2. Evaluation of School-Based Management Implementation (SBM) in Madrasah Jakarta

by Muhammad Najib Siraj

Evaluation of School–Based Management Implementation (SBM) in Madrasah Jakarta

Article *in* Talent Development and Excellence · June 2020

6 authors, including:

Bunyamin Bunyamin
Universitas Muhammadiyah Prof. Dr. Hamka
19 PUBLICATIONS **44** CITATIONS

Burmansah Burmansah
STIAB Jinarakkhita Lampung
44 PUBLICATIONS **88** CITATIONS

Evaluation of School-Based Management Implementation (Sbm) in Madrasah Jakarta

Abdul Rahman A. Ghani[a*], Arum Fatayan[b], Ika Yatri[c],

Lelly Qodariah[d], Bunyamin Bunyamin[e], Burmansah Burmansah[f]

[a*]rahman.ghani@uhamka.ac.id, [b]arum_fatayan@uhamka.ac.id, [c]ikayatri@uhamka.ac.id,
[d]lelly_qodariah@uhamka.ac.id, [e]bunyamin@uhamka.ac.id, [f]nyanabandhu@ekayana.or.id
[a*,b,c,d,e] Teacher Training and Education Science Faculty, Universitas Muhammadiyah Prof.
DR. HAMKA, Jakarta, Indonesia
[f]Buddhist Education Science Department, STIAB Jinarakkhita, Lampung, Indonesia

Abstract.
The research aims to describe, analyze, and evaluate the level of success, benefits and constraints of the implementation of School Based Management (SBM) in Madrasah of Tsanawiyah Al-Musyarrofah Jakarta. The study used a descriptive qualitative approach, with the CIPP evaluation model (Context, Input, Process, Product). Data is collected through observation, questionnaires, document studies, and interviews with Madrasah Supervisors, Head of Madrasah, Deputy Head of Curriculum and Student Affairs, Madrasah Committees, Community and Students. In validating data, triangulation techniques are used, related to data sources and methods. Evaluation results show that in general the implementation of SBM in terms of context, input, process and results is very effective, because it has an impact on: improving the quality of education, the awareness of the madrasa and the community, the responsibility of the madrasah to the committee, parents of students, the community and the government and increasing healthy competition between madrasas.
Keywords: School Based-Management, Evaluation, CIPP Evaluation Model, Islamic School, Madrasa

Background

A philosophical view of the nature of school and society in our lives. School is an integral part of society, it is not an institution that is separated from the community, because the right to life and the survival of the school depends on the community, the school is a social institution that serves to serve community members in the education sector, the progress of the school and the community are mutually-correlated in need. The community is the owner of the school, the school is there because the community needs it. School organization design is in it there is a school administration manager consisting of a group of people who work together in order to achieve organizational goals. School-based management is born with a number of different names, namely school-based governance, or also school self-management.

The development of science and technology, especially information technology, has had a positive impact on all human lives, including aspects of education. To face the challenges of the development of science and technology, especially information technology, resources that are reliable and competent globally are needed, so that high skills are needed and involve thinking that is critical, systematic, logical, creative, and willing to cooperate

effectively. In addition to students who are demanded to compete globally, schools are also required to compete globally by running management autonomously or school-based management or SBM. SBM is a school management which is also called school autonomy or site-based management. In line with the implementation of regional autonomy in the world of education, SBM or school-based management requires changes in school management. Therefore, the management of a school is left to the school, or the school is given great authority to manage its own school using SBM.

SBM is a management model that provides autonomy or independence to schools or madrasas and encourages participatory decision making that directly involves all citizens of the school or madrasah in accordance with the quality service standards set by the Central, Provincial, District and City governments. According to the Law of the Republic of Indonesia Number 20 Year concerning the National Education System in the explanatory section of Article 51 paragraph (1), "school or madrasah-based management is a form of education management autonomy in the education unit, in this case the principal or madrasah and the teacher is assisted by school or madrasah committee in managing education activities ". In principle SBM aims to empower schools in establishing various internal school policies that lead to improving the quality and performance of the school as a whole.

According to the Law of the Republic of Indonesia Number 20 Year concerning the National Education System in the explanatory section of Article 51 paragraph (1), "school or madrasah-based management is a form of education management autonomy in the education unit, in this case the principal or madrasah and the teacher is assisted by school or madrasah committee in managing education activities ". In principle SBM aims to empower schools in establishing various internal school policies that lead to improving the quality and performance of the school as a whole.

