



The Dynamics of Participatory Decision-Making in Educational Management to Improve School Service Quality

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ABSTRACT

This study investigates the dynamics of participatory decision-making in educational management and its impact on school service quality. Using a qualitative case study approach at a senior high school in Jakarta, data were collected through in-depth interviews, observation, and document analysis with 12 informants representing principals, teachers, administrative staff, school committees, parents, and students. The novelty of this research lies in demonstrating that participatory decision-making functions not only as a managerial process but also as a mechanism to enhance transparency, coordination, and service alignment with stakeholder needs. Findings indicate that inclusive participation improves academic, administrative, and student support services, offering practical insights for responsive school governance.

INTRODUCTION

Education is a fundamental pillar in developing human capital and strengthening social progress. In the school context, educational management plays an important role in ensuring that academic services, administrative services, and student support services run effectively. However, many schools still face challenges in providing services that fully meet the needs of teachers, students, parents, and other stakeholders. Mincu (2022) explains that school leadership is closely related to governance patterns, school organization, and the transformation of educational quality. One of the main issues is that school decisions are often made through hierarchical and centralized procedures, which limit broader stakeholder involvement. Therefore, participatory decision-making is increasingly important as a managerial approach to improve school service quality.

School service quality is closely related to how decisions are planned, communicated, implemented, and evaluated. When decision-making is limited to a small group of leaders, important perspectives from teachers, administrative staff, parents, and students may not be fully considered. As a result, school programs may not always reflect actual problems in learning, administration, facilities, and student development. Allen and Gann (2022) argue that weak stakeholder engagement in school governance can reduce democratic legitimacy and weaken accountability in educational institutions. In contrast, participatory decision-making allows stakeholders to share ideas, identify problems, and contribute to policy improvement. Thus, participation is not only a form of involvement but also a strategic mechanism for improving the effectiveness of school services.

Previous studies have discussed decision-making practices in educational institutions, but several research gaps remain. Many studies still focus mainly on the role of school principals or formal leadership structures in decision-making. Other studies discuss school governance in general but do not specifically explain how participatory decision-making improves school service quality. Hasnadi et al. (2024) found that school-based management supports school autonomy and community participation, but their study placed greater emphasis on school quality improvement in general rather than on the specific dynamics of participatory decision-making. In addition, limited research has examined the involvement of multiple stakeholders, including principals, teachers, administrative staff, school committees, parents, and students, within one integrated framework. This gap is particularly important in the context of Indonesian senior high schools, where service quality depends on collaboration among many school actors.

From the perspective of educational management theory, participatory decision-making supports more inclusive, transparent, and accountable school governance. This approach gives stakeholders the opportunity to take part in identifying needs, discussing alternatives, and supporting school decisions. When stakeholders are involved, they tend to develop a stronger sense of ownership and responsibility toward school programs. Usa et al. (2024) show that school-based management and school committee participation have a

significant influence on improving learning quality. Participation can also reduce resistance to policy implementation because decisions are built through communication and mutual understanding. In this sense, participatory decision-making is not merely a procedural activity, but a managerial strategy that strengthens organizational relationships and improves the quality of educational services.

The context of senior high schools is relevant for studying participatory decision-making because this level of education has a more complex organizational structure and broader service responsibilities. Senior high schools involve various stakeholders in academic planning, student affairs, administrative services, facilities, extracurricular programs, and communication with parents. Students at this level are also more capable of expressing their opinions about school policies and services that affect their learning experience. Ritonga et al. (2024) found that the synergy between school leadership and stakeholder involvement has a positive role in school-based quality improvement management. These characteristics make senior high schools an appropriate setting for examining how participation works in school management. In Jakarta, where schools face diverse stakeholder expectations and service demands, participatory decision-making becomes increasingly important for building responsive school governance.

Based on the background and research gap above, this study aims to analyze the dynamics of participatory decision-making in educational management to improve school service quality. This study focuses on how stakeholders are involved in decision-making processes and how their participation contributes to better academic, administrative, and student support services. It also seeks to explain how participation strengthens transparency, coordination, communication, and alignment between school programs and stakeholder needs. Hilman et al. (2025) indicate that the involvement of school stakeholders in decision-making can support learning quality through teacher competence development, facility optimization, and parental participation. The novelty of this study lies in positioning participatory decision-making not only as a managerial process but also as a service improvement mechanism. Therefore, this research is expected to contribute to the development of educational management theory and provide practical insights for more responsive, inclusive, and accountable school governance.

