

IMPLEMENTATION OF SCHOOL BASED MANAGEMENT TO IMPROVE THE QUALITY OF ISLAMIC EDUCATION AT MTS NEGERI 1 IN PALU CITY

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Abstract

The study aims to describe the implementation of school based management to improve the quality of Islamic Education. The study was qualitative approach in MTs Negeri 1 Palu. The study results showed that (1) Madrasah independence can be seen in the availability of educators and education personnel and the availability of adequate facilities and infrastructure. (2) Madrasah partnerships/cooperation are good; this can be seen from the madrasah's internal relations that have been well established through working meetings, briefings, and MGMPs. Meanwhile, with external parties, it can be proven that the madrasa has established a relationship with the institution by being proven by the MoU. (3) The implementation of the program is managed by each component of the madrasa, by preparing written implementation instructions such as K13 document, organizational structure, division of tasks for teachers and education staff, academic regulations, and madrasa rules. (4) Program evaluation is more focused on academic programs than on learning and teacher performance effectiveness and efficiency, implementing Madrasah Self Evaluation and Madrasah accreditation. and the Inspectorate General (IRJEN) of the Ministry of Religion.

Keywords: school based management, Islamic education, and character education values.

Introduction

Based on the Indonesian Law No 20 of 2003 concerning the National Education System states that the government shall organize a national education system.¹National education must ensure equal distribution of educational opportunities, improve the quality, relevance, and efficiency of education

¹ Law Number 20 of 2003 concerning the National Education System, article 1 paragraph 2

management. Equal distribution of educational opportunities is realized in the nine-year compulsory education program for primary education. Improving the quality of education is directed at improving the quality of Indonesian people through heart, thought, exercise and sports to have competitiveness in facing global challenges.²

The granting of broad educational autonomy to schools is the government's concern for the symptoms that appear in the community and efforts to improve the quality of education in general. The granting of this autonomy demands a more conducive management approach in schools to accommodate all wishes while empowering various components of society effectively to support progress and the existing system in schools. Within this framework, MBS appears as an alternative to the new paradigm of education management offered.³

School-Based Management (SBM) is a concept that offers schools autonomy to determine school policies in order to improve the quality, efficiency, and equity of education in order to accommodate the wishes of the local community and establish close cooperation between schools, communities, and government.⁴

Madrasas are also a form of education following reform guidelines, namely cheap and quality education. Besides that, the educational process in madrasas is more comprehensive when compared to general education, especially in the aspects of intellectual, emotional, creative, and spiritual development of students, which is carried out integrally and is supported by a conducive madrasa environment. Education participates in providing nuances in the regional autonomy movement in Indonesia. One of the educational agendas is to "give broad autonomy to madrasas, with a set of responsibilities for managing resources and developing strategies according to local conditions."⁵

School-based management (SBM) was developed to build effective and efficient madrasah. The granting of greater autonomy to madrasas, has greater authority in managing their madrasas, making them more independent. Seeing the importance of an educational institution to regulate itself independently by using school-based management (SBM) and seeing the significant role of the head of madrasah, the authors are very interested in researching HeadState Madrasah Tsanawiyah (MTSN) 1 Palu City, has long been implemented school-based management (SBM), this is triggered by the desire to improve the quality of education on an ongoing basis (continuous improvement).

The author chose the title Implementation of school-based management (SBM) in improving the quality of Islamic education in MTS Negeri 1 Palu City. The author's purpose of taking this madrasa as the focus of research because based on

²Muhammad Idrus, Quality of Education and Educational Equity in the Regions: Quality Of Education and Regional Educational Equity, Journal of Psychopedagogia, Vol. 1, No. 2, December 2012 ISSN: 2301-6167, 1

³Antje Tombokan, Improving the Quality of Vocational Education Through the Application of School-Based Management "School-Based Management" Journal of Aptekindo International Seminar, ISSN 1907-2066, 1.

⁴Silvia Fitr I Darnalita, School Principal's Efforts to Improve the Implementation of School-Based Management in Junior High School Development of UMP Laboratory, Volume 2 Number 1, June 2014 | Materials for Education Management | Journal of Educational Administration, 696-731.