SBM is one of the government's efforts to achieve the superiority of the national community in mastering science and technology. SBM which is characterized by school autonomy and community involvement is the government's response to the symptoms that emerge in the community, aiming to improve efficiency, quality and educational equity. Thus, SBM is an alternative form of school in the decentralization program in education, which is characterized by broad autonomy at the school level, high community participation without ignoring national education policies, increasing efficiency, among others, obtained through the freedom to manage resources, community participation and simplification of bureaucracy. While improving quality can be obtained, among others, through parental participation in schools, flexibility in managing schools and classes, increasing the professionalism of teachers and principals. the increase in equity, among others, is obtained through increasing community participation which allows the government to concentrate more on certain groups.

In implementing SBM in a public or private school it is highly dependent on the cooperation of each unit involved in the agency, as from its name, namely school-based management, therefore management from the school is very much needed in this implementation. Management includes social science, because the implementation of management depends on the situation and conditions in which management functions are implemented, management of learning how one can best implement it, so that the goals of

organizational units can be achieved. Therefore, management is very influential in the progress of an organization or agency. MBS intends to return the school to its owners in the sense that it knows the development of schools both in the field of quality and others depending on the school and the participating community. The principal is the person who knows best about the achievements of his teachers, facilities and infrastructure concerning the learning process. For these reasons, principals and teachers must develop their abilities in conducting studies and analysis to be more sensitive to the problems that occur in their schools.

Every ethnic group has its own value system and socio-culture. Therefore, each nation requires an education system that matches its identity. The results of the Hsuan-fu Ho study (Bandur, 2018) show that, an effective SBM model in the West can also be applied to schools in Taiwan, and the Taiwanese government should use SBM, while adjusting it to the local environment. In the meantime, research on SBM gave birth to two different opinions (Winarti, 2011) . Positive findings indicate that the application of SBM is considered capable of empowering local areas; Meanwhile, other research shows that the application of SBM is actually considered to create new problems. Differences in cultural values and educational systems on various continents necessitated differences in the education system, as confirmed (Al-Ghefeili, 2013) Data revealed that participants expressed a variety of views about the SBM system in Oman. They consider the SBM system to be a complex and multifaceted concept consisting of many elements and elements that can be interpreted differently, have different emphases and serve different purposes. There were different perceptions, especially among principals and teachers regarding SBM as stated by Yau et al. (Du, Dupas, & Kremer, 2015) In addition, there are significant differences between the perceptions of principals and teachers towards the areas of SBM. The question is then, what is the implementation in Madrasah Al-Musyarrofah Jakarta? The implementation of SBM is interesting to be analyzed.

In general, this study aims to determine the implementation of SBM in Madrasah Al-Musyarrofah Jakarta. Whereas specifically to describe, analyze and evaluate: 1) Successful implementation of SBM, 2) Benefits of implementing SBM, and 3) Obstacles to the implementation of SBM.

Literature Review

School-Based Management (SBM)

School-based management (SBM) was first used in the 1970s in the US as an alternative to reforming education or school management (Nurkolis, 2005). The emergence of this idea was triggered by Lee and Chiu the dissatisfaction of education managers at the operational level due to the limited authority they have to be able to manage schools independently (Lee & Chiu, 2017). SBM is interpreted by a number of experts as transferring decision making from the central level to the school level. Also as educational reform which seeks improvement by giving authority to schools to empower themselves (Fatah, 2000). SBM appears as an alternative new paradigm of education management (Mulyasa, 2003). SBM is a management model that provides flexible autonomy to schools directly encourages

the participation of school members and the community, improves school quality based on government policies and legislation (Rohiat, 2009).

Reasons for its application, for the World Bank, among others, are economical, political, professional, efficient, administrative, financial, student achievement, accountability and school effectiveness (Fatah, 2000). The goal, according to Chapman in Ghani said that to improve the quality of education (Ghani, 2014). The ultimate goal is enhancing a conducive environment for student learning (Darma, 2006). A program proclaimed will not run smoothly and succeed optimally if there are no various supporting factors - internal and external (Nurkolis, 2005). The benefits of SBM include: schools can improve teacher welfare, freedom to manage resources and include communities to participate, encourage professionalism of school principals, and teachers are encouraged to innovate (Mulyasa, 2003).

