

FROM THE TEACHERS' ROOM TO THE DECISION ROOM: THE DYNAMICS OF SCHOOL-BASED MANAGEMENT AT MTSN 3 SIAK

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Abstract

School-Based Management (SBM) is an educational management approach that gives schools greater authority to manage resources, curriculum, and policies to improve the quality of learning in a contextual and participatory manner. The dynamics that occur in schools show an imbalance between formal structures and participatory practices. The purpose of this study is to see how the dynamics of decisions taken in school-based management. The methodology in this study uses a qualitative approach with a case study method at MTsN 3 Siak, which aims to understand in depth the dynamics of decision-making in meeting forums at MTsN 3 Siak as part of the implementation of School-Based Management (SBM). The results of the study found that decisions taken in school-based management at MTsN 3 Siak go through several stages, namely 1) Curriculum-related meetings, 2) School activity meetings 3) Performance evaluation meetings, 4) Daily coordination meetings, 5) Committee/parent meetings, and 6) School innovation team meetings. The conclusion in this study, good decisions in the dynamics of SBM go through several stages involving teachers, staff, students, and parents.

Keywords: *Dynamics, School-Based Management, MTsN 3 Siak*

INTRODUCTION

School-Based Management (SBM) is a decentralized educational paradigm that places schools at the center of decision-making in managing programs, resources, and learning strategies. This concept arose from demands for more democratic, accountable, and locally responsive educational governance. In practice, SBM requires active collaboration between school or madrasah principals, teachers, school committees, and parents to create a responsive and participatory education system. SBM serves as a crucial instrument for improving educational quality. Nadeak (2022) called it a form of management autonomy that allows schools to play a greater role in designing internal policies. Meanwhile, Efriani et al (2021) stated that teacher involvement in school management has a positive impact on increasing professionalism and a sense of ownership of the policies implemented.

MTsN 3 Siak offers an interesting example of SBM implementation at the public madrasah level. On the one hand, many teachers hold structural roles such as vice principal, co-curricular activity coordinator, and homeroom teacher. These roles formally demonstrate teacher involvement in school management. Internal data from the 2024/2025 academic year also indicates that teachers not only carry out teaching functions but also participate in the planning and implementation of madrasah programs. However, this involvement does not fully reflect substantive participation. Observations and interviews indicate that teacher contributions in decision-making forums remain procedural. Strategic decisions are largely determined by the madrasah principal through a hierarchical and bureaucratic management pattern. This situation creates a gap between the ideals of SBM, which emphasize democratic participation, and the reality of implementation at MTsN 3 Siak.

Although teachers at MTsN 3 Siak are structurally involved in managerial forums, their participation is often merely symbolic. Many important decisions are determined before the meeting takes place, leaving teachers feeling they are simply being asked to agree to pre-arranged proposals. In a program planning meeting, for example, several teachers were seen whispering their disagreements with the proposed activity budget, but none dared to express their opinions openly. This situation created tension that was not directly expressed, so teacher participation was limited

to physical presence without any substantive contribution. Tensions were also evident when a teacher proposed an innovative religious program, only to be interrupted by the meeting leader, claiming it was "not a priority." The teacher remained silent for the remainder of the meeting, while other colleagues simply exchanged glances without daring to respond. On another occasion, the disharmony even led to emotional reactions: a vice principal reportedly left the meeting room because he felt his opinion was not taken into consideration.

The dynamics of teacher participation in decision-making demonstrate a complexity that cannot be explained solely through formal structures. Although administratively, many teachers hold strategic positions such as vice principal, activity coordinator, or homeroom teacher, in reality, their roles in managerial forums are often symbolic and non-substantive. Important decisions are often determined by the principal or the core team before the meeting takes place, leaving teachers feeling as if they are simply present to approve pre-made plans. This phenomenon demonstrates the existence of unequal power relations and a lack of deliberative space in the decision-making process. To understand these dynamics, a more contextual and relational approach is needed. According to Sugandi et al (2023) Decision-making in educational organizations must be based on participatory and reflective principles, not merely procedural ones. He emphasized that meeting forums should be open spaces that allow all parties to express their aspirations equally. Furthermore, interpersonal conflicts that are not addressed openly can trigger passivity and sulkiness, ultimately hindering organizational dynamics. He recommended that meeting moderators possess facilitation skills capable of creating a safe and inclusive space for all participants. (Zaki et al., 2024).