⁵Malaysia, Guidelines for Madrasah-Based Management, (Jakarta: Ministry of Religion, 2003), 15

initial observations made at the madrasa with information from the Community Development Department (Bina Masyarakat) that at MTS Negeri 1 Palu City, it has long been implementing school-based management (SBM) so that the authors are interested in conducting a study whether the implementation of school-based management (SBM) at MTS Negeri 1 Palu City has been running optimally as a whole or is it still in the concept level area that is developing in the world of education. The reason the next author has never researched is related to school-based management (SBM) at MTS Negeri 1 Palu City.

In addition, the condition of students at MTS Negeri 1 Palu City has won several achievements, namely the national adiwiyata champion, the first winner in mid-2017 robotics Sulawesi 2017, the champion of the PB MTS variation competition in Central Sulawesi, and in the student activities, there are several student activity units, namely PRAMUKA, PKS, and PMR, however, are the many achievements achieved by students in line with the balanced application of cognitive, affective and psychomotor intelligence which is the basis or do they only prioritize cognitive intelligence.

On this basis, the authors are very interested in researching MTS Negeri 1 Palu City, especially regarding implementing school-based management (SBM) to improve education quality. So that the madrasa can regulate and manage MTS Negeri 1 Palu City in accordance with the community's current needs so that they can be competitive in various sciences. Based on the problems above, the authors take the research title "Implementation of School-Based Management (SBM) in improving the quality of Islamic education in MTS Negeri 1 Palu City"

Based on the above background, the formulation of the problem in this dissertation is: "how" implementation of school-based management (SBM) in improving the quality of Islamic education in MTS Negeri 1 Palu City?" With the following problem limitations:

Literature review

School-Based Management According to some Experts

The term School-Based Management (SBM) is a translation of School-Based Management. This term first appeared in the United States when people began to question the relevance of education to the demands and developments of local communities.⁶

Another opinion regarding School-Based Management (SBM) expressed by E. Mulyasa is that:

School-Based Management (SBM) is also a new paradigm of education management that gives madrasah broad autonomy in community involvement in national education policies. Autonomy is given so that madrasahs are free to manage resources, funding sources, and learning resources, allocate them according to priority needs, and be more responsive to local needs.⁷

⁶Malaysia, School-Based Management, Concepts, Strategies, and Implementation, (Bandung: PT Rosda Karya, 2002), 24.

⁷E. Mulyasa, Becoming a Professional School Principal, (Cet. 8; Bandung: PT Remaja Rosda Karya, 2003), 33.

Meanwhile, according to Nanang Fatah School-Based Management (MBS) are:

SBM is a political approach that aims to redesign madrasa management by giving power to madrasah principals and increasing community participation to improve madrasa performance, including teachers, students, madrasa committees, parents, and the community. School-based management changes the decision-making system by transferring authority in decision-making and management to stakeholders at the local stakeholder level.⁸

From some of the opinions above, the author concludes that School-Based Management (SBM) is a reform in education management that provides broad autonomy to madrasas to manage all available resources to be used according to priorities and needs and can cooperate with related parties such as people parents, students and the surrounding community in making decisions. All of this is done to improve the performance and quality of education in madrasas to be more effective and efficient.

Definition of School-Based Management (SBM)

The term School-Based Management (SBM) is a translation of "School-Based Management". This term first appeared in the United States when people began to question the relevance of education to the demands and developments of local communities. SBM is a new paradigm of education that provides broad autonomy at the school level within national education policies. Autonomy is given so that schools can manage resources and funding sources by allocating them according to priority needs and being more responsive to local needs. Community involvement is intended so that they better understand, assist and control the management of education.⁹

In general, School-Based Management (SBM) can be interpreted as a management model that provides greater autonomy to madrasas and encourages participatory decision-making that involves all madrasah residents (headmasters, teachers, employees, parents of students, and the community) directly to improve the quality of madrasas based on national education policies.¹⁰ With greater autonomy in managing their madrasas, so madrasas are more independent.