The implementation of SBM has some obstacles, according to Wohlster, et. al. in Nurkolis include: (1) Implementation of SBM only adopts the existing model without creative reading, (2) The principal works based on his own agenda without paying attention to the aspirations of all school council members, (3) Power decision making is centered on one side and tends to be arbitrary, (4) assume that SBM is a normal thing with no serious effort that will succeed by itself (Nurkolis, 2005). Furthermore, according to Hasbullah that among others are problems: 1) curriculum. 2) human resources, 3) funds, facilities and educational infrastructure, 4) institutional organizations, 5) legislation, 6) guidance and coordination (Hasbullah, 2003). The concrete steps for SBM socialization is training in human resource education, developing an appropriate monitoring system and building legitimacy in an SBM model are very necessary (Supriyanto, 2009). There are ten stages that must be passed conduct socialization, 2) identify real challenges, 3) formulate the vision, mission, goals and objectives of the school (Muslihah, 2015). The function of SBM are 1) planning, 2) implementation, 3) supervision, 4) coaching (Kadir, 2009). In the implementation of SBM, the principal acts such as a key figure in encouraging school development and progress. The principal not only remembers his responsibilities and authority in school programs, curriculum and personnel decisions, but also has the responsibility to increase the accountability of student success and school programs (Lemanske, Kakumanu, Shanovich, & Antos, 2015). Principals must be smart in leading, managing, delegating tasks, authority, and can carry out EMASLIM's duties, namely Educator, Manager, Administrator, Supervisor, Leadership, Inomator, and Motivator well (Ghani, 2014).

According to Wohlstetter et al. in Kim the role of the principal in SBM such as a designer, motivator, facilitator, and liaison (Kim, 2005). The role of the teacher in the implementation of SBM, according to Wrightman in Usman is a series of interrelated behaviors carried out in a particular situation and related to the progress of behavior change and the development of students who are the goals (Usman, 1992). Supporting factors for the successful implementation of SBM, according to the Ministry of Religion namely a) good school leadership and management, b) social, economic conditions and people's appreciation of education, c) government support, and d) professionalism (Moradi, 2012).

Evaluation

Evaluation is defined as research to collect, analyze, and present useful information about the object of evaluation, judging by comparing it with evaluation indicators and the results used to make decisions about the object of evaluation (Wirawan, 2012). Evaluaiton also means as process of determining what education is objective are actually being realized (Wirawan, 2012). Furthermore, evaluation means as a process that determines the extent to which educational goals can be achieved. Evaluation provides information for decision making (Muwarni, Ghani, Buchori, & Sutikno, 2006). Evaluation refers as an assessing something based on established criteria or goals which are then followed by decision making or the object being evaluated (Djaali. & Muljono, 2008). An evaluation process that is not just measuring the extent to which goals are achieved, but also used to make decisions (Arikunto, 2002). Ghani stated that evaluation also act as providing information for decision making (Ghani, 2009). Judgment on the value and implications of the measurement results (Latif, 2014). An activity to determine the value of a program, including an education program (Muwarni, Ghani, Buchori, & Sutikno, 2006). A systematic and continuous process to determine the quality (value and meaning) of something, based on certain considerations and criteria in the context of decision making and evaluation is a process not a product (Arifin, 2009).

Evaluation models consists on goal-based evaluation, goal-free evaluation, formative and summative evaluation, responsive evaluation, CIPP evaluation, adversari evaluation, and evaluation of inequality. The CIPP evaluation model is oriented towards a decision. The goal is to help administrators (principals and teachers) in including decisions (Wirawan, 2012). Evaluation, for Stufflebeam is a process of describing, obtaining, and providing information that is useful for assessing alternative decisions (Arifin, 2009). In accordance with the model name, this model divides four types of evaluation activities namely: contex of evaluation to serve planning decision, input evaluation, decision structuring, process evaluation, to serve implementing decision, product evaluation, and to serve recycling decision (Makori, 2013). The CIPP evaluation model is more comprehensive among other evaluation models. Because the object of evaluation is not only on results but also includes context, input, process, and results (Latif, 2014).

Madrasa

Madarsah, comes from Arabic word "darasa" means learning. From the basic words formed into eating isim which means "*al-maudhi*" *al-lati tat'allamu filhi al-thullabu*" which is the place of student learning (Latif, 2015). Madrasah is expected to be a strong fortress and able to make new breakthroughs in facing challenges and modernization thanks to the advancement of science and technology (Arifin, 2003). The characteristics of quality madrasas, among others: 1) focus on the customer, 2) total involvement, 3) measurement, 4) commitment, 5) view education as a system, and 6) continuous improvement (Arcaro, 2007).

