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FACTORS SUPPORTING AND HINDERING PRINCIPALS IN THE MANAGEMENT OF EDUCATIONAL RESOURCES IN JUNIOR HIGH SCHOOLS

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Kata Kunci:	ABSTRAK
strategi manajemen pendidikan; kepala sekolah; pengelolaan sumber daya pendidikan; studi kasus; sekolah menengah pertama	<p>Pengelolaan sumber daya pendidikan merupakan aspek penting dalam meningkatkan efektivitas penyelenggaraan pendidikan, terutama pada sekolah yang memiliki keterbatasan sumber daya. Penelitian ini bertujuan untuk menganalisis implementasi strategi kepala sekolah dalam pengelolaan sumber daya pendidikan serta mengidentifikasi faktor pendukung dan penghambatnya di SMP Ma'arif NU 02 Paguyangan. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara semi-terstruktur terhadap kepala sekolah sebagai informan utama dan dianalisis menggunakan model interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa strategi manajemen pendidikan diimplementasikan secara sistematis melalui fungsi perencanaan, pengorganisasian, pelaksanaan, dan pengawasan. Keberhasilan implementasi didukung oleh komitmen dan komunikasi yang baik antarwarga sekolah serta dukungan yayasan, komite sekolah, dan dinas pendidikan. Sementara itu, keterbatasan sumber daya manusia, anggaran, dan sarana prasarana menjadi kendala utama dalam pengelolaan sumber daya pendidikan. Temuan penelitian menegaskan pentingnya optimalisasi sumber daya yang tersedia melalui strategi manajemen yang kolaboratif, adaptif, dan berorientasi pada prioritas kebutuhan sekolah guna mendukung efektivitas penyelenggaraan pendidikan.</p>

Keywords:	ABSTRACTS
Educational Management Strategies; School Principals; Educational Resource Management; Case Studies; Junior High Schools	The management of educational resources is a crucial aspect in improving the effectiveness of education delivery, particularly in schools with limited resources. This study aims to analyze the implementation of school principals' strategies in managing educational resources and to identify the supporting factors and barriers at SMP Ma'arif NU 02 Paguyangan. The study employed a qualitative approach using a case study design. Data were collected through semi-structured interviews with the principal as the primary informant and analyzed using the Miles and Huberman interactive model, which includes data reduction, data presentation, and drawing conclusions. The results indicate that educational management strategies are systematically implemented through the functions of planning, organizing, executing, and monitoring. The success of implementation is supported by commitment and effective communication among school community members, as well as support from the foundation, the school committee, and the education office. Meanwhile, limitations in human resources, budget, and infrastructure posed major obstacles to the management of educational resources. The research findings underscore the importance of optimizing available resources through collaborative, adaptive management strategies that prioritize the school's needs to support the effectiveness of educational delivery.

A. INTRODUCTION

The management of educational resources is a key factor in creating an effective and efficient education system. The government has established Law No. 20 of 2003, which mandates the efficient, effective, and accountable management of resources. Government Regulation No. 57 of 2021 has also established eight national standards, including those for educators, facilities, and funding. These two regulations demonstrate that educational management is a priority and that its effectiveness and quality must continue to be improved. At SMP Ma'arif NU 02 Paguyangan, the management of educational resources is supported by the school's vision: "To foster a generation of learners who are faithful and God-fearing, possess both national and global perspectives, care for the environment, and excel in achievement through meaningful and sustainable deep learning." To create meaningful and sustainable learning, high-quality resource management focused on enhancing professionalism is essential (Ghufron et al., 2024; Rasmitadila et al., 2025).

Evidence from the school indicates that there are various challenges in the management of educational resources. These challenges and limitations are evident in various aspects. At the study school—SMP Maarif NU 02 Paguyangan, Kedungoleng, Paguyangan, Brebes, Central Java—the limitations include restricted access to economic growth and educational opportunities. The number of teachers is disproportionate to the number of students at this school, resulting in some teachers having to teach more than one subject. Learning resources at this school are also still limited and have several shortcomings. The school has only one LCD projector and one interactive flat panel (IFP) provided through government assistance, but these have not been utilized to their full potential due to security concerns. In fact, Government Regulation No. 57 of 2021 mandates the availability of technological resources to support learning. Limited operational funds mean that budget priorities are focused more on teacher salaries and routine needs, causing investments in digital resources to be delayed.