Previous research supports the relevance of both opinions. Lestari et al (2021) emphasized that the principal's leadership style has a big influence on teacher involvement. Aisha (2025) found that positive interpersonal relationships between teachers and principals increased participation in developing the school's vision and mission. Meanwhile, Andriyan & Yoenanto (2022) identified common barriers to SBM, such as the dominance of principals and the lack of managerial training for teachers. However, these studies have not specifically examined the psychosocial dynamics within teacher meeting forums as decision-making spaces. However, according to Sugandi et al (2023) Decision-making in educational organizations is influenced not only by formal structures but also by social relations, emotions, and perceptions between individuals. He emphasized that meeting forums must be open, reflective, and participatory spaces so that decisions truly reflect collective aspirations.

The dynamics of decision-making are greatly influenced by the type of meeting forum used. There are six main meeting formats that serve as forums for collective decision-making: curriculum meetings, school activity meetings, performance evaluation meetings, daily coordination meetings, committee/parent meetings, and innovation team meetings. Each meeting has distinct characteristics, structures, and challenges, and gives rise to unique social and psychological phenomena. Curriculum meetings, for example, are strategic forums aimed at developing and evaluating learning materials. However, in practice, these forums are often dominated by the principal and vice principal. Other teachers tend to be passive, not expressing opinions, or simply following the flow of pre-designed decisions. This phenomenon indicates an imbalance in participation and a lack of deliberative space. According to Schildkamp et al (2020) Data-driven decision-making in education should actively involve all stakeholders to ensure that decisions truly reflect learning needs. They emphasized that one-party dominance in curriculum forums can hinder innovation and diminish ownership of the resulting policies.

The school activity meeting at MTsN 3 Siak aims to design and evaluate non-academic activities such as competitions, holiday celebrations, and extracurricular programs. In this forum, committee egotism often emerges, with decisions made by the core team without actively involving other teachers. Emotional pressure is also high, especially when activity evaluations are conducted in a biased manner. Teachers who feel blamed for program failures tend to withdraw or even cry during the forum. Activity evaluation according to Malihah et al (2023) should be conducted with a reflective and supportive approach, rather than blaming individuals. They recommend that meeting moderators possess facilitation skills capable of creating an inclusive atmosphere and appreciating the contributions of all parties. Performance evaluation meetings are forums intended to assess learning outcomes, work discipline, and teacher effectiveness. However, these forums often create psychological tension, especially when teachers feel they are being evaluated without considering the classroom context or additional workload. Teachers who are criticized tend to sulk and become less active in subsequent meetings. Performance evaluations that are not based on dialogue and empathy can reduce teacher motivation and create resistance to development programs. They emphasize the importance of a participatory and contextual evaluative approach so that teachers feel valued and supported.

Daily coordination meetings at MTsN 3 Siak are technical forums that discuss attendance, duty schedules, and student management. Decisions in these forums are often made quickly and informally, without clear documentation. Teachers who are absent are still required to implement the meeting's outcomes, even though they are unaware of the context. This phenomenon indicates an information gap and low transparency. Effective decision-making in education must be supported by an open documentation and communication system. They recommend that

every technical decision be recorded and communicated through official channels so that all teachers have a shared understanding. Committee/parent meetings aim to communicate madrasah policies to parents and gather input. However, in practice, teachers are merely implementers with no room to express opinions. These forums tend to be dominated by committee administrators, while teachers are not involved in the program formulation process. Teacher participation in external forums is crucial to maintaining continuity between policy and implementation. Teachers must be given space to provide evaluations and feedback on programs designed in collaboration with parents. Innovation team meetings at MTsN 3 Siak are creative forums aimed at developing flagship programs and branding the madrasah. However, these forums are often marred by the dominance of creative ideas from teachers active on social media or with design experience. Some teachers refuse to have their ideas revised, and when rejected, they opt out of the next meeting. Innovation in education must be based on collaboration and openness to input. They recommend that innovation teams have healthy discussion mechanisms and not allow one individual to dominate the program's direction.

Based on the description above, it can be concluded that the dynamics of decision-making in the six meeting formats at MTsN 3 Siak reflect the complexity of educational organizations that cannot be simplified within a procedural framework. Each forum presents social, psychological, and structural challenges that need to be addressed with a participatory, reflective, and data-driven approach. By strengthening facilitation capacity, building a transparent communication system, and creating a collaborative culture, MTsN 3 Siak can transform meeting forums into strategic spaces for more inclusive and sustainable educational transformation. These phenomena are reinforced by the findings. Zaki et al (2024) who stated that conflict in educational forums often arises due to communication imbalances and a lack of safe spaces for expressing opinions. He suggested that meeting moderators possess good facilitation skills to create an inclusive atmosphere and respect for differing opinions. Furthermore, Nurhattati & Ripki (2021) emphasizes that teacher participation in formal forums is heavily influenced by transparency and documentation of decisions. When decisions emerge from informal conversations or whispers, teachers tend to lack ownership and are reluctant to implement the meeting's outcomes. By exploring the dynamics within these six meeting formats, this research aims to examine in depth how teachers carry out their dual roles, both as educators and as managerial actors, within the hierarchical and bureaucratic organizational structure of madrasahs. This research seeks to understand teachers' lived experiences in decision-making forums, including how they participate in formulating policies, conveying aspirations, responding to conflict, and navigating the social and emotional pressures that arise during the deliberation process.

RESEARCH METHODOLOGY

This research uses a qualitative approach with a case study type, which aims to understand in-depth the dynamics of decision-making in meeting forums at MTsN 3 Siak as part of the implementation of School-Based Management (SBM). This approach was chosen because it can explore complex social, psychological, and structural phenomena, as well as capture the subjective experiences of teachers in the context of a hierarchical and bureaucratic educational organization. The research subjects consisted of 12 teachers involved in various madrasah meeting forums, both as participants and as structural role holders. Data were collected through direct observation of the meeting process, in-depth interviews to explore teachers' experiences and perceptions, and documentation studies in the form of minutes, assignment letters, and internal communication archives. This approach enabled researchers to contextually and reflectively understand how teachers carry out managerial roles within a hierarchical organizational structure, as well as how social and psychological dynamics influence their participation in decision-making processes.

DISCUSSION

Dynamics of Decision Making in Curriculum Meetings at MTsN 3 Siak

The curriculum meeting at MTsN 3 Siak is a strategic forum aimed at developing, revising, and evaluating learning materials, lesson schedules, and curriculum implementation strategies. As an educational institution under the Ministry of Religious Affairs, MTsN 3 Siak has a significant responsibility to ensure that the implemented curriculum not only complies with national standards but is also relevant to student needs and local characteristics. However, in practice, the decision-making process in curriculum meetings does not always run ideally. Social, psychological, and structural dynamics often influence the quality of the resulting decisions. According to Shariffuddin (2025) Decision-making in educational organizations must be based on the principles of authority, credibility, reference, ethics, orientation, and scope. He emphasized that domination by certain individuals in meeting forums can hinder collective participation and create unequal influence. Participatory leadership is key to ensuring that decisions taken truly reflect shared aspirations, not just personal desires. Another frequent phenomenon is the silence

and sulkiness of teachers who disagree with meeting decisions. Rather than expressing their opinions openly, some teachers choose not to comment or even not attend subsequent meetings as a form of passive protest.

"I personally once felt like my opinion wasn't taken into account in a meeting. When I tried to propose an alternative activity, it was immediately cut off without any room for explanation. Since then, I've chosen to remain silent. It felt pointless to speak when the decision had already been made. In fact, I've even skipped subsequent meetings several times because I felt there was no point in participating if our voices weren't heard." (Teacher AA, MTsN 3 Siak, 2025).

Zaki et al (2024) In his research on conflict management in educational institutions, he explained that interpersonal conflict that is not addressed openly can lead to passivity and withdrawal. He recommended that meeting moderators possess strong facilitation skills to create a safe space for all participants. Furthermore, decisions in curriculum meetings often arise not from formal forums, but from informal conversations or whispers in the staff room, WhatsApp groups, or during breaks. Nurhattati & Ripki (2021) stated that undocumented informal decisions can lead to confusion and inconsistent implementation. He emphasized the importance of documentation and open communication so that all teachers have a shared understanding of the decisions made. Inconsistent implementation is also a significant issue. Even when decisions are made collectively, their implementation in the field often varies as teachers adapt to the conditions of their individual classrooms. Isnarofik (2022) stated that the effectiveness of a meeting is not only measured by the decisions made, but also by the consistency of their implementation. He suggested that each decision be accompanied by a clear monitoring and evaluation mechanism so that its implementation can be controlled and adjusted if necessary. These dynamics indicate that decision-making in curriculum meetings is not a purely linear and rational process, but is heavily influenced by social, emotional, and structural factors. Therefore, a more reflective and participatory approach is needed in organizing curriculum meetings.

Decision-making at MTsN 3 Siak, in an effort to improve the dynamics of curriculum meetings, could begin with meeting facilitation training for the Deputy Principal and senior teachers. This training could include active listening techniques, conflict management, and consensus-building strategies. Furthermore, the use of technology such as Google Forms or online discussion platforms could be an alternative way to gather teacher input before meetings. This way, teachers who tend to be quiet or feel uncomfortable speaking up in forums can still express their opinions anonymously. It is also important to build a culture of reflection among teachers, where every decision made is viewed not only from a technical perspective but also from its impact on the learning process and teacher well-being. By strengthening leadership capacity, increasing participation, and building a culture of reflection, MTsN 3 Siak can make curriculum meetings a strategic space for a more inclusive and sustainable educational transformation.

Dynamics of Decision Making in School Activity Meetings at MTsN 3 Siak

The school activity meeting at MTsN 3 Siak is an important forum for designing and evaluating various non-academic programs, such as competitions, national holiday commemorations, and extracurricular activities. This forum provides a strategic space for teachers and committee members to develop agendas, allocate tasks, and assess the success of activity implementation. However, in practice, the decision-making process in school activity meetings does not always proceed democratically and inclusively. Various social and psychological dynamics often arise and influence the quality of the resulting decisions. One of the most common dynamics is committee egoism, where the core committee makes decisions without actively involving other teachers. This phenomenon creates unequal participation and a sense of disownership in the designed program. Decisions made unilaterally by the core committee can generate resistance from other teachers and hinder collaboration. Involving all stakeholders in the activity planning process fosters a sense of shared responsibility and collective commitment to the program's success. Committee egoism also impacts interpersonal tensions in meetings. Teachers who feel their opinions are not valued or ignored tend to withdraw from the discussion forum. In some cases, teachers even choose to leave the meeting room in protest of the unfairness of the decision-making process.

"I once attended an activity meeting, and honestly, it felt like a mere formality. The committee had already made its own decision, and when I tried to express my opinion, I wasn't given a chance to be heard. I felt disrespected. Ultimately, I chose to leave the room. Not because I was emotional, but because I felt there was no fairness in the process." (BB Teacher, MTsN 3 Siak). This phenomenon shows that meetings are not only a technical space, but also an emotional space that requires social sensitivity. Zaki et al (2024) explained that conflict that is not addressed openly can lead to passivity, withdrawal, and even extreme actions such as leaving the forum. Marlina suggested that meeting moderators must have good facilitation skills to create an inclusive atmosphere and respect differences of opinion. Emotional pressure in school activity meetings can also trigger more intense reactions, such as crying. In activity evaluation meetings, teachers who feel blamed for program failures or student losses in competitions can experience

severe psychological stress. According to research, Malihah et al (2023) Emotional pressure in evaluation forums often arises from a lack of empathy and constructive communication. Malihah emphasized that activity evaluations should be conducted with a reflective and supportive approach, rather than blaming individuals. Negative evaluations can actually damage morale and relationships between teachers. The phenomenon of indifference is also a quite disruptive dynamic in school activity meetings. Some teachers attend only formally, without actively contributing to the discussion. They sit quietly, do not express opinions, and simply go along with the decisions made by the committee. According to Nurhattati & Ripki (2021) Low teacher participation in meeting forums is caused by a lack of ownership in the designed program. Fauzi suggests that teachers be involved from the early planning stages so they feel part of the process, not just implementers. Active teacher participation is crucial to creating healthy and productive meeting dynamics. A real-life example of this dynamic occurred during a competition evaluation meeting at MTsN 3 Siak. A teacher supervisor felt blamed for a student's loss in a competition. She cried and left the room, while other teachers continued the meeting as if nothing had happened. This incident shows that the emotional aspect of meetings is often overlooked.

"I witnessed a fellow teacher in charge cry because she felt blamed for a student's loss in a competition. What devastated me wasn't just her tears, but the attitude of the room, who continued the meeting as if nothing had happened. There was no pause, no empathy. Yet, we all knew how much effort she had put in. In my opinion, meetings shouldn't just be a place for technical evaluations, but also a space for mutual respect for each other's struggles and feelings." (CC Teacher, MTsN 3 Siak, 2025) In fact, according to Isnarofik (2022) The success of a meeting is determined not only by the outcome of the decision, but also by the communication process and interaction between participants. Sutrisno emphasized the importance of building a supportive meeting climate and appreciating each individual's contribution to avoid alienation or emotional conflict. In the context of school activity decision-making, it is important to understand that meetings are not just a technical space for setting agendas, but also a social space that requires a humanistic approach. According to Sundari et al (2024) Leaders who are able to integrate emotional and structural aspects into decision-making will be more successful in creating a healthy and productive work climate. Kartika emphasized that meetings should be a space for building trust, solidarity, and collaboration among educators.

To address negative dynamics in school activity meetings, MTsN 3 Siak can implement several strategies. First, meeting facilitation training for committee members and moderators is crucial to equip them with skills in managing conflict, building consensus, and creating an inclusive atmosphere. Second, the use of technology such as Google Forms or online discussion platforms can be an alternative way to gather teacher input before meetings. This way, teachers who tend to be quiet or feel uncomfortable speaking in forums can still express their opinions anonymously. Third, it is important to build a culture of reflection among teachers, where every decision is viewed not only from a technical perspective but also from its impact on the learning process and teacher well-being. Evaluation of activities should be conducted with a constructive approach, not one of blame. The dynamics of decision-making in school activity meetings at MTsN 3 Siak reflect the complexity of educational organizations that cannot be simplified solely within a procedural framework. A more humanistic, participatory, and reflective approach is needed so that decisions truly reflect the needs and aspirations of all teachers. By strengthening leadership capacity, increasing participation, and building a collaborative culture, MTsN 3 Siak can make school activity meetings a strategic space for character development, creativity, and solidarity among educators.

Dynamics of Decision Making in Performance Evaluation Meetings

Performance evaluation meetings at MTsN 3 Siak are an important forum aimed at reviewing learning outcomes, discipline, and teachers' contributions to the madrasah program. However, in practice, the evaluation process often creates psychological tension, especially when teachers feel they are being assessed without considering the classroom context, student conditions, or additional workloads that are not formally recorded. According to Isnarofik (2022) Evaluations that lack an empathetic approach and open communication can trigger emotional distress and interpersonal conflict. Marlina emphasized that meeting moderators must possess strong facilitation skills to prevent the evaluation process from becoming a blame game, but rather a space for reflection and solutions. Sulking and withdrawal also often occur after evaluations. Teachers who feel disproportionately criticized tend to be passive in subsequent meetings, even refusing to participate in suggested development programs.

"I've experienced firsthand what it's like to be criticized in a meeting without considering the conditions of the class I'm facing. The criticism felt disproportionate, and frankly, it made me reluctant to speak again in subsequent forums. I became passive, and even when offered training, I declined. Not because I didn't want to develop, but because I felt the system wasn't fair." (DD Teacher - MTsN 3 Siak, 2025) Teachers who feel unappreciated in evaluation forums will experience decreased motivation and participation. Sundari et al (2024) recommends that evaluations be conducted using a participatory, dialogue-based approach to ensure teachers continue to feel respected

and supported. Furthermore, there is a phenomenon of non-compliance with decisions, where teachers continue to use their own methods despite standards agreed upon in meetings. This indicates a gap between formal decisions and actual classroom practice. Isnarofik (2022) He further explained that meeting effectiveness is measured not only by the number of decisions reached, but also by the consistency of their implementation. Sutrisno emphasized the importance of continued monitoring and evaluation to ensure that decisions are truly implemented collectively.

Dynamics of Decision Making in Daily Coordination Meetings at MTsN 3 Siak

The daily coordination meeting at MTsN 3 Siak is a technical forum aimed at aligning the implementation of the madrasah's operational activities. Typically attended by on-duty teachers, homeroom teachers, and administrative staff, the meeting discusses matters such as student attendance, scheduling duties, handling problem students, classroom arrangements, and incidental activities. Due to its technical and routine nature, this meeting is often considered a light forum. However, precisely because of its high frequency and direct impact on daily operations, the social and psychological dynamics within this meeting are significant. According to Sugandi et al (2023) Technical meetings like this require a clear decision-making structure to avoid confusion in the field. He emphasized that while decisions must be made quickly, democratic and participatory principles must be maintained so that all teachers feel involved and accountable for the outcomes.

One of the main dynamics in daily coordination meetings is rapid but undemocratic decision-making. Due to time constraints and technical requirements, decisions are often made by the on-duty teacher or homeroom teacher without open discussion. For example, changes to the on-duty schedule or transfers of supervisory duties are made unilaterally by the on-duty teacher, without involving other affected teachers. This phenomenon creates unequal participation and a sense of lack of ownership in decisions. Decision-making that does not involve all parties risks reducing the motivation and commitment of implementers. Cahyono et al (2023) recommends that even though decisions must be made quickly, there should still be a minimal consultation mechanism or formal notification to prevent other teachers from feeling neglected. A concrete example of this dynamic occurs when the duty schedule is changed by the on-duty teacher for technical reasons, but the scheduled teacher is not notified beforehand. This results in a lack of supervision in the classroom, and the teacher on duty feels blamed even though they were never involved in the decision. Situations like this demonstrate that efficiency without communication can lead to conflict and tension between teachers. A second, very prominent dynamic is the whispering and informality of decision-making. Many daily technical decisions don't emerge from official forums, but rather from casual conversations in the teachers' lounge, WhatsApp groups, or even during breaks. For example, arranging additional schedules, shifting duty assignments, or handling problem students are often discussed informally first, then ratified in meetings or even implemented immediately without a meeting.

"What's most noticeable at this madrasah is the culture of whispers and informal decisions. Many technical matters, like additional schedules or shifting duties, are discussed first in the teachers' lounge or via WhatsApp, only to be ratified in a meeting, or even implemented without a meeting at all. I'm sometimes confused, because the decisions aren't documented, yet we're still asked to implement them. I think this risks misunderstandings and inconsistent implementation." (EE Teacher - MTsN 3 Siak, 2025) Undocumented informal decisions risk creating implementation discrepancies and interpretation conflicts. Nasution (2021) emphasizes the importance of formal forums and documentation to ensure legitimate and accountable decisions. This phenomenon also impacts teachers who are not involved in informal discussions. They feel in the dark about decisions that have been "agreed" informally, yet are still required to implement them. This creates a sense of injustice and unclear responsibilities. In the long term, this culture of whispering can damage organizational structures and obscure accountability. A third dynamic that frequently arises is the phenomenon of teachers who do not attend meetings but are required to implement decisions. Because daily coordination meetings are incidental and do not always involve all teachers, teachers are often absent due to outside work, permission, or teaching schedules, but are still required to implement decisions made at the meeting.

"I once couldn't attend a meeting due to outside work, but the next day I was immediately asked to implement a decision I didn't even know was discussed. It felt like I was being asked to join a game without being given the rules. Yet, the decision directly impacted my work. In my opinion, if the meeting is incidental and doesn't involve all teachers, there should be a clear and transparent mechanism for communicating the results. Teachers shouldn't just be implementers without understanding the context." (FF Teacher - MTsN 3 Siak, 2025) This kind of information gap can lead to confusion and resistance. Malihah et al (2023) recommends that all meeting decisions be documented openly and communicated through official channels such as digital bulletin boards or internal communication groups. A common example is when teachers who are absent from meetings are given additional tasks or schedule changes without notice. These teachers feel they lack ownership of decisions and are reluctant to undertake tasks they don't

understand the context of. This situation demonstrates the importance of an inclusive communication system and transparent documentation. The three dynamics mentioned above—rapid but undemocratic decision-making, whispering and informality, and information inequality—have significant social and psychological impacts on teachers. Teachers who feel uninvolved or unappreciated in the decision-making process tend to experience decreased motivation, withdraw from the forum, or even exhibit a passive attitude in carrying out their duties. Handoko et al (2025) explained that low participation in decision-making forums can reduce a sense of ownership of school programs and weaken solidarity among educators. They suggested that every teacher be given space to express their opinions, even in technical forums.

Dynamics of Decision Making in Committee/Parent Meetings at MTsN 3 Siak

The committee/parent meeting at MTsN 3 Siak is a strategic forum aimed at conveying madrasah policies, gathering the aspirations of students' parents, and agreeing on programs to be implemented jointly. This forum is usually held every semester and attended by the madrasah principal, teacher representatives, committee administrators, and parents. In the context of community-based education, committee meetings serve as a bridge between educational institutions and families, as well as a space for building collaboration to support the learning process and student character development. However, in practice, committee meetings do not always run ideally. Various social and structural dynamics emerge, particularly related to teacher representation, participation in decision-making, and the implementation of agreed-upon programs. These dynamics require in-depth examination to provide material for reflection and improvement of the meeting management system at MTsN 3 Siak. One of the main dynamics in committee meetings is the position of teachers as mere implementers, not decision-makers. In many cases, teachers attend as formal representatives of the madrasah, but do not have sufficient space to express their opinions or provide input on programs designed in collaboration with the committee. Decisions are often made by the madrasah principal and committee administrators, while teachers simply accept the results and implement them. Teachers who are not actively involved in the decision-making process will experience a decreased sense of ownership of the program and tend to be passive in its implementation. Teacher participation in external forums such as committee meetings is crucial for maintaining continuity between policy and implementation on the ground. (Indrawan & Khairudin, 2024).

The second dynamic that emerged was teacher indifference to the committee meeting outcomes, especially those not directly involved in the forum. Because only a small number of teachers were invited as representatives, other teachers tended to stay out of the meeting's progress and were unaware of the agreed-upon programs. As a result, when the program began, many teachers felt unfamiliar and unprepared to carry out their assigned tasks. "I often feel like an outsider in my own institution. Because only a handful of teachers are invited to meetings, those of us who aren't present are left in the dark about the agreed-upon program. Suddenly, there's a new assignment, a schedule change, or an additional activity, but we're given no context. It feels like being sent on a wild goose chase. I believe all teachers should be given access to meeting outcomes, at least through an official group or digital bulletin board." (Teacher GG - MTsN 3 Siak, 2025)

Teacher participation in committee forums is crucial to the success of program implementation. All teachers must be given access to meeting results and involved in the outreach process to avoid information gaps. This phenomenon also indicates the need for improvement in the internal communication system in madrasahs. Teachers who are not present at meetings must still receive comprehensive and contextual information to effectively implement the program. (Purnawati & Setyaningsih, 2024) The success of school programs depends heavily on coordination between the committee and teachers. The results of committee meetings are documented openly and disseminated through official channels such as internal communication groups or digital bulletin boards. Another frequent issue is the mismatch between the program agreed upon by the committee and the actual conditions on the ground. For example, in a committee meeting, it is agreed that parents will support the literacy program by providing reading books. However, in the field, not all parents fulfill this commitment, and teachers struggle to implement the program due to limited resources. Implementation discrepancies are often caused by a lack of monitoring and evaluation of the agreed-upon program.

Dynamics of Decision Making in Innovation Team Meetings at MTsN 3 Siak

The Innovation Team Meeting at MTsN 3 Siak is a strategic forum aimed at designing, developing, and evaluating the school's flagship programs, including digital branding, social media content, learning innovation, and institutional promotional activities. This forum is typically attended by teachers with interests and competencies in technology, design, communication, and content development. Due to its creative and flexible nature, this meeting often serves as a space for exploring new ideas aimed at improving the school's image and competitiveness. However,

in practice, the decision-making process at Innovation Team meetings does not always run smoothly. Various social and psychological dynamics emerge, particularly related to the dominance of creative ideas, egotism in defending ideas, and sulking when ideas are rejected. These dynamics need to be studied in depth to provide material for reflection and improvement of the innovation team's work system at MTsN 3 Siak. One of the main dynamics in Innovation Team meetings is the dominance of creative ideas by teachers who are active on social media or have experience in branding and design. Because they are perceived as "more knowledgeable" or "more influential," their ideas tend to be more accepted and dominate the discussion. Other teachers without a digital or branding background often feel less confident in expressing their ideas, or even feel irrelevant in the forum. Aksoni & Ratnawati (2020) revealed that the dominance of ideas within a work team can create unequal contributions and hinder collaboration. This opinion emphasizes that creativity must be managed collectively so that it does not become a tool of domination, but rather a source of shared inspiration. This phenomenon also impacts the psychological dynamics within the team. Teachers who feel their ideas are not valued or not on par with those of "creative teachers" tend to withdraw from discussions.

"I once felt like my ideas were ignored, while other teachers' ideas deemed 'creative' were immediately met with enthusiasm. Over time, I became reluctant to speak up. Not because I didn't have any ideas, but because I felt unappreciated. Discussions felt one-sided, and that affected my enthusiasm for contributing. I believe all ideas should be given equal space, because creativity isn't the preserve of just a few." (Teacher HH - MTsN 3 Siak, 2025) Dominance in an innovation team can demotivate other members and create interpersonal tension. Moderators in meetings are expected to have facilitation skills that can balance the contributions of all members. (Cahyono et al., 2023) The second most prominent dynamic is creative egoism, which is the attitude of excessively defending ideas and rejecting revisions or input from other team members. In innovation forums, creative ideas are often personal and emotional. Teachers who feel they own the "copyright" of certain ideas tend to resist changes, even when the revisions are intended to improve quality or align with the school's vision. Selfishness in defending ideas hinders the innovation process and creates internal conflict. This phenomenon also shows that in innovation teams, interpersonal skills are as important as technical skills. Teachers who are unable to accept criticism or revision tend to create an uncomfortable work environment. Marasabessy (2021) explains that healthy creativity is creativity that is open to input and is able to develop through dialogue.

The third dynamic that emerged was a tendency to sulk and withdraw from meetings after an idea was rejected. Teachers who felt their ideas were disrespected or outright rejected tended to withdraw from the forum and choose not to attend subsequent meetings. This phenomenon demonstrates that in innovation teams, rejection of ideas can significantly impact participation and work morale. It also highlights the importance of a culture of appreciation within innovation teams. Every idea should be recognized as a contribution, even if it is not implemented. Fauzan recommends that meeting moderators consistently provide positive feedback and foster healthy discussion.

CONCLUSION AND SUGGESTIONS

The implementation of School-Based Management (SBM) at MTsN 3 Siak demonstrates an imbalance between formal structures and participatory practices. Although teachers are administratively involved in various managerial forums, their participation is often symbolic and non-substantive. The six main types of meetings at MTsN 3 Siak—curriculum-related meetings, school activities, performance evaluations, daily coordination meetings, committee/parent meetings, and innovation teams—have displayed complex social and psychological dynamics, ranging from structural domination and interpersonal conflict to passive resistance. Disharmony in the decision-making process, limited deliberative space, and a culture of informal communication are key challenges in realizing a democratic and inclusive SBM. Based on the research results, the authors recommend strengthening decision-making at MTsN 3 Siak through a one-teacher, one-semester, one-program policy to foster teachers' sense of ownership, creativity, and professional autonomy. Meetings should be conducted more democratically, providing equal space for each teacher to express their opinions, and held outside the formal school environment to create a more relaxed, reflective, and productive atmosphere.

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