct of Levels of Participation of Teachers in School-based Management are significant enough to determine the reliability of the responses. Moreover, things on the constructs of elementary public school's culture of innovation and perception of school effectiveness are sufficient to decide on the responses'



reliability as implied by an F value with Tukey's Test for Non additivity of 5.883 and 11.056 with a significant value greater than 0.01.

Ethical Considerations

The appropriate licenses were acquired from Olongapo City's Columban College and Schools Division before collecting and examining the data. After receiving the required authorizations from the appropriate authorities, the teacher-respondents were fully informed of the research aims. The following actions were taken in response to the Data Protection Act of 2012, also known as Republic Act 10173: First, should they so desire, the respondents were free to join or leave the research endeavor at any time during the investigation. Next, the teachers received thorough information on the goals, advantages, and possible hazards of participating in the study before deciding whether to participate. Additionally, the information gathered about the teachers, including their identities, was handled with the highest confidentiality and used only for instructional purposes. In addition, all probable negative consequences in the physical, social, psychological, and other realms were minimal. Finally, the study complied with Columban College's requirements, guaranteeing that no research misconduct or plagiarism occurred.

Data Collection

After obtaining consent and implementing modifications based on feedback from validators and testers, the researcher worked with elementary school principals to support the management of the data-gathering procedure. Further, a series of interviews were conducted using a sequential explanatory approach to verify and thoroughly analyze the quantitative findings.

Data Analysis

The following statistical techniques were applied to treat specific problems: (1) Percentage and Frequency Distribution described the respondents when grouped by hundreds. (2) Weighted Mean was utilized to determine the respondents' level of participation in school-based management and perception of the school's culture of innovation and effectiveness. (3) Pearson r was used to determine a significant relationship between the teachers' level of participation in school-based management and their perception of schools' culture of innovation and school effectiveness.

RESULTS AND DISCUSSION

Teachers' Level of Participation in School-Based Management

Evaluating teachers' degree of involvement in school-based management across different domains indicates a varied but generally favorable depiction of their engagement in crucial aspects of school-based management. Regarding Leadership and Governance, teachers exhibit fair participation. These results demonstrate how teachers actively participate in all facets of school-based administration and their role in supporting efficient leadership and governance procedures in educational settings. In addition, based on the conducted interview, teachers participated in the assessment of the school's mission, vision, and goals to verify their ongoing relevance and suitability within the school environment. "I highlighted my active participation in assessing our school's mission, vision, and goals. We as educators need to ensure that these foundational elements remain relevant and aligned with the evolving needs of our school community". This indicates a dedication to synchronizing the school's long-term goals with its changing requirements and situations. According to Warsi (2018), various stakeholders, including parents, teachers, administrators, school boards, and principals, must be involved for effective educational leadership and governance. Similarly, in Curriculum and



Learning, teachers demonstrate complete participation. The interview indicates a significant level of teacher involvement in school-based management related to curriculum and learning. The evaluation sought to gauge teachers' engagement in creating educational processes within the school setting, explicitly focusing on curriculum development, teaching strategies, and establishing a conducive learning environment.

Teachers stated a fully inclusive approach by actively attending to the varied requirements of learners through initiatives, programs, and outcomes. "I had the opportunity to reflect on the significant level of teacher involvement in school-based management, particularly in curriculum and learning." Susilawati et al. discuss the challenges faced in implementing effective learning processes through their research on the appreciative inquiry approach in face-to-face learning. Teachers demonstrate fair participation in accountability and continuous improvement. Based on interviews, teachers play a proactive role in delineating their roles and responsibilities, engaging in collaborative efforts with various community stakeholders, including the Parent-Teacher Association (PTA), Student Support Group (SSG), and School Governance Council (SGC), to establish well-defined structures of accountability. "I take an active role in identifying and evaluating the achievement of goals through establishing a performance accountability system." Three key behaviors are necessary for successful leadership during times of transformation. To implement long-lasting change, leaders should prioritize building connections and trust (Fullan, 2018).

On the other hand, the field of Management of Resources shows a slightly lower level of involvement. These findings highlight the significance of teachers' involvement in efficient resource allocation, stressing the necessity for ongoing communication, cooperation, and openness to maximize resource utilization and improve the overall educational experience for students. Human resources are crucial and should be fully empowered possible (Sukawati et al., 2020). Moreover, educators engage in collaborative and strategic utilization and supervision of resources, demonstrating a judicious level of engagement while emphasizing transparency, efficacy, and productivity. "We always log in and keep inventories of school resources, which is always presented in different meetings, so transparency is kept." Nonetheless, individuals' participation level exhibited in resource management's routine monitoring, evaluation, and reporting procedures can be classified as moderately participatory. "I am not involved in monitoring and evaluation; we just comply, and that is it."

Teachers' Perception of Schools' Culture of Innovation

The teachers' assessment of their schools' culture of innovation indicates a predominantly positive perspective. The school community perceives effective communication positively, as indicated by a mean score of 3.39. Teachers exhibit a high level of self-efficacy, as evidenced by their mean score of 3.26. Regarding the innovative climate, teachers generally support the current environment for innovation in the school, with an average score of 3.17. However, there may be room for improvement to cultivate a more robust culture of creativity and forward-thinking. In addition, teachers exhibit consensus in their adoption of innovative practices, as evidenced by a mean score of 3.20. This score suggests a proactive attitude towards addressing problems and generating ideas, although there is still potential for further exploration and experimentation.

In summary, the results indicate that teachers highly support the culture of innovation in their schools. These findings emphasize the importance of an environment that fosters effective communication, self-assurance, an innovative atmosphere, and appropriate behavior. This ultimately results in an innovative and forward-thinking learning environment that continuously adapts to fulfill the evolving needs of both students and the larger school community. The quick developments in science, technology, and culture require teachers to exhibit innovative actions. Teachers' innovative



practices directly impact schools' effectiveness. The qualitative examination of the data through interviews allows for a comprehensive understanding of the viewpoints held by teachers regarding the culture of innovation within their respective schools. Notably, the analysis reveals a predominance of positive perspectives, suggesting an overall favorable perception of the subject matter. Furthermore, the findings indicate a significant consensus among educators, reinforcing the notion of a shared agreement.

Perception of the Teachers on School Effectiveness

Furthermore, the teachers' perception of school effectiveness is generally positive, as noted in an overall mean score of 3.23. The results indicate that teachers strongly support different aspects of school effectiveness. These observations emphasize the significance of proficient leadership, a favorable learning environment, elevated expectations, and continuous evaluation and enhancement endeavors in cultivating a prosperous educational institution. Although other factors may influence the impact of teacher cooperation, it is undeniably a crucial element of school effectiveness. Teacher cooperation provides a platform for the exchange of ideas, the creation and discussion of new materials, and the receipt of feedback from colleagues. Moreover, empirical evidence supports the logical inference that schools have significant variety due to teacher consensus and collaboration's complex and context-dependent character (Van Gasse, Vanlommel, Vanhoof, & Van Petegem, 2017). (Ertesvåg, 2014). Mustari et al. discuss the implementation of School-Based Management (SBM) within the Independent Curriculum context in West Lombok High Schools. Their findings indicate that effective SBM practices enable schools to tailor their educational delivery, thereby enhancing student outcomes. The interviews demonstrate a predominantly favorable perception of school effectiveness among teachers, suggesting a widespread agreement among educators regarding several vital factors that contribute to the perceived effectiveness of the school. Educators widely acknowledge that the school principal plays a crucial role as an instructional leader. Teachers recognize the effectiveness of principals in effectively communicating the school's mission to faculty, parents, and students. "If the school head is always visible and reachable, the stakeholders seem more involved in the school." The statement's sentiment is substantiated based on the interview, indicating a consensus among teachers regarding the principal's efficacy in cultivating a shared sense of purpose within the school community.

Furthermore, it is worth noting that educators place great importance on the school principal's comprehension and application of instructional effectiveness attributes when supervising instructional programs. "In many years of experience, I have seen that principals tend to interpret memos, which affect the effectiveness of the school." Recognizing the principal's role in ensuring effective instructional practices indicates agreement among teachers. "Our principal always checks on us to see if we are current with our teaching strategies." This underscores the significance of fostering high-quality teaching and learning experiences.

Significant relationship between the teachers' level of participation in school-based management and their perception of schools' culture of innovation and school effectiveness

The results suggest a significant inverse relationship between teachers' engagement in school-based management and their perception of the school's innovative culture. The degree to which primary school teachers participate in decision-making, the dominant school culture, and their readiness for change were strongly correlated by İnandı and Giliç (2016). Most teachers show a great degree of adaptability to change. Their opinions on decision-making participation and school culture, however, are modest. Conversely, due to their enhanced independence in making choices and accepting responsibility, instructors in small schools typically report higher levels of enjoyment



(Karlberg-Granlund, 2019). In addition, the results indicate a significant and negative correlation between teachers' participation in school-based management and their perception of school effectiveness. Studies also indicate that teachers are vital in driving change within a school, extending their influence beyond the classroom (Darling-Hammond et al., 2017).

CONCLUSIONS

Regarding Leadership and Governance, teachers exhibit fair participation. Similarly, in Curriculum and Learning, teachers demonstrate complete participation. Teachers demonstrate fair participation in accountability and continuous improvement. On the other hand, the field of resource Management shows a slightly lower level of involvement. The teachers' assessment of their schools' culture of innovation indicates a predominantly positive perspective. The school community perceives effective communication positively. Teachers exhibit a high level of self-efficacy.

Regarding the innovative climate, teachers generally support the current environment for school innovation. However, there may be room for improvement to cultivate a more robust culture of creativity and forward-thinking. In addition, teachers exhibit consensus in their adoption of innovative practices. In summary, the results indicate that teachers highly support the culture of innovation in their schools. Furthermore, the teachers' perception of school effectiveness is generally favorable. The results suggest a significant inverse relationship between teachers' engagement in school-based management and their perception of the school's innovative culture. In addition, the results indicate a significant and negative correlation between teachers' participation in school-based management and their perception of school effectiveness. Lastly, an action plan is needed to address the weaknesses in teachers' participation in school-based management, perception of the culture of innovation, and school effectiveness.

RECOMMENDATIONS

The researcher recommends the following after the culmination of results, discussions, and conclusions. There has to be a concrete action plan to improve teachers' participation in school-based management, the culture of innovation, and school effectiveness. Specifically, teachers should participate in guiding the school to have a clear structure and work arrangement that promotes shared responsibilities of stakeholders; in developing the methods and materials for Creative thinking and problem-solving; in defining roles and responsibilities of accountable person/s and collective bodies as agreed upon by the community stakeholders, like involvement in PTA, SSG, SGC, etc.; and in the inventory of resources for allocation and mobilization. In addition, the school's innovative culture should be improved by breaking communication barriers between the teachers and the school administrators, regardless of what media, facilities, and channels are used; providing necessary support for innovation; propagating an environment that caters to learning experiences with other teachers; and asking the correct questions that could lead to the root cause of a particular problem for the students. Moreover, the schools' effectiveness should be developed through the school head acting as an instructional leader and effectively and persistently communicating the mission of the school staff, parents, and students; understanding and applying the characteristics of instructional effectiveness in managing instructional programs; and serves as the articulator of the school's mission, which is crucial to the school's overall effectiveness. Furthermore, although this research is comprehensive, there are still ways to conduct it thoroughly, such as indicating the perceptions of school heads, students, parents, and other significant stakeholders.



TRANSLATIONAL RESEARCH

This research created policies for improving teachers' participation in school-based management, the culture of innovation, and school effectiveness in school-based management. To guide the school in having a clear structure and work arrangement that promotes shared responsibilities of stakeholders, which are to develop the methods and materials for creative thinking and problem-solving; to define roles and responsibilities of accountable person/s and collective bodies as agreed upon by the community stakeholders, like involvement in PTA, SSG, SGC; and to inventory the resources for allocation and mobilization. On Effective Communication: To break communication barriers between the teachers and the school administrators, regardless of what media, facilities, or channels are used. On Innovative Climate: To provide the necessary support for innovation. On Self-Efficacy: To propagate an environment that caters to learning experiences with other teachers. On Innovative Behavior: To ask the correct questions that could lead to the root cause of a particular problem for the students. Furthermore, the school head should act as an instructional leader and effectively and persistently communicate the mission of the school staff, parents, and students; understand and apply the characteristics of instructional effectiveness in managing instructional programs; and serve as the articulator of the school's mission, which is crucial to the school's overall effectiveness.

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