



Quality Improvement of Education Based on School-Based Management at Madrasah Aliyah Negeri 1 Deli Serdang

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Abstrak

Penelitian ini bertujuan untuk mengetahui pelaksanaan MBS di Madrasah Aliyah Negeri 1 Plus Keterampilan Deli Serdang yang meliputi, manajemen tenaga kependidikan, manajemen kesiswaan, manajemen kurikulum, manajemen sarana dan prasarana, manajemen keuangan, dan manajemen hubungan dengan masyarakat. Penelitian ini menggunakan jenis penelitian kualitatif dengan memakai penelitian deskriptif. Data diperoleh dari Madrasah Aliyah Negeri 1 Plus Keterampilan Deli Serdang. Sedangkan teknik pengumpulan data pada penelitian adalah metode wawancara. Data sekunder atau penguat data yang diperoleh dengan metode observasi, dan dokumentasi yang sumber datanya dari Kepala Madrasah dan staf yang ada di Madrasah Aliyah Negeri 1 Plus Keterampilan Deli Serdang. Analisis data di mulai dengan mengumpulkan seluruh data dari berbagai sumber, pemeriksaan keabsahan data, menyajikan data dan verifikasi data dengan menggunakan teknik triangulasi. Hasil penelitian menunjukkan hasil pelaksanaan manajemen berbasis sekolah di Madrasah Aliyah Negeri 1 Plus Keterampilan Deli Serdang sudah berjalan cukup baik, walaupun dalam pelaksanaannya masih banyak kendala maupun hambatan pada masing-masing komponen bidang manajemen sekolah, namun hal itu menjadi motivasi bagi madrasah untuk memunculkan kreatifitas madrasah dalam mengembangkan program-program yang lebih sesuai dengan kebutuhan dan potensi yang dimiliki madrasah guna meningkatkan mutu pendidikan dimadrasah.

Kata Kunci: Mutu Pendidikan, MBS, Madrasah Plus Keterampilan.

Abstract

This study aims to determine the implementation of SBM at Madrasah Aliyah Negeri 1 Plus Skills Deli Serdang which includes education staff management, student management, curriculum management, facility and infrastructure management, financial management, and community relations management. This research uses a type of qualitative research using descriptive research. Data were obtained from the Deli Serdang 1 Plus Skills Madrasah Aliyah Negeri. While the data collection technique in research is the interview method. Secondary data or data reinforcement obtained by the observation method, and documentation whose data sources are from the Head of Madrasah and staff at Madrasah Aliyah Negeri 1 Plus Skills Deli Serdang. Data analysis begins by collecting all data from various sources, checking the validity of the data, presenting data and verifying data using triangulation techniques. The results of the study show that the results of the implementation of school-based management at Madrasah Aliyah Negeri 1 Plus Skills Deli Serdang have been going quite well, although in practice there are still many obstacles and obstacles in each component of the field of school management, but this has become a motivation for madrasahs to bring out madrasa creativity. in developing programs that are more in line with the needs and potential of madrasahs to improve the quality of education in madrasahs.

Keywords: Quality of Education, SBM, Madrasa Plus Skills.

Introduction

Education is an element that cannot be separated from human beings.(Kusuma, 1973)Starting from the womb to growing up and then old, humans experience an educational process that is obtained from parents, society,

and their environment. Education functions to develop abilities and shape dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe, fear God Almighty, have

noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible. Humans really need education, through an awareness process that seeks to explore and develop their potential through teaching methods or in other ways that have been recognized by society, in other words making changes.

Change is a transformation from the current state to a state that will become a better state. If everything in this world does not change, there will be stagnation and life cannot develop. (Wibowo, 2006)

Indonesia's national education system is intended to guarantee equal educational opportunities, improve the quality and relevance of education, and the efficiency of education management in facing the demands of globalization. The current era of globalization is faced with more complex challenges and increasingly fierce competition for human resources, so superior human resources are needed by mastering science and technology. One of the government's efforts to produce superior human resources is through education.

Then in the government regulation regarding the National Education Standards (SNP), "specifies the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. (Ulum, 2020)

The scope of the National Education Standards includes Content Standards, Process Standards, Graduate Competency Standards, Educator and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, Financing Standards, and Educational Assessment Standards.