Research methods

Research setting and location are in Madrasah Tsanawiyah Al-Musyarrofah, North Petukangan, Pesanggrahan Sub-District, South Jakarta. The research was a qualitative approach with evaluation program method. The research based on filed observation which was directly examined the case in the field. This qualitative research provides data in the form of words - oral or written - (not numbers) from the research subject. The researcher acts as a key-instrument which analyzes data inductively and produces research that emphasizes more meaning than generalization. The study used descriptive methods, with an evaluation of the CIPP model (Context, Input, Process, and Product). Data is collected through observation techniques, questionnaires, document studies, and interviews with: education supervisors, principals, teacher boards, administration, school committees, and communities. In checking the validity of data (primary and secondary) triangulation techniques are used, related to data sources and methods. Data that has been collected, then analyzed through stages: data reduction, data presentation, and drawing conclusions or interpretations (Miles, 1994).

Results of CIPP Evaluation and Data Analysis

Data Description

1. Success Rate of SBM Implementation

A program that has been proclaimed will not run smoothly and succeed optimally if it is not supported by various factors - internal and external. Madrasah Al-Musyarrofah is now working on building a good and directed education. Therefore, since 2013 using MBS to create equal quality even outperformed the quality of other madrassas, other public and private sectors.

The success of education is largely determined by factors such as the quality of the teaching-learning process, the competence of the teaching staff and education, as well as whether the school implements extra-curricular well. By including the school principal along with his staff in carrying out monitoring of the implementation of teaching and learning such as supervision, examination of teaching materials, plans for learning programs, syllabus, annual programs, semester programs, because of the implementation of these programs the teachers will be more professional in carrying out their duties. Since implementing school-based management with one of the conditions for teaching teachers at least 24 hours a week, adjusting and clarifying the linearity of teachers in carrying out subjects, so that almost 90% of teachers who teach at the madrasah have been certified and the rest have not been certified due to insufficient old teaching classification requirements . As for extra-curricular activities, madrasas are achievement oriented, in addition to carrying out all existing extra-curricular activities such as scout, tekwondo, *marawis, muhadoroh, saman* and archipelago dance, basketball, futsal, paskibra, marcing band and others. With extracurricular activities, schools can introduce themselves to the wider community.

In implementing SBM, madrasas must have autonomy in four fields, namely autonomy in power and authority in each program - both curriculum and student programs - and also all

facilities and infrastructure, continuous development of knowledge and skills, access to information to all parts, and giving appreciation to those who have achieved such things as giving rewards to teachers, students, employees by carrying out their duties properly.

Since its establishment, madrasas have always involved the participation of the community actively in financing, the decision-making process of curriculum and instructional as well as non-instructional. The participation of all elements of society, because at that time the community really needed a formal religious school as well as its presence in the midst of community settlements and far from the main highway so that a lot of support was provided by the community in terms of financing, decision making processes for the curriculum such as support the community in the *muhadoroh* activities (speech training) should use the mosque speaker when training so that people can listen and take advantage of it, and instructional and non-instructional activities such as schools and communities have monthly agendas, namely monthly work and recitation.

Madrasah leadership is so strong that it can mobilize and utilize every school resource effectively, especially the madrasa principals as a source of inspiration in implementing school development and development, and take many policies and collaborate with various relevant parties for the progress and development of madrasas.

The decision-making process takes place democratically in the life of the madrasa council which is active in everything, and in every program that will be carried out. All parties understand their roles and responsibilities seriously, and there are guidelines from the relevant Ministry of Education such as the madrasah self-evaluation report (EDM) so that it can drive the education process in the madrasa to be effective and efficient.

Accountability reports are always made transparent and accountable in the form of financial reports such as management of school operational cost funds and educational operational costs and student payment inclusion and even the community is embodied in the accountability report every month, three months, six months and years.

The application of SBM in madrassas is oriented to madrasah performance achievement in the field of student affairs, curriculum, and infrastructure and more specifically to improve student achievement which until now has succeeded in graduating 100% of students, and National Examination and achievement of minimum criteria Minimum completeness on each subject.

The implementation begins with the dissemination of the concept of SBM carried out by the head of the madrasa assisted by madrasah supervisors to all teacher boards, committee members and the community, institutional development (capacity building) and those carried out such as conducting training on new roles, implementation in the learning process, evaluation of implementation in the field, and make improvements.