Various previous studies have been conducted to analyze educational management as it relates to school principals. Research identifying the effectiveness of school principals' management indicates that it is influenced by their ability to carry out POAC functions in an integrated manner (Daimah & Wibowo, 2024). School principals' managerial competencies in supervision and technical guidance have also been shown to contribute significantly to quality improvement (Romansah, 2024). Innovative strategies such as the use of simple technology, community partnerships, and the optimization of BOS funds are also key to success in institutions with limited resources (Ulawati & Misriandi, 2026). The success of a principal's management is related to the adequacy of resources and the ability to mobilize each resource effectively (Khoiriyah et al., 2024).

Although various previous studies have been conducted, there are still gaps and opportunities for further research to supplement the empirical findings. Most previous studies were conducted in schools with relatively adequate resources (public or top-tier private schools). Studies on the strategies of principals in suburban private schools facing multiple constraints—such as unqualified staff, multipurpose facilities, and minimal technology—yet still achieving high performance remain scarce. Furthermore, there is a scarcity of research that specifically examines the factors influencing the implementation of principals' strategies in the management of educational resources. Such reviews and studies are crucial for identifying supporting and hindering factors that can serve as guidelines for principals in implementing educational resource management.

The focus of this study lies in analyzing the factors that influence—including both supporting and hindering factors—the implementation of educational resource management by school principals. This approach represents a novel contribution and provides factual information regarding the implementation of educational resource management within the school environment. This study focuses on junior high schools. Based on the previously presented background of the problem and the novelty of the study, this research focuses on two main objectives. First, to analyze the principal's strategies in managing educational resources at SMP Ma'arif NU 02 Paguyangan, covering the aspects of planning, organizing, implementing, and supervising. Second, to identify the factors that support and hinder the implementation of the principal's strategies in managing educational resources at SMP Ma'arif NU 02 Paguyangan.

B. METHOD

This study employs a quantitative research approach. According to (Creswell, 2017), qualitative research is a process of exploring and understanding the meanings derived from social or humanitarian issues, with the researcher serving as the key instrument in data collection. The research design used is a case study. The case study approach allows the researcher to explore in detail the principal's strategies within the specific context of SMP Ma'arif NU 02 Paguyangan and the factors influencing them. This approach is relevant for uncovering the factual conditions of educational resources as well as the supporting and inhibiting factors that influence the implementation of the principal's strategies in a holistic manner (Fiantika et al., 2022).

This study was conducted at SMP Ma'arif NU 02 Paguyangan, Brebes Regency, Central Java. The selection of this school as the study site was based on the

characteristics of educational resource management at the school. This school has a distinctive characteristic: it is a private, religious-based school located in a rural area. It also exhibits management dynamics that are worth studying in a more structured manner. The research was conducted from April to May 2026 to carry out a series of data collection activities. Throughout the research process, the researcher served as the primary research instrument and was directly involved in every stage and procedure of the study.

This research instrument uses an interview guide. (Fiantika et al., 2022) explain that a semi-structured interview guide allows researchers the freedom to develop questions flexibly according to the context and the direction of the informant's responses. The interview guide is structured as a list of semi-structured open-ended questions. The interview guide contains key questions related to school principals' management strategies in the administration of educational resources and the factors influencing them. The interview guide was tailored to the informants involved in the study. In this study, the informants involved in the interviews were school principals. School principals served as key informants who held full authority and responsibility for policy formulation, planning, and the implementation of all school management strategies. The interview framework for school principals is presented in Table 1.

Table 1. interview framework for school principals

Jenis	Tahapan	Indikator	Informan
Strategi Manajemen	Perencanaan	Penyusunan program berbasis prioritas	Kepala sekolah
	Pengorganisasian	Pembagian tugas dan koordinasi	Kepala sekolah
	Pelaksanaan	Implementasi program	Kepala sekolah
	Pengawasan	Evaluasi, supervisi, dan tindak lanjut	Kepala sekolah
Faktor	Pendukung	Dukungan internal/eksternal	Kepala sekolah
	Penghambat	Kendala SDM/dana/sarpras	Kepala sekolah

Research data analysis utilized the interactive model of analysis developed by Miles and Huberman (2014). Qualitative data analysis involves identifying data from various methods including interviews and organizing it into categories, units, and syntheses to form easily understandable patterns and conclusions (Sugiyono, 2024). There are three stages of analysis: data reduction, data presentation, and drawing conclusions. Data reduction is the stage of simplifying the data to identify important patterns. Data presentation involves presenting information derived from the research data in various forms. Drawing conclusions is the stage of identifying the meaning and key findings of the research.

C. RESULT AND DISCUSSION

The results of the interviews conducted provide a description of how school principals implement educational management strategies and the factors that influence their success. A complete description of the interview results is provided below:

1. Implementation of Educational Management Strategies

The results of the preliminary analysis pertain to educational management strategies. The interview results show that program planning activities are carried out collaboratively, with an emphasis on collaborative discussions. *“At the beginning of the year, we hold a work meeting at the school with all teachers and other school staff. We also involve the foundation’s board members in the meeting. The agenda includes evaluating the current year’s programs and developing plans for the coming year... In this regard, the principal takes into account the availability of school resources and the optimization of each role within the school. “We consider the school’s available resources: the number of teachers, the condition of school facilities and infrastructure, financial availability, and other amenities.... Given the limitations we face, we design realistic programs....”*

The principal considers the priority levels of the school’s needs. The principal selects the most urgent needs to be the top priority of the program. *“... focusing on activities and programs that have a direct impact ... we weigh which needs are the most urgent and must be met immediately in the near future....”*. When planning activities related to resource management, the principal involves all stakeholders at the school. This is done to ensure that the programs and policies designed align with the school’s needs and available resources. *“We develop the school’s programs collaboratively with the vice principal, administrators such as the BOS treasurer, the facilities and equipment manager, the committee, and the foundation, as well as all teachers at the school.”*

To ensure effective management of educational resources, the principal assigns tasks based on each staff member’s competencies and expertise in their respective fields. *“We take into account each staff member’s competencies and experience, of course, tailored to the school’s needs. Since we also have a limited number of teachers, the solution is for some teachers to teach more than one subject and also take on additional responsibilities....”*. Effective communication is established through both direct and indirect coordination. This coordination is used to monitor and evaluate the programs being implemented. *“We hold regular monthly meetings and coordinate as needed. We conduct these coordination activities in person as well as through WhatsApp discussions. That way, if there are any obstacles or problems, we can immediately discuss solutions.”*

Furthermore, the principal organizes the school’s human resources by entrusting teachers with the responsibility and confidence to carry out school programs and activities in accordance with their areas of expertise. *“...assigning each task based on the teachers’ existing competencies. Each of our teachers is responsible for managing their respective areas of expertise. Of course, we still face limitations, namely a limited number of staff, as explained earlier.”* The use of school facilities is also organized by scheduling their use. This is done due to the limited facilities and infrastructure available at the school. *“.... we create a schedule and allocate time slots to avoid conflicts. Since our facilities are also limited such as classrooms and laboratories, which, in addition to being used for lab work, are typically used for other activities when not in use for instruction....”*

In implementing programs at the school, the principal assigns tasks and responsibilities to each teacher according to their field. The principal also provides regular guidance and coordination and fosters good communication. *"The programs we have developed each have a designated person in charge to ensure their implementation. I usually monitor and follow up on them regularly...."* *"...guidance and coordination also make it easier for us to build good communication. I also give teachers or the staff members in charge the opportunity to share ideas for improvement based on their own observations."* The principal also works to optimize school facilities to minimize the impact of the school's limited resources. *"...we certainly make some adjustments and make the most of the available facilities. For example, teachers usually take turns using the LCD projector or interactive flat panel (IFP) during lessons."*

Supervision of resources and the implementation of educational programs is carried out through periodic monitoring and evaluation by the school principal. *"...We conduct monitoring through both direct and indirect discussions. We also conduct direct observations and request reports from teachers on their achievements."* *"We conduct periodic evaluations in conjunction with our coordination meetings. We conduct evaluations every month, at the end of the semester, and at the end of the learning period."* The evaluations are then followed up to determine steps for improvement and program optimization. *"... The person in charge also outlines the initial steps to be taken to improve the program."* This is also carried out through academic supervision conducted every semester. *"... We conduct routine supervision every semester. We provide feedback based on teachers' learning outcomes and plan improvements for the next learning cycle."*

2. Factors Affecting the Implementation of Educational Management Strategies

Various factors influence the success of school principals in implementing educational management strategies. Internal factors supporting the successful implementation of educational management strategies relate to team cohesion and a high level of commitment to the school's progress. Effective communication is also essential to support the program's success. This aligns with the school principal's explanation that *"Various aspects serve as supporting factors for these activities. Internal factors include teacher cohesion, a high level of commitment, and good communication among those in charge. This is also supported by a shared enthusiasm to advance and improve the quality of the school."* These various factors, of course, also require strong support from external parties such as the foundation, the school committee, and the education office. The foundation provides support in the form of assistance with program design and implementation. The committee offers support by maintaining relationships with parents, and the education office facilitates support through administrative assistance and other official services. *"The foundation fully supports every school activity and policy. The committee also helps the school establish effective communication with parents to convey the school's programs. The education office provides support through guidance, training, and government assistance."*

In addition to supporting factors, the management of educational resources by school principals also faces obstacles and limitations. The main challenges encountered are the limited number of human resources at the school and the lack of educational support facilities. These challenges must be addressed with the best and most effective solutions. The goal is to optimize the available resources so they can be utilized as

effectively as possible. This aligns with the school principal's statement that *"the challenges we face, as explained earlier, include a shortage of teachers, a limited school budget, and insufficient facilities at our school. These limitations significantly impact our ability to effectively manage the resources available at the school."* All these limitations need to be addressed immediately with appropriate solutions while maintaining the effectiveness of existing educational resources. The most difficult challenge to overcome relates to the limitations of human resources. *"... we strive to do our best, but sometimes the challenge of limited human resources is the most difficult to resolve because it greatly affects the quality of education provided. This is also heavily influenced by the school's financial condition and capacity."*

Discussion

Findings from research conducted through interviews with school principals indicate that the implementation of educational management strategies has been carried out in a structured manner, following four stages. These stages of implementation are planning, organizing, executing, and monitoring. These four functions are carried out in an integrated and interdependent manner. The planning function adopts a participatory system and involves all stakeholders and the school community, prioritizing their most critical needs. The organizing and execution functions are carried out by optimizing all resources available to the school, with responsibilities assigned according to each individual's competencies and expertise. The control function focuses on monitoring activities, periodic evaluations, and academic supervision to assess and provide feedback on the sustainability of policies.

The findings of this study also reveal that the implementation of educational management strategies by school principals is greatly influenced by the support and commitment of all parties involved, both within and outside the school. However, several limitations often act as barriers to the successful implementation of educational management strategies by school principals. Limitations such as the availability of human resources, budget, and educational facilities are major issues that must be addressed immediately. The limitation that remains the most significant challenge is the availability of human resources. Therefore, school principals must find innovative approaches and the best solutions through various resource optimization strategies to ensure that all educational programs can continue to be implemented effectively and efficiently.

The research findings indicate that educational resource management strategies are carried out in a structured manner through the functions of planning, organizing, executing, and monitoring. This aligns with several related studies that describe similar findings. A study (Rusmalawati et al., 2024) revealed that school principal management is applied and implemented through four management functions and serves as the primary method for managing school resources. In another study, these educational resource management functions were also linked to efforts to digitize the education system at the junior high school level (Tejawati et al., 2025). Educational resource management must be carried out through systematic and

sustainable stages to ensure the achievement of learning objectives and quality (Ilma et al., 2024).

Findings from previous research also indicate that the success of educational resource management is influenced by various factors. Previous studies have shown that leadership, teacher engagement, and broad community participation influence the success of educational resource management in schools (Mohzana, 2025). This consistency clearly indicates that our study shares common patterns with similar research conducted previously. These findings can enrich the empirical literature and provide a comprehensive explanation regarding the management of educational resources and the factors that influence it. With these findings, this study has been able to provide a complete explanation in line with the research objectives formulated earlier.

The implications of this study are to provide an empirical basis that explains how the principal implements educational management strategies at Ma'arif NU 02 Paguyangan Junior High School, Brebes Regency, Central Java. Principals at other schools can use the results of this study as a basis for implementing educational resource management strategies. The alignment of this study with existing theories and other relevant research can also serve as a basis for literature reviews by other researchers conducting further studies in related fields. Additionally, teachers can utilize the results and findings of this study as a reference for fulfilling their teaching responsibilities or engaging in other school-related activities. Thus, this study provides direct support to the education system, particularly regarding the management of educational resources in schools.

Although this study successfully addressed the research questions and objectives, its implementation still faced several limitations. This study was limited to a single school, so the research data obtained focused solely on that school. More diverse information from schools in different locations may not have been accounted for in this study. Furthermore, this study is limited to qualitative methods and therefore lacks more objective, numerically measurable data. Consequently, future research could integrate qualitative and quantitative approaches to yield more robust data. The inclusion of a wider variety of school locations and an increased number of informants is also necessary to enrich the research data obtained.

CONCLUSION

The implementation of educational management strategies by the principal at SMP Ma'arif NU 02 Paguyangan has been carried out systematically through the integrated functions of planning, organizing, executing, and monitoring. The success of these strategies is supported by the commitment and unity of the school community, effective communication, and support from the foundation, the school committee, and the education office. On the other hand, limitations in human resources, budget, and educational facilities remain major obstacles in the management of school resources. Therefore, the principal needs to continue optimizing available resources through

adaptive, collaborative, and needs-priority-oriented management strategies so that the implementation of educational programs remains effective, efficient, and sustainable.

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