Apart from the expectations mentioned above, Indonesia is actually facing a fundamental problem, namely the quality of education which tends to be low. This is due to the poor education system in Indonesia. (Siregar, 2022) From the results of the Political and Economic Risk Consultancy (PERC) survey, it was stated that the education system in Indonesia was the worst in

the Asian region, that is, out of the 12 countries surveyed, Indonesia ranked 12th.

The low quality of education in Indonesia is partly due to a centralized education system and the participation of the community, especially parents, in the implementation of education in schools so far has been minimal. Implementation policies that are centralized (centralized) where almost everything is regulated in detail from the center has caused schools to lose their independence, creativity and initiative to take the necessary policies without any guidance from the education bureaucracy above them. Community participation (stakeholders) so far has been more in the form of financial support, less involvement in decision-making, implementation, monitoring, evaluation and accountability processes, so that schools do not have the burden of being accountable to the community (stakeholders) for the process and results of education. (Tarsan, 2018)

It can be said that education is the main helper for humans to establish this life. Without education, today's humans will not be different from their predecessors in ancient times. The implications of the era of globalization, the development of science and technology has penetrated changes in all aspects of human life. To deal with this global influence, efforts are made to prepare quality human resources who are able and ready to compete at the national and global levels. Efforts to prepare quality human resources through education.

Actually educational efforts in their forms, types and varieties have been carried out throughout the history of the Indonesian nation, but in reality education which is capable of producing quality human resources, perhaps has not been fully implemented. Therefore there must be a paradigm shift in educational development from dependence to empowerment.

One of the educational problems faced by the Indonesian nation is the low quality of education at every level and educational unit, especially primary and secondary education. In fact, many efforts to improve the quality of

education have been carried out in terms of teacher qualifications, facilities, curricula and procurement of books and learning tools.

There are at least three factors that cause the quality of education to not increase evenly. First, national education policy and implementation uses an input-output analysis approach which is not implemented consistently. Second, the approach to implementing national education is carried out in a centralized manner, so that schools as education providers are very dependent on the bureaucracy. And third, the participation of the community, especially parents of students in the implementation of education is very minimal. Support from parents so far has only been in the form of financial assistance, so that parents do not feel they own the school, otherwise schools do not have the burden of being accountable for the results of their education to the community.(Son, 2017)

Since the promulgation of the law on regional administration, which took effect on January 1, 2001, the discourse on government decentralization has been heavily studied. Education is a field decentralized to city or district governments through education decentralization, it is hoped that the main problems of education, namely issues of quality, equity, relevance of efficiency and management can be solved.(Sri Banun, Yusrizal, 2017)

The educational crisis facing the Indonesian nation today revolves around crisis management. According to him education management is formulated simply as the mobilization of all educational resources to achieve the applied educational goals. This is a challenge for the regions in order to prepare quality human resources as revealed by HAR Tilaar that, national education is one of the very strategic keys in efforts to develop human resources. The quality of education can only be improved if national education management is part of national management.(Tilaar, 1997)

The World Bank in its report put forward the institutional arrangement and decentralization of basic education. The World Bank identified four potential problems for the

progress of education in Indonesia, particularly at the basic education level, namely: first, a complex organizational system at the elementary school level, second, overly centralized management at the junior high school level, third, boxes and rigid processes funding at these levels (SD and SLTP) and fourth, ineffective management at the school level.

With regard to preparing human resources to face global challenges in the technology and information age, the government's commitment to improving the quality of education should not change. The government remains consistent in increasing the quantity and quality of education.

In order to achieve more optimal, effective and efficient results in dealing with various educational problems, local governments may not be able to work alone, because there are other parties who have an interest in the field of education, such as: parents (community), schools (institutions). education), and other social institutions such as the business world or the industrial world. Because of this, the cooperation of interested parties is very important in the context of implementing the principle of decentralization, especially in the field of education management.