2. Benefits of Implementing SBM

In addition to having a goal and achieving success, the implementation of SBM in the madrasa also has several benefits including giving great freedom, power and responsibility to the madrasa. With the autonomy that provides responsibility for managing resources and developing SBM strategies according to local conditions, madrasas can improve the welfare

of teachers so that teachers are more able to concentrate on their tasks. Flexibility in managing resources and in including the community to participate, encouraged the professionalism of the madrasa principals in their roles as managers and principals. In addition, given the opportunity for the head of the madrasa to compile the curriculum, the teachers are encouraged to innovate by conducting various experiments in the madrasa environment. As such, MBS encourages the professionalism of teachers and principals as educational leaders in schools. Through the preparation of the curriculum, madrasah sensitivity will arise towards local needs that continue to increase, and guarantee educational services in accordance with the demands of students and the school community. Student achievement can be maximized through increasing parental participation.

With the provision of big space, schools will emerge with creativity, responsibility and earnest efforts to develop schools. And with community control and monitoring from the government, school management becomes more accountable, transparent, egalitarian and democratic, and eliminates the monopoly in education management. To realize this need, it is necessary for the readiness of managers at various levels to carry out their roles according to their authority and responsibilities. In addition, in the long run SBM will encourage the growth of special characteristics of the school in accordance with the potential of the local area, for example, in areas that have artistic potential it is possible to emerge schools that have excellence in the field of art. Other schools may come up with the characteristics of mathematics, religion, sports, and so on. This varied advantage will be the beginning of the pride of the school community and the surrounding community.

Therefore, when viewed from several objectives and benefits, SBM can be said to be a vehicle for growing School Based Development (SBD), meaning that the development of schools is based on their potential. With this in mind, every school has the potential to become a superior school, provided it is able to actualize all the potential that exists in its environment. Excellent in terms of not being interpreted singly, which is superior to NEM only. With the implementation of SBM, the function of the education bureaucracy is to guide and not implement its own operational education

SBM is seen especially in the madrasa as an alternative system of education and operation of schools which are considered to be the authority of the central and regional governments. SBM policy is a strategy to improve education by delegating important decision-making authority from the central and regional governments to the school level. Thus, SBM is basically a management system that makes the school an important decision-making unit about implementing education independently. SBM provides greater control opportunities for school principals, teachers, students and parents for the education process in schools. In this approach, the responsibility for certain decisions regarding budgets, staffing and curriculum is placed at the school level and not at the regional level, let alone the center. Through the involvement of teachers, parents, and other community members in making important decisions, SBM is seen as creating an effective learning environment for students.

The SBM policy as an alternative aims so that schools can move freely in the management of education in accordance with the expectations and needs of the community, because the school knows the social conditions of the school the most, so the implementation of SBM becomes a necessity. The government feels the need to implement and develop a

management model called "School Based Management" or School Based Management. SBM is a new paradigm, as one of the manifestations of education sector reform that offers reforms to schools to independently organize better and better education for students. Autonomy in management is the potential for schools to improve the performance of staff, offer direct participation from related groups, and increase public understanding of education.

3. Obstacles to SBM Implementation

Initially the madrasa head was assisted by supervisors to train all teachers in the task of implementing SBM, but some teachers did not want additional work other than the work they were doing now. They are not interested in participating in activities that they think only add to the burden. In that context, members of the school board must use more time regarding planning and budgeting. As a result the headmaster and the board of teachers do not have much time to think about other aspects of their work. Not all teachers will be interested in the budgeting process or do not want to spend time on budget matters because it adds to their duties besides teaching in class plus new assignments.

Inefficiencies in decision making carried out in a participatory manner sometimes cause frustration and are often slower than autocratic methods. Members of the school board must be able to work together and focus on the task, not on other things outside of it. It is like if the principal will run a program cannot do and decide on his own because there is a person in charge and it needs to be close and coordinated. The group's thoughts after a while collaborating, the members of the school board are likely to be increasingly cohesive. On the one hand this has a positive impact because they will support each other. On the other hand, cohesiveness causes members to be too compromising just because they feel bad if they have to disagree with other members. This is where the school council starts to get infected with the "group mind." And this is very dangerous because decisions taken are likely to be no longer realistic.

Requiring training of interested parties is very likely not at all or not experienced in implementing this complex and participatory SBM model. They most likely do not have the knowledge and skills about the nature of SBM and how it works, decision making, communication and so on. Confusion over the new roles and responsibilities of the parties involved is likely to be highly conditioned by the work climate they have been struggling with. The application of MBS changes the roles and responsibilities of interested parties. Sudden changes are likely to cause surprises and confusion so they are hesitant to assume responsibility for decision making.