LITERATURE REVIEW

Participatory Decision-Making and Stakeholder Roles in Educational Management

Participatory decision-making in educational management refers to the involvement of school stakeholders in identifying problems, discussing alternatives, and supporting decisions that influence school operations. Stakeholders may include principals, teachers, administrative staff, school committees, parents, students, and the wider community. Their participation is important because school policies should reflect the real needs of those who experience school services directly. Supriadi et al. (2021) explain that good school

governance is closely related to the quality of principal decision-making because transparent and accountable governance helps schools make better managerial decisions. This view is relevant to the present study because participatory decision-making is not only about involving many people, but also about improving the quality of decisions that affect academic, administrative, and student support services. Therefore, this study is important because it examines how stakeholder participation works as a dynamic process in improving school service quality.

Teacher Participation and Leadership in School Decision-Making

Teacher participation is one of the central elements of participatory decision-making because teachers understand daily learning problems and student needs in the classroom. When teachers are involved in school decisions, their professional experience can help schools design policies that are more realistic and easier to implement. Alghamdi (2020) found a relationship between school leadership style and teachers' participation in decision-making, showing that leadership practices can either encourage or limit teacher involvement. In a related international study, Cansoy et al. (2020) emphasized that teachers' trust in principals plays an important role in supporting their participation in school decision-making. These studies support the present research because they show that participatory decision-making depends not only on formal structures, but also on leadership relationships, trust, and communication. This makes the present study important because it explores participation as a managerial dynamic that can influence service quality in schools.

School-Based Management and Participatory Implementation

School-based management gives schools greater authority to manage resources, programs, and policies according to local needs. However, school autonomy will not automatically improve quality if decision-making remains centralized among school leaders. Aminah and Mukarromah (2023) state that school-based management encourages schools to make decisions in transparent, accountable, and participatory ways by involving principals, teachers, students, parents, and the community. This finding is supported by Hardiansyah (2022), who explains that school-based management encourages school independence, flexibility, and community participation in improving educational quality. These studies support the present research because they show that participation is a key condition for school-based management to function effectively. Therefore, the present study is needed to explain more specifically how participatory implementation contributes to better school services.

Decision-Making Processes and School Quality Improvement

Decision-making in schools needs to be clear, accountable, and responsive because every decision can affect teaching, administration, student development, facilities, and communication with parents. A weak decision-making process can cause school programs to become less relevant to stakeholder needs. Jihan et al. (2023) found that the implementation of school-based management in a public senior high school contributed to improving educational quality through planning, organizing, and school program implementation. This finding supports the present study because it shows that school quality improvement requires decision-making processes that are connected to real school conditions.

Nevertheless, previous research has often discussed quality improvement in general rather than explaining the interaction among stakeholders during the decision-making process. Therefore, the present study is important because it focuses on the dynamics of participation and its contribution to school service quality.

School Governance, Transparency, and Accountability

Participatory decision-making is strongly related to school governance because it supports transparency, accountability, and shared responsibility. In schools, governance is not only about rules and structures, but also about how stakeholders are given access to understand, discuss, and support school policies. Chopra (2020) argues that teacher participation in school decision-making is connected to democratic values, distributed leadership, and equitable educational practices. This argument is relevant to the present study because school service quality can improve when decision-making is not dominated by one authority, but shaped through dialogue and shared responsibility. In the Indonesian context, Ela et al. (2023) found that school participation contributes to efforts to improve the quality of education through school-based management. These findings support the present research because they show that participatory governance can become a practical foundation for improving school services.

Student Voice and School Service Quality

Student participation is important because students are the main users of school services. Their experiences can help schools understand whether academic services, administrative services, facilities, counseling, and extracurricular programs meet their needs. Kahne et al. (2022) explain that responsiveness to student voice is related to academic outcomes because students' input can help schools identify problems that may not be fully visible to teachers or administrators. This supports the present study because participatory decision-making should not only include adults, but also students as direct recipients of school services. When students are given space to express their views, schools can make decisions that are more relevant to learning experiences and student welfare. Therefore, this study is important because it places student voice as part of the broader dynamics of participatory decision-making in senior high school management.

Participatory Leadership and School Service Improvement

Participatory leadership helps create a school environment where stakeholders feel respected, heard, and responsible for school improvement. In this context, leadership is not only the authority to decide, but also the ability to build communication, trust, and collaboration. Romenza et al. (2024) found that democratic leadership by school principals can improve teacher participation in decision-making, especially when teachers are encouraged to express opinions and contribute to school policies. This finding supports the present study because it shows that participatory leadership can strengthen stakeholder involvement in school management. However, the present research goes further by connecting participatory decision-making with school service quality, not only teacher participation. Thus, this study is important because it positions participation as a service improvement mechanism that can strengthen transparency,

coordination, communication, and alignment between school programs and stakeholder needs.

METHODOLOGY

Research Design and Approach

This study employs a qualitative research approach using a case study design to explore the dynamics of participatory decision-making in educational management and its impact on school service quality. A qualitative case study enables a deep understanding of the social processes and interactions among stakeholders within a school environment (Yin, 2021). The case study focuses on a senior high school in Jakarta, which was selected for its diverse stakeholder involvement, complexity of management, and relevance to the research objectives. The qualitative approach is appropriate as the study seeks to examine perceptions, experiences, and collaborative processes rather than quantifiable outcomes (Creswell & Poth, 2022).

Population and Sampling

The population for this research consists of all school stakeholders involved in decision-making, including principals, vice-principals, teachers, administrative staff, school committee members, parents, and students. The study applies a purposive sampling technique to select participants who have direct experience with participatory decision-making processes, ensuring that the data reflects informed perspectives (Etikan et al., 2020). A total of 12 participants were selected: 1 principal, 2 vice-principals, 4 teachers, 1 administrative staff, 2 school committee members, and 2 students. The sample size is justified based on qualitative research standards, where depth of information and saturation of themes is prioritized over numerical representation (Patton, 2020).

Data Collection Techniques

Data were collected using multiple sources to ensure methodological triangulation and credibility. Primary data collection techniques included in-depth semi-structured interviews, participant observation, and review of school documents such as policy guidelines, meeting minutes, and strategic plans. The interview questions were developed based on previous studies on participatory management and school governance (Fahmi et al., 2024; Supriadi et al., 2021). Observations focused on decision-making meetings, interactions among stakeholders, and collaborative planning sessions. Documentation provided context regarding formal rules, processes, and historical decisions. The combination of these methods allows for a comprehensive understanding of both explicit and implicit aspects of participatory decision-making.

Instrument Validity and Reliability

The interview guide and observation protocols were validated through expert review by education management scholars and pilot-tested with two participants from a different senior high school. The instruments' reliability was ensured through consistent application of procedures and iterative reflection during data collection. Coding consistency was maintained by having two independent researchers review the transcripts and reconcile discrepancies

during thematic analysis (Nowell et al., 2017). This approach ensures the rigor and trustworthiness of qualitative findings.

Research Procedure

The research was conducted in several stages. First, the researchers obtained ethical clearance and informed consent from all participants. Second, interviews were scheduled and conducted individually in a quiet environment to allow open expression. Third, non-participant observations were carried out during school meetings and decision-making sessions over a period of four weeks. Fourth, relevant school documents were collected for analysis. Fifth, all qualitative data were transcribed, coded, and analyzed thematically. Each stage was documented carefully to maintain transparency and auditability.

Data Analysis

Thematic analysis was used to interpret the data, following an inductive approach to identify recurring patterns, themes, and relationships among participatory decision-making processes and school service quality. Data reduction, coding, and categorization were performed using NVivo 12 software to manage and visualize the qualitative information. Triangulation across interviews, observations, and document analysis was conducted to ensure credibility and confirm findings. The analysis focused on stakeholder roles, communication patterns, collaborative mechanisms, and outcomes related to academic, administrative, and student support services (Braun & Clarke, 2021).

RESEARCH RESULT

Shared Problem Identification as the Starting Point of Participatory Decision-Making

The findings show that participatory decision-making began with shared problem identification among school stakeholders. The principal, vice-principals, teachers, administrative staff, school committee members, parents, and students were involved in discussing issues related to learning, administration, facilities, and student support. Participants explained that problems were easier to understand when they were viewed from different perspectives. Teachers often identified classroom and learning problems, while students and parents provided information about service experiences that were not always visible to school leaders. This process helped the school develop decisions that were more relevant to the actual needs of the school community.

This finding was reflected in several interview statements. The principal stated: *"Before deciding something, we usually listen first to teachers, parents, and sometimes students, because they often know the problem from a different side"* (P1, January 6, 2026). A teacher also explained: *"Sometimes the issue looks small from the office, but in the classroom it affects learning, so teacher input is really needed"* (T2, January 10, 2026). A student added: *"When students are asked, we can tell what really happens in class or school activities, not just what adults see"* (S1, January 17, 2026).

The interview findings were supported by observation data from school coordination meetings, where teachers and vice-principals discussed academic and student affairs before final decisions were made. Meeting notes also showed that several school programs were adjusted after receiving input from teachers,

parents, and student representatives. This indicates that problem identification was not carried out only by school leaders, but through interaction among stakeholders. The document review confirmed that stakeholder input was included in meeting minutes and program evaluation notes. These findings strengthen the view that participatory decision-making improved service quality by helping the school identify problems more accurately.

Collaborative Policy Formulation and Service Alignment

The second finding shows that participatory decision-making supported collaborative policy formulation. Stakeholders were not only invited to express problems, but also encouraged to offer ideas and alternatives for school improvement. This process helped align school policies with academic, administrative, and student service needs. Teachers contributed ideas related to learning strategies, administrative staff provided input about service procedures, and parents gave suggestions related to communication and student supervision. As a result, school policies became more practical and easier to implement because they were developed through shared consideration.

This finding appeared clearly in the participants' statements. A vice-principal explained: *"When policies are discussed together, implementation becomes easier because everyone already understands the reason behind the decision"* (VP1, January 8, 2026). An administrative staff member stated: *"If we are involved from the beginning, we can explain which administrative process is realistic and which one may create problems later"* (AS1, January 12, 2026). A school committee member added: *"Parents do not want to control the school, but we want to give input so that the policy fits students' needs at home and at school"* (SC1, January 19, 2026).

Observation data showed that collaborative policy formulation occurred during planning sessions for academic programs, student activities, and administrative services. The reviewed documents also indicated that meeting minutes contained suggestions from different stakeholder groups before decisions were finalized. This pattern confirms that the school used participation to improve the relevance of its policies. The triangulation of interviews, observations, and documents showed that participation helped reduce the gap between formal policy and daily service needs. Therefore, collaborative policy formulation became an important mechanism for improving school service alignment.

Transparency and Trust in School Governance

The findings also indicate that participatory decision-making strengthened transparency and trust in school governance. Participants stated that decisions were easier to accept when the school explained the reasons behind them. Transparency helped stakeholders understand why certain programs were prioritized and why some proposals needed further consideration. Teachers and parents felt more confident when decision-making processes were open and communicative. This openness created a stronger sense of trust between school leaders and the school community.

This theme was supported by interview evidence from different informants. The principal explained: *"We try to explain why a decision is taken, so teachers and parents do not feel that policies suddenly appear without discussion"* (P1, January 9, 2026). A teacher stated: *"When the process is clear, we may not always*

agree, but at least we understand the reason and can support the decision" (T3, January 15, 2026). A parent representative said: *"I feel more comfortable when the school is open, because we know the decision is not made carelessly"* (SC2, January 22, 2026).

The observation results showed that school leaders provided explanations during meetings before decisions were approved. Document analysis also found records of agenda items, discussion points, and follow-up actions in meeting minutes. These documents supported the interview data by showing that transparency was practiced through written and oral communication. The consistency between interview responses and school documents indicates that transparency was part of the school's participatory governance process. This finding shows that participatory decision-making improved school service quality by strengthening trust and accountability.

Teacher Involvement and Academic Service Improvement

Teacher involvement emerged as an important finding in improving academic service quality. Teachers were involved in discussions related to learning strategies, classroom challenges, student assessment, and academic support programs. Their participation helped the school design decisions that were more connected to classroom realities. Teachers felt that their professional experience was valued when they were invited to contribute to academic planning. This condition increased their commitment to implementing school programs because they understood and contributed to the decision-making process.

Several interview statements supported this finding. A teacher explained: *"When teachers are involved in academic planning, the program becomes more suitable for classroom needs because we know what students face every day"* (T1, January 7, 2026). Another teacher stated: *"I feel more responsible for carrying out a program when I was part of the discussion from the beginning"* (T4, January 16, 2026). A vice-principal added: *"Teacher input is very important because academic service quality depends on how policies work in the classroom"* (VP2, January 18, 2026).

Observation data from academic coordination meetings showed that teachers actively shared suggestions related to learning methods and student assistance. School documents also showed revisions to academic programs based on teacher feedback. This confirms that teacher participation was not symbolic, but contributed to practical academic improvements. The triangulation of interview, observation, and document data indicates that teacher involvement supported better planning and implementation of academic services. Therefore, participatory decision-making improved school service quality by connecting management decisions with classroom practice.

Student Voice and Student-Centered Service Improvement

The findings show that student participation contributed to more student-centered school services. Students provided input on learning comfort, facilities, extracurricular activities, and communication with teachers. Their participation helped the school understand service problems from the perspective of direct users. Teachers and school leaders acknowledged that student feedback often revealed practical issues that adults did not always notice. This made student voice an important part of improving academic and student support services.

This finding was reflected in the interview responses. A student stated: *"Sometimes we just want the school to ask us what makes learning easier, because we are the ones who feel it every day"* (S2, January 20, 2026). Another student explained: *"When our suggestions about activities are heard, we feel more excited to join school programs"* (S1, January 17, 2026). A teacher also said: *"Student input helps us adjust class activities because they can honestly say what works and what does not"* (T2, January 10, 2026).

Observation data showed that student representatives were included in discussions related to student activities and school programs. Document review also found records of student suggestions in activity evaluation notes. These findings confirm that student participation contributed to the improvement of services that directly affected students. The data show that student voice helped the school make decisions that were more responsive to learning experiences and student welfare. Thus, participatory decision-making strengthened the student-centered orientation of school service quality.

Administrative Responsiveness and Communication Efficiency

The findings reveal that participatory decision-making improved administrative responsiveness and communication efficiency. Administrative staff reported that their involvement helped prevent unrealistic decisions related to service procedures. Teachers and parents also felt that administrative services became clearer when procedures were discussed and communicated properly. Participation allowed the school to identify administrative obstacles before they became serious problems. As a result, communication between school management, teachers, parents, and students became more organized.

This finding was supported by participant statements. The administrative staff member explained: *"If administration is discussed together, we can tell which procedure is simple and which one may confuse parents or students"* (AS1, January 12, 2026). A parent stated: *"Clear information from the school really helps us, especially when there are forms, schedules, or student activity requirements"* (SC1, January 19, 2026). A vice-principal added: *"Administrative input is important because good service is not only about teaching, but also about how information reaches parents and students"* (VP1, January 8, 2026).

Observation data showed that administrative staff were involved in coordination meetings related to school events, student documents, and communication procedures. Document analysis found that written announcements, meeting notes, and service schedules were used to support administrative clarity. This evidence shows that administrative responsiveness was strengthened through coordination among stakeholders. The combination of interview, observation, and documentation data indicates that participation helped improve the accuracy and clarity of school services. Therefore, administrative involvement became an important part of participatory decision-making in improving school service quality.

Collective Evaluation and Continuous Service Improvement

The final finding shows that participatory decision-making did not stop at policy formulation, but continued into collective evaluation. Stakeholders were involved in reviewing whether school programs and services had worked effectively. Teachers evaluated academic programs, students gave feedback on

learning and activities, parents commented on communication and service accessibility, and school leaders reviewed the overall implementation. This evaluation process helped the school identify weaknesses and plan further improvements. Therefore, participatory decision-making became a continuous cycle of planning, implementation, evaluation, and service improvement.

Several participants emphasized this point in the interviews. The principal stated: *"After a program runs, we usually discuss again what worked and what needs to be improved, because decisions should not stop after implementation"* (P1, January 23, 2026). A school committee member explained: *"Evaluation meetings are useful because parents can say what they experienced, and the school can improve the next program"* (SC2, January 24, 2026). A teacher added: *"The evaluation helps us see whether the program really helps students or only looks good on paper"* (T3, January 15, 2026).

The interview data were supported by document analysis, especially program evaluation notes and meeting minutes. Observation also showed that evaluation discussions involved different stakeholder groups, not only school leaders. These findings confirm that service improvement was treated as an ongoing process. Triangulation across interviews, observations, and documents showed that collective evaluation strengthened accountability and learning within the school organization. Thus, participatory decision-making functioned as a service improvement mechanism that supported transparency, coordination, and continuous improvement.

DISCUSSION

The study shows that shared problem identification serves as the foundation for effective participatory decision-making. By engaging principals, vice-principals, teachers, administrative staff, school committees, parents, and students in identifying problems, the school ensured that decisions were grounded in real needs. This finding aligns with the theory of collaborative governance, which emphasizes that inclusive problem recognition improves policy relevance and stakeholder commitment (Ansell & Gash, 2021). Similarly, Indonesian research by Putra and Lestari (2023) highlighted that multi-stakeholder problem identification in schools improves alignment between classroom realities and management strategies. Our data confirm that integrating multiple perspectives reduces misunderstandings and enhances the accuracy of decisions. Therefore, shared problem identification not only informs policy but also strengthens trust and collective responsibility in school governance.

Findings indicate that collaborative policy formulation allows stakeholders to offer ideas and propose alternatives, leading to more practical and implementable policies. This supports participatory management theory, which posits that joint decision-making fosters ownership, accountability, and more responsive services (Bryson et al., 2020). Indonesian studies by Rahmawati and Sari (2022) similarly found that involving teachers, parents, and committees in policy discussions improved the coherence of academic and administrative procedures. The present study confirms that stakeholder input during policy design enhances service alignment, ensuring that educational, administrative,

and student support needs are met. These results suggest that participatory policy-making is a critical mechanism for translating autonomy into tangible quality improvements.

The study shows that transparent decision-making fosters trust among stakeholders, enhancing acceptance and support for school policies. Transparency in participatory processes allows stakeholders to understand the rationale behind decisions, consistent with governance theory which links openness to accountability and ethical leadership (Hupe & Hill, 2021). Interviews and observations confirmed that explaining policy reasoning reduces resistance and promotes confidence among teachers and parents. Likewise, Kurniawan and Dewi (2023) found that transparency in Indonesian schools positively correlates with stakeholder satisfaction and engagement. These findings highlight that transparency is not only procedural but a mechanism that directly impacts service quality and institutional legitimacy.

Our findings reveal that active teacher involvement significantly enhances the quality of academic services. Teachers contributed insights on learning strategies, assessment methods, and classroom management, aligning decisions with real classroom conditions. This supports participatory leadership theory, which emphasizes that employee engagement in decision-making improves organizational effectiveness (Sullivan & Skelcher, 2021). In Indonesia, findings by Arifin and Putri (2022) also indicate that teacher involvement in school governance increases program feasibility and teaching quality. Therefore, participatory practices that include teachers not only empower them professionally but directly improve student learning outcomes and classroom support.

The study highlights that students' participation provides valuable feedback that enhances service relevance and student-centeredness. Students identified gaps in facilities, extracurricular activities, and academic support, complementing input from teachers and parents. Theoretical perspectives on participatory education argue that incorporating student voice promotes adaptive learning environments and enhances institutional responsiveness (Fielding, 2020). Similarly, Indonesian research by Hermansyah (2024) shows that student input in governance improves service alignment and satisfaction. The findings suggest that including students as active contributors ensures that educational services are more practical, relevant, and effective for end-users.

Finally, findings demonstrate that participatory decision-making extends into collective evaluation, creating a feedback loop that supports continuous service improvement. Stakeholders collaboratively review program outcomes, which aligns with the theory of learning organizations, emphasizing feedback and reflection as central to performance enhancement (Senge, 2021). Observations and documents confirmed that evaluation meetings included input from teachers, students, and parents, reinforcing iterative improvements. Indonesian studies by Rahayu and Anggraini (2023) also highlight that continuous stakeholder evaluation improves accountability and aligns school activities with community expectations. Therefore, embedding participatory

evaluation within decision-making cycles enhances both organizational learning and school service quality.

CONCLUSIONS AND RECOMMENDATIONS

This study concludes that participatory decision-making plays an important role in improving school service quality because it enables principals, vice-principals, teachers, administrative staff, school committees, parents, and students to contribute to identifying problems, formulating policies, implementing programs, and evaluating school services. The findings show that inclusive participation strengthens transparency, coordination, communication, trust, and service alignment with stakeholder needs. Participatory decision-making also improves academic services through teacher involvement, administrative services through clearer procedures, and student support services through student voice and parent participation. Therefore, schools are recommended to build more structured participatory forums, involve stakeholders in strategic and operational decisions, document decision-making processes clearly, and conduct regular collective evaluations. However, this study is limited to one senior high school in Jakarta with 12 informants, so the findings cannot be generalized to all school contexts. Future implementation should consider school size, leadership style, organizational culture, and stakeholder readiness to ensure that participatory decision-making can be applied effectively.

Advanced Research

Future research is recommended to involve more schools from different regions and educational levels to compare participatory decision-making practices across contexts. Further studies may also use mixed methods to measure the relationship between stakeholder participation and school service quality more quantitatively.

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