The education management strategy that promotes cooperation between various parties as above is better known as the collaborative school management which in subsequent developments has become a model of school management called school based management or School Based Management (SBM).(Suryosubroto, 2010)

This concept, which offers close cooperation between schools, the community and the government with their respective responsibilities, develops based on a desire to provide independence for schools to be actively and dynamically involved in the process of improving the quality of education through the management of existing school resources.

For this reason, schools must be able to translate and capture the essence of macro education policies and understand environmental conditions (strengths and

weaknesses) and then through planning, schools must formulate them into micro policies in the form of priority programs that must be implemented and evaluated by schools in accordance with the vision and their respective missions.

Schools are also required to determine quality targets (in a broad sense) to be achieved for each period of time, plan, implement and evaluate themselves, then determine quality targets for the following year. Thus schools can be independent but still within the framework of national policy reference, and be responsible (have accountability) for the learning needs of students and the community.

In line with that thought, the Bappenas and the World Bank technical team stated that empowering schools by providing greater autonomy in addition to showing the government's responsiveness to community demands can also be intended as a means of increasing efficiency, quality and equity of education.

Thus it can be said that SBM is an implementation of granting autonomy to schools to empower themselves within the framework of efforts to improve the quality and equity of education. (Mulyasa, 2004)

SBM is also an alternative form of school management in the decentralization program in the education sector, which is characterized by broad autonomy at the school level, high community participation, and within the framework of the national education policy.

Autonomy is given so that schools can freely manage resources by allocating them according to priority needs and so that schools are more responsive to the needs of the local environment. The community is required to participate so that they better understand the complexities of education, help and control the management of education.

The national policy which is the government's priority must also be considered by schools. Thus schools are required to have accountability to both the community and the

government, because both are education providers in schools.

MBS offers schools to provide better and more adequate education for students. The existence of regional autonomy in the management of education is a potential for schools to improve the performance of personnel, offer direct participation of both related parties, and increase public understanding of the implementation of education in schools. (Suryosubroto, 1998)

School autonomy also plays a role in accommodating the general consensus on school empowerment, which believes that in order to improve the quality of education wherever possible decisions should be made by those who are at the forefront, who are directly responsible for implementing policies and those who are affected by the consequences of these policies. i.e. Teacher, Principal.

With SBM, the constituents of the school hold greater control over every incident at school. The main element of this school then becomes a non-structural institution called the School Committee whose members are the Principal, Teachers, Administrators, Parents/Guardians, Community Members and Students.

Basically SBM is a strategy for managing education in schools that emphasizes the mobilization and utilization of school internal resources and their environment effectively and efficiently so as to produce qualified or quality graduates.

SBM is a form of education management autonomy in educational units, in which case the Principal/Madrasah and Teachers are assisted by the School/Madrasah Committee in managing educational activities.

Method

The research was conducted at Madrasah Aliyah Negeri 1 Plus Skills Deli Serdang. The research time is from October to November 2023.

In this study, the research subjects were determined as follows: Head of Madrasah (1), Deputy Head of Islamic Madrasah (1), Deputy Head of Curriculum Madrasah (1), Deputy Head of Student Madrasah (1), Deputy Head of Madrasah Public Relations (1), Deputy Head of Madrasah Madrasah infrastructure (1), and Madrasah Treasurer (1).

Data collection techniques through observation, interviews and documentation. Furthermore, to analyze the data that has been collected from the beginning of the study to the end of the study using a triangulation technique with data collection and existing data sources that are trustworthy, dependability and assertiveness.

Results and Discussion

According to Mulyasa School-Based Management is a form of education reform that offers schools to provide better and more adequate education for students. It also has the potential to improve staff performance, offer direct participation to concerned groups, and increase public understanding of education. (Mulyasa, 2004)

Further explained that according to Umaedi MBS is a concept that places decision-making power related to education in the closest place to the teaching and learning process. The main objective of implementing SBM is essentially to balance the structure of authority between schools, local government implementing processes and the center so that management becomes more efficient. The authority over learning is handed over to the unit closest to the implementation of the learning process itself, namely the school. (Luneto & Luneto, 2019)

According to Mulyadi School Based Management can be interpreted as a management model that gives greater autonomy to school leaders, and encourages the direct participation of school members (teachers, students, principals, employees) and the community (parents of students, community

leaders, scientists, entrepreneurs and so on). to improve the quality of schools based on national education policies and applicable laws and regulations. (Mulyadi, 2009)

MBS emphasizes the maximum involvement of various parties, such as private schools, so as to ensure the participation of staff, parents, students and the wider community in the formulation of decisions about education. The opportunity to participate can increase their commitment to the school. Furthermore, these aspects will ultimately support effectiveness in achieving school goals

So a quality school must fulfill the following steps: (a). improving school education management, (b). Supply of professional education personnel, (c). Changes in school culture (vision and mission goals and values), (d). Increasing education financing, (e). Optimizing community support for education.