Every application of a complex model and covering a variety of activities requires effective and efficient coordination. Without it, each activity will run itself to its respective goals which are likely to be far from the school's goals. If interested parties are involved from the start, they can ensure that every obstacle has been addressed before the implementation of SBM. Two important elements are adequate training on SBM and clarification of roles and responsibilities and expected outcomes for all interested parties. In addition, all involved must understand what decision-making responsibilities can be shared, by whom, and at what level in the organization. Members of the school community must realize that sometimes the

expectations imposed on school are too high. The experience of applying it elsewhere shows that the regions that are most successful in implementing SBM have focused their hopes on two issues: increasing involvement in decision making and making better decisions.

CIPP Evaluation Data Analysis

1. Context Analysis

Before implementing the madrasa agenda, all teachers, staff and principals conduct annual work meetings. Based on the annual work meeting, the principal's policy is issued which is formulated by the board of teachers, employees and committee representatives. In preparing a plan for school activities involving all related components it is intended that management and the one-year agenda of the madrasa are more comprehensive and credible.

Context analysis is carried out on all conditions of the madrasa - social, economic, political, security, scientific and technological progress, culture, geography, and various other dimensions - because of all that can be used as a reference to assess how far the development and progress of the madrasa. In addition, an analysis of the systems that apply in the SBM process is also carried out, such as curriculum management and teaching programs, management of educators and education, student management, financial management and finance, educational facilities and infrastructure, management of school-community relations, and special service management. Savasci stated that there is a correlation between educational resources and academic achievement. However, the relationship is quite limited. It is impossible to say that educational resources have no power to reduce the influence of socio-economic characteristics (Savasci, 2013). Besides that, the findings of Muradi stated that SBM indicators such as management of the education system, curriculum, budget, educational content, the role of the headmaster, teachers, students and other factors in Iran must be reconsidered (Moradi, 2012). Furthermore, the other the findings of previous research said that extraordinary school repairs may be achieved if principals put special emphasis on strategic planning, comprehensive and supportive roles that do not emphasize joint decision making. This finding provides important information for policy makers, education managers and especially principals and teachers regarding improvement and welfare in the SBM system (Moradi, 2012).

Analysis of environmental needs is carried out routinely every four years, involving various parties; foundations, communities, principals and staff, teachers, employees, students and members of the madrasah committee. By involving all parties, the analysis of school needs or accreditation can run well and smoothly and get satisfying accreditation points, as evidenced in 2014 the madrasah scored "A" with 89 points. Whereas before, the madrasa still got a "B" score. However, thanks to the hard work of all parties the maximum value can be achieved. The introduction of SBM can be a way of dealing with the current crisis in SBM, giving rise to accountability, commitment of teachers in carrying out their obligations, efficient use of resources, timely syllabus coverage, producing quality education, increasing efficiency and reducing the need for supervision among other possibilities if SBM is introduced further again in this region (Abulencia, 2012).

The vision of the madrasa refers to the expected school climate, because the school climate is a manifestation of habituation done. While the madrasa mission describes the condition of students, teachers and society naturally. And the aim of the madrasa is the elaboration of the vision and mission. Even though until now the purpose of all vision and mission is still exposed to various obstacles due to the foundation's inaction, but all components and elements of the madrasa strive to realize it. The previous research revealed that, the head of a secondary school in Kuala Lumpur was very likely to regulate the school's vision and mission as long as it was related to HR management (Vally & Daud, 2015). Correlation analysis shows that principals carry out their roles more effectively, school vision and mission are carried out more effectively, and HR management is managed more efficiently.

In addition, the above analysis also supports (Beidokhti, 2016) that; Study findings show that among the indexes studied, organizational commitment with a path coefficient of 0.89; responsibility with a path coefficient of 0.86; participation with a path coefficient of 0.78; decentralization with a path coefficient of 0.73; organizational culture with a path coefficient of 0.69; each has a major impact on the implementation of the SBM system in schools in the City of Tehran. The MBS principle coupled with participatory management is one of the various approaches used by schools in pioneer countries in an offer to improve the efficiency of school management and to improve the quality of student academic progress, which must be considered by education system planners and decision makers in our country.

2. Input Analysis

All madrasah programs aim to improve the quality of education. In order to realize this need, the madrasa needs to be supported by the managerial capabilities of the head of the madrasa and all elements of its citizens, such as the board of teachers, boards of committees, foundations, students and also the community. The EDM (Madrasah Self Evaluation) reported