School-Based Management Goals

Tujhe purpose in implementing SBM is to empower schools, especially their human resources (principals, teachers, employees, students, parents, and the surrounding community), through the provision of authority, flexibility, and other

⁸Nanang Fatah, *School-Based Management Concepts and School Boards*. (Bandung: Library of Bani Quraish 2003), 8.

⁹Murkan Sutarto et al, *School-Based Management*. *The Manager Review Scientific Journal of Management*, 13 (3). pp. 343-355. ISSN 1979-2239, 344.

¹⁰Umaedi, *School-Based Quality Improvement Management*, (Jakarta: Ministry of National Education, Directorate General of Primary and Secondary Education, Directorate of Junior High Schools, 2001), 3.

resources to solve problems faced by the school concerned.¹¹ The characteristics of an "empowered" school are:

- a. High level of independence
- b. Low dependency
- c. Be adaptive, anticipatory, and proactive
- d. Have a high entrepreneurial spirit
- e. Have substantial control over management input and its resources
- f. Control over working conditions
- g. High commitment to him
- h. In value by achievement.¹²

Benefits of School-Based Management

The application of school-based management provides many benefits. This is because SBM provides schools with great freedom and flexibility, accompanied by a set of responsibilities. With the autonomy that provides this flexibility, schools can further improve the welfare of teachers so that they can concentrate more on tasks. In addition, the implementation of SBM can also encourage the professionalism of teachers and principals as school leaders, and this is because the SBM concept requires freedom for teachers and principals in preparing school curricula and programs. There is an opportunity to develop curriculum and programs for teachers and school principals; of course, the curriculum formed will follow the community's needs (right on target).¹³

Principles in MBS

According to Usman as quoted, emphasizes eight principles (K8) that need to be considered in implementing SBM, among others, namely:

- a. Commitment from all education stakeholders in schools to realize school independence in SBM.
- b. Readiness of all education stakeholders in schools to realize school independence in SBM.
- c. The involvement of all education stakeholders in schools to realize school independence in SBM.
- d. Decision; is the result of participation and consensus with all education stakeholders in schools to realize school independence in SBM.
- e. Awareness, namely the rational and adequate moral basis of any policies related to SBM.
- f. Independence; the ability to create school autonomy within the framework of coordination and cooperation of all educational stakeholders in schools.

¹¹Hamid, *School-Based Management*, Journal: Al-Khwarizmi: Journal of Mathematics and Natural Science Education, p-ISSN: [2337-7666](#) and e-ISSN: [2541-6499](#), 6-7.

¹² Ibid.,

¹³Ahmad Zaini Aziz, *School-Based Management: Alternatives for Improving the Quality of Madrasah Education*, El-Tarbawy Journal Vol VIII No.1 of 2015, 81.

- g. Resilience; namely readiness to be able to face any facts, including various obstacles that challenge and threaten the school's independence; and able to find effective strategic solutions for school independence.¹⁴

School-Based Management (SBM) principally relies on schools and the community, and is far from a centralized bureaucracy, where school-based management (SBM) can increase community participation, equity, efficiency, and school-based management. The presence of school-based management (SBM) ideally is more than just a change in the pattern of school management but is expected to encourage the improvement of the quality of school management and the improvement of the quality of learning processes and products. school-based management (SBM) provides autonomy (greater authority and responsibility to schools), provides flexibility or flexibility to schools, encourages direct participation from school residents (teachers, students, principals)¹⁵

Research Method

In this study, the researcher uses a qualitative approach because it is very suitable for the problem to be investigated and greatly assists researchers in the research process. Qualitative research is a study that emphasizes the actual state of an object under study. Moong stated that "qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior."¹⁶ Thus, this study seeks to provide an explanation of everything that is the object of research in the form of a sentence description following the actual state of an object. Descriptive research, according to Arikunto is more appropriate when using a qualitative approach. The method used by researchers to obtain data is through observation, interviews, and documentation.¹⁷

Result and Discussion

Overview of State Madrasah Tsanawiyah (MTSN) 1 Palu City

MTS Negeri 1 Palu City is a state secondary education institution characterized by Islam under the auspices of the Ministry of Religion. Establishment MTS Negeri 1 Palu City This was motivated by the large number of students who graduated from Elementary School/Madrasah Ibtidaiyah who desired to continue to the existing Madrasah Tsanawiyah at that time. Due to the high interest of the community, especially parents who wanted to send their children to Madrasah Tsanawiyah, but the existing Madrasah Tsanawiyah at that time were limited in number, then in 1963 MTSN 1 Palu City, which was initially named Madrasah Pendidikan Guru Religion (PGA) for six years.

¹⁴Yohanes Wendelinus Dasor, Implementation of Good Governance in School-Based Management, *Missio Journal of Education and Culture*, Volume 10, Number 2, June 2018, 178.

¹⁵*Ibid.*,

¹⁶Lexy J. Moleong, *Qualitative Research Methodology*, Cet. XIV, (Bandung: Youth Rosda Karya, 2001), 3

¹⁷Suhasini Arikunto, *Scientific Research Procedure, A Practical Approach*, Ed. II; cet. IX; (Jakarta: Rineka Cipta, 1993), 209.

In 1978 the 6-year PGA changed its status to MTSN Palu, which became the only State Madrasah Tsanawiyah in Central Sulawesi and became the Parent for implementing the Examination for hundreds of Private Tsanawiyah Madrasahs in Central Sulawesi. At the beginning of the inauguration of this building, Central Sulawesi, there was only 1 (one) unit consisting of three study rooms, which was led by the head of Madrasah, Drs. Abdul Rahim Genda with the period 1978 to 1979, by seeing the public interest from year to year to send their children to this Madrasah is increasing and the available space can no longer accommodate students, the government, in this case, the Ministry of Religion of Central Sulawesi Province proposed the construction of a Tsanawiyah Madrasah which new.¹⁸

Principles of SBM in Improving the Quality of Islamic Education at MTS Negeri 1 Palu City

implementation of School-Based Management (SBM) requires madrasahs to be independent in managing available resources. The principle of madrasah independence will focus on two indicators: the authority to manage educators and education staff and the fulfillment of madrasah facilities and infrastructure.

1. Authority in Fulfilling the Availability of Educators and Education Personnel

In meeting the availability of its human resources which include educators and education staff. However, in fulfilling educators and education staff, they must pay attention to applicable regulations or standards and adapt to the needs of the madrasah. The availability of educators at MTS Negeri 1 Palu City has met the qualification standards that have been set, this is following what Mr Rusdiana, interviewee and the Head of MTS Negeri 1 Palu City:

“The minimum standard for our madrasah education staff is a minimum of S1. There are no teachers below S1.”¹⁹

from the description above, it can be explained that the availability of educators and education staff at MTS Negeri 1 Palu City has met the standards, namely 70% have met the qualification standards for S1 and 30% have S2. This is confirmed in the "Government Regulation of the Republic of Indonesia No.19 of 2005 concerning National Education Standards in CHAPTER VI, Standards for Educators and Education Personnel Article 29 paragraph 4 which reads: Education at MTS/SLTP, or other equivalent forms has educational academic qualifications. Minimum diploma IV or bachelor (S1)". To see more detailed data on educators, please see the appendix section.

Selle continued, the availability of education personnel at MTS Negeri 1 Palu City had partially met the standards, as stated by the Head of MTS Negeri 1 Palu City below:

"The number of staff here is 55 people, it meets the standards, and the education staff also has undergraduate degrees for our laboratory, and for

¹⁸ MTS Negeri 1 Palu City Document 2020

¹⁹ Rusdiana, Head of MTS Negeri 1 Palu City "Interview," Head of Madrasah Headquarters, 27 July, 2020

librarians we have undergraduate degrees, so yes, all of them have undergraduate degrees and are following the standards.²⁰

There are 55 education staff/employees at MTS Negeri 1 Palu City, 40 civil servants, 15 non-permanent teachers. In contrast, 4 education staff with a bachelor's degree qualification. From the description above, it can be explained that all educators and education staff have S1 qualifications and some have S2 qualifications and all of them have supported quality education programs.

2. Kemitraan or Madrasah Cooperation

To the target of the work program of the Deputy Head of Madrasa for Public Relations is to be able to bridge the involvement of all members of the madrasa community, teachers, employees, students, parents, the environment, and government and private institutions to participate in optimizing abilities and cooperation according to their respective abilities. Furthermore, assisting Madrasah principals in madrasah management activities. The purpose of the work program of the Deputy Head of Madrasah. The objectives of the work program of the Deputy Head of Madrasah for public relations are:

- 1) Increasing cooperation between madrasah residents,
- 2) increasing cooperation between madrasahs and the surrounding community so that people feel they have and are responsible for the existence of madrasahs,
- 3) increase cooperation with community leaders, madrasah committees to jointly play an active role in advancing madrasahs,
- 4) collaborate with alumni
- 5) maintain harmonious relations with the surrounding community so that madrasah security can be well maintained,
- 6) improve and develop the spirit of brotherhood, nationality, and unity,
- 7) together with BP/BK establish relationships with various parties to improve students' educational insight.²¹

SasaWhat this program wants to achieve is the establishment of good relations between members of the madrasah community, the general public, the environment, committees, universities, community leaders, alumni, and the mass media to create harmonious and well-established relationships and mutual understanding in the 2019/2020 school year. In MTS N 1 Palu City partnership or madrasah cooperation is focused on two indicators, namely internal cooperation and external cooperation.

3. Forms of Madrasah Participation

SBM has not been implemented in MTS Negeri 1 Palu City, the participation of stakeholders has not played an active role in the implementation of education. The role of madrasah stakeholders is considered to have minimal contribution in developing madrasahs. This is because there is still a shared sense of belonging and care for madrasahs. To help increase stakeholder participation, MTS Negeri 1 Palu City seeks to increase stakeholder participation in managing madrasah programs. With the participation of all madrasah residents, madrasah committees, then support.

²⁰ Russian, Head of MTS Negeri 1 Palu City "Interview," Head of Madrasah Headquarters, 27 July, 2020

²¹Palu City MTS N 1 Document 2020

From government/private institutions, it will undoubtedly make it easier for madrasas to carry out their programs. SBM is expected to make madrasas more independent in empowering their resources and solving problems, which are focused on five indicators: financial support, facility support, and staff support.

- a. AFunding Support
- b. facility Support
- c. APower Support
- d. TMadrasa transparency
- e. AMadrasa accountability

Implementation of the MBS Concess in Improving the Quality of Islamic Education at MTS Negeri 1 Palu City

Planning

planning is the first step in managerial activities in every organization. Madrasah-Based Quality Improvement Planning at MTSN 1 Palu City was carried out with various considerations, the head of the madrasa explained as follows:

She has not directed and supervised, and there must be a plan that gives the purpose and direction of a program. Planning is the selection and determination of activities, then what to do, when, how and by whom. Planning is a process that does not end when the plan has been determined, and the plan must be implemented. At any time during the implementation and monitoring process, plans may need improvement in order to remain valid. "Re-planning" can sometimes be a key factor in being able to adjust to new situations and conditions as quickly as possible.²²

PeThe plan is the management task of Madrasah Tsanawiyah Negeri 1 Palu City. In this case, the head of the madrasa added:

PIIn the process of formulating SBM planning at MTSN, and we started by identifying all existing systems, opportunities and challenges, and matters related to improving the quality of education by utilizing all madrasah resources.²³

Based on the study results, it was revealed that madrasah work planning begins with the formulation of the vision, mission, and goals based on the madrasa profile by the madrasa development team consisting of the madrasa head madrasa supervisor, teachers, committees, and community leaders.

Implementation

Based on observations/observations regarding the implementation maSchool-Based Management (SBM), The leadership of the head of the madrasa is quite good, and this can be seen from the position of the head of the madrasa as a manager who understands everything that is in his madrasa starting from the condition of students, teachers, facilities and conditions of the madrasa committee. Good planning and organization are meaningless if the implementation of work does not

²²Russian, Head of MTS Negeri 1 Palu City "Interview," Headmaster's Room, 10 September, 2020

²³Russian, Head of MTS Negeri 1 Palu City "Interview," Headmaster's Room, 10 September, 2020

follow it. It requires hard work and good cooperation. All existing human resources must be optimized to achieve the organization's vision, mission, and work program. Implementing the madrasa work plan indicates four things: organizing, coordinating, cooperating, and communicating.

Monitoring and evaluation

Monitoring and evaluation should be carried out intensively and continuously to produce information that can be used for decision-making. The essence of supervision is to prevent as early as possible the occurrence of deviations, waste of activities in achieving goals.

One of the roles of the head of madrasa is to supervise; supervision is carried out in the form of evaluation; supervision is the process of matching between implementation and plans that have been made, starting from planning, organizing, and implementing.

Supervision is carried out openly and continuously that is known to all parties. The various things planned at MTS Negeri 1 Palu City embody madrasa/madrasa management that have implemented elements of openness, responsibility/accountability, and participatory. This is carried out starting from planning, implementing, and monitoring openly by involving all elements within the scope of the madrasa and the community.

MBS Results on Quality Improvement Education at MTS Negeri 1 Palu City

As stated by the head of the madrasa, it is apparent that MTS Negeri 1 Palu City, in terms of quality of education, has been considered successful, seeing that its graduates are accepted in various superior high schools and MA, and some are even accepted. Meanwhile, in terms of academic achievement and extracurricular activities, they can compete with madrasas and other public schools, both regional and national. Nevertheless, successmaschool-based management (SBM) can be seen from several aspects, including:

First, the services provided to students have increased, as stated by Supardi Lasidengki, as follows::

Students at MTS Negeri 1 Palu City receive full service both in terms of rights, namely receiving treatment according to their talents, interests, and abilities in developing their abilities, receiving assistance with learning facilities, student scholarships, or other assistance following applicable requirements.²⁴

The same thing was expressed by Russo, a science teacher, as follows:

Students at MTS Negeri 1 Palu City have received optimal services in terms of library services, student scholarships, health services, and others, from the madrasah, which has assisted according to the needs of students.²⁵

²⁴Supardi Lasidengki, Deputy Head of Public Relations, "Interview," Wakamad Room, dated 12 November 2020

²⁵Russo, Science Teacher, "Interview," Teacher's Room, 16 November, 2020

As stated above, terms of services given to students have been running optimally to achieve educational goals in an effort to improve the quality of education at MTS Negeri 1 Palu City. School-based management (SBM) is considered to be successfully implemented in MTS Negeri 1 Palu City because the quality of educational services is getting better because educational services are of high quality, which results in academic achievement and achievement. Non-academic students at MTS Negeri 1 Palu City increased. Overall, the quality of education will increase, which can reduce the number of unemployed, the intensity of crime can be reduced, and the sense of responsibility as a citizen becomes clearer.

Conclusion

The principles of school-based management (SBM) in improving the quality of Islamic education in MTS Negeri 1 Palu City are the independence of madrasahs in meeting the availability of teaching and educational staff and the independence of madrasahs in meeting the availability of facilities and infrastructure. Madrasah partnerships/cooperation are good; this can be seen from the internal relations of madrasahs that have been well established through working meetings, briefings, and MGMPs. Partnerships with external parties, madrasahs have established relationships with several institutions as evidenced by the MoU. Form of Participation, the form of participation is seen through the support of funds, facilities, and personnel from stakeholders in the implementation of the madrasah program. Madrasah transparency is good; This can be seen from the openness of madrasahs in conveying information through meeting activities, madrasah bulletin boards, and madrasah websites. Madrasah accountability is seen from financial accountability, which is carried out by making madrasah accountability reports (LPJ madrasahs). The report results are reported to the Ministry of Religion, the madrasah committee, and the Inspectorate General (IRJEN) of the Ministry of Religion.

Research implications:(1) It is hoped that the head of madrasah will socialize the concept of school-based management (SBM) so that all components within the scope of the madrasah, especially human resources, have a high sense of responsibility for every task that has been assigned to him to improve the quality of education. (2). It is hoped that madrasah committees and community leaders will always be involved in planning, implementing, and supervising the implementation of madrasah work programs. The general public is expected to conduct similar research with different objects to dig more information on people related to the implementation of the SBM, such as students, teachers, parents/guardians of students, and others.

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