SBM Objectives and Characteristics

The main objective of SBM is to increase the efficiency, quality and equity of education. Increased efficiency is obtained through the flexibility to manage existing resources, community participation and simplification of the bureaucracy. Quality improvement is obtained through parental participation, flexibility in school management, increased teacher professionalism, rewards and punishments as controls, and other things that can foster a conducive atmosphere.

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According to Mulyasa that the characteristics of SBM can be known by how schools can optimize their performance, the learning process, management of learning resources, the professionalism of the teaching

staff, and the administrative system as a whole.(Mulyasa, 2009)

So, if SBM is the container/framework, then effective schools are the content. Therefore, the following MBS characteristics include categories into input, process and output.

- a) Educational Input, in this educational input includes: having clear policies, objectives and quality objectives, available and ready resources, competent and highly dedicated staff, having high achievement expectations, and focusing on customers.
- b) Process, in the process there are a number of characters, namely: a teaching and learning process that has a high level of effectiveness, strong school leadership, a safe and orderly school environment, effective management of teaching staff, schools have a quality culture, and schools have a compact team work, smart and dynamic.
- c) The expected output, school output is school achievement which is produced through learning and management processes in schools. In general, output can be classified into two, namely output in the form of academic achievements in the form of NEM, youth scientific work competitions, ways of thinking Critical, Creative, Reasoning, Rationale, Inductive,

Deductive and Scientific. And non-academic outputs, in the form of high curiosity, self-esteem, honesty, good cooperation, tolerance, discipline, sports achievements, artistry from students and so on.

Management of School Components

Management components of school management include curriculum and teaching programs, educational staff, student affairs, finance, educational facilities and infrastructure, management of school and community relations, and management of special services for educational institutions. In this study, in addition to the seven components of SBM, it was also revealed about the leadership of the school principal as a component of school-based management performance.

Implementation of School Based Management

The application of SBM in a government system that still tends to be centralized will certainly have a lot of influence. It should be remembered that the implementation of SBM will be very difficult if the central and regional officials are still holding on to their own authority which should be delegated to schools.

According to Mulyasa MBS is believed to be implemented in at least three stages, namely short term (first year to third year), medium term (fourth year to sixth year), and long term (after sixth year). Short-term implementation is prioritized on activities that do not require fundamental changes to educational aspects. On the contrary, this strategy needs to emphasize matters that are socialization of SBM to the community and schools, training of human resources who will implement SBM, and allocating and Block grants directly to schools as a practice as financial management with SBM principles. If the community and schools understand their respective rights and obligations, fundamental changes regarding educational aspects can be made.(Mulyasa, 2004)

So, in the context of implementing SBM in Indonesia, the Office of Education is empowered to recruit potential employees, select job applicants, and maintain information about capable applicants for the purposes of staffing schools. The education office more or less still sets curriculum goals and objectives as well as expected results based on national standards set by the central government while schools decide for yourself how to achieve that goal. Some regions give authority to schools to choose their own learning materials, while some still determine their own textbooks to be used in all schools.

Conclusion

Based on the results of research on the Implementation of School-Based Management (SBM) at the Deli Serdang 1 Plus Skills Madrasah Aliyah, it can be concluded that: the implementation of school-based management at

the Deli Serdang 1 Plus Skills Madrasah Aliyah has been going quite well, although in its implementation there are still many obstacles and obstacles in each component of the field of school management, but this is a motivation for madrasahs to bring out madrasah creativity in developing programs that are more in line with the needs and potential of madrasahs to improve the quality of education in madrasahs.

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