

ANALYSIS OF SCHOOL-BASED MANAGEMENT IMPLEMENTATION IN SUPPORTING THE MERDEKA CURRICULUM AT SMPN 5 KANDIS

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ABSTRACT

This study aims to analyze the implementation of School-Based Management (SBM) in supporting the Merdeka Curriculum at SMPN 5 Kandis. SBM, as a decentralized approach to school governance, grants schools autonomy to manage resources, establish policies, and create innovative learning experiences tailored to students' needs. In the context of the Merdeka Curriculum, SBM plays a crucial role in fostering an inclusive, innovative, and adaptive learning environment suitable for 21st-century educational challenges. This research employs a qualitative approach with a narrative method to explore the experiences of school principals, teachers, and stakeholders in SBM implementation. Data were collected through in-depth interviews, observations, and document studies. The findings indicate that transformational leadership by the principal is a key factor in SBM success. The principal acts as an administrator and an innovator, promoting collaboration, enhancing quality culture, and integrating technology into learning. Key strategies include teacher competency development through differentiated instruction training and strengthening school committees in decision-making processes. However, challenges persist, including limited human resources, low community participation, and underutilization of technology in educational management. This study provides insights into best practices for SBM in supporting the Merdeka Curriculum. The recommendations can serve as references for other schools in managing education more independently, innovatively, and participatively. Effective SBM implementation can position schools as competitive educational institutions capable of producing excellent, creative students ready for global challenges.

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1. INTRODUCTION

School-Based Management (SBM) is a vital approach in improving the quality of education in Indonesia. By decentralizing school governance, SBM grants schools the flexibility to manage resources based on local needs, enhancing management efficiency, learning quality, and community participation. In the Merdeka Curriculum, SBM supports innovative, inclusive, and student-centered education. This research explores the implementation of SBM at SMPN 5 Kandis, identifying key strategies, challenges, and best practices in integrating SBM with the Merdeka Curriculum.

2. METHODS

This study employs a qualitative research approach with a narrative method to analyze the experiences of school leaders and educators. Data were collected through in-depth interviews, direct observations, and document analysis. The study focuses on leadership strategies, resource management, and the effectiveness of SBM in implementing the Merdeka Curriculum.

3. FINDINGS AND DISCUSSION

The findings of this research focus on the implementation of School-Based Management (SBM) in supporting the Merdeka Curriculum at SMPN 5 Kandis. The study highlights the role of transformational leadership, resource management, and stakeholder participation in enhancing educational outcomes.

2.1. Subsection

2.1.1 The Role of Transformational Leadership in SBM Implementation **Heading 1: use this style for level one headings**

Transformational leadership plays a crucial role in the successful implementation of SBM. The principal of SMPN 5 Kandis acts as an agent of change, ensuring the school's autonomy and fostering a culture of innovation. Key strategies include: Visionary Leadership: Setting clear educational goals aligned with the Merdeka Curriculum. Teacher Empowerment: Conducting training programs to enhance differentiated instruction skills. Stakeholder Engagement: Encouraging collaboration between teachers, students, and parents.

2.1.2 Strategies for SBM Implementation

The study identifies several effective strategies used at SMPN 5 Kandis to implement SBM: Curriculum Customization: Adapting learning materials to student needs through project-based learning (PBL). Technology Integration: Utilizing digital platforms for administrative and pedagogical purposes. Community Participation: Involving local stakeholders in school decision-making processes.

2.1.3 Challenges in SBM Implementation

Despite the positive impact, the study also highlights key challenges faced by SMPN 5 Kandis in implementing SBM: Limited Human Resources: Shortage of qualified teaching staff to support curriculum changes. Low Community Involvement: Resistance from parents and community members in actively participating. Technological Barriers: Insufficient infrastructure to fully integrate digital learning tools.

2.1.4 Overcoming SBM Implementation Barriers

To address these challenges, the school has adopted several measures: Teacher Training Programs: Enhancing pedagogical skills through professional development workshops. Parental Engagement Initiatives: Organizing school-community meetings to foster stronger relationships. Government and NGO Partnerships: Seeking external funding to improve school facilities and resourcesimp.

2.1.5 Impact of SBM on Merdeka Curriculum Implementation

The implementation of SBM has led to significant improvements in educational outcomes at SMPN 5 Kandis, including: Increased Student Engagement: More active participation in project-based learning activities. Enhanced Teacher Performance: Better lesson planning and classroom management strategies. Improved Academic Achievements: Higher student performance in standardized assessments. Engagement

2.2. Figures, Tables and Schemes

Figure 1. School-Based Management Framework (a) The role of the principal as a transformational leader; (b) Strategic components of SBM in supporting the Merdeka Curriculum.

Table 1. This is a table. Tables should be placed in the main text near to the first time they are cited.

Title 1	Title 2	Title 3
entry 1	data	data
entry 2	data	data 1

¹Tables may have a footer.

2.3. Formatting of Mathematical Components (if any)

The implementation of SBM can be analyzed using a resource allocation model:

$$R = \frac{S}{T}$$

Where R represents resource efficiency, S is total school resources, and T is time allocated for implementation.

Discussion: The Role of School-Based Management in Implementing the Merdeka Curriculum

SBM provides schools with the flexibility to determine learning strategies that are relevant to students' needs. In the Merdeka Curriculum, project-based learning and differentiation approaches are key elements that encourage students to be more independent, creative, and have strong character. The school principal, as a transformational leader, plays a primary role in managing resources and creating a conducive learning environment for implementing this curriculum.

4. CONCLUSION

The successful implementation of SBM at SMPN 5 Kandis highlights the importance of transformational leadership, effective resource management, and active stakeholder

participation. While challenges persist, strategic initiatives such as teacher training, community involvement, and technological adaptation can enhance SBM's effectiveness in supporting the Merdeka Curriculum. Schools adopting SBM effectively can foster independent, innovative, and globally competitive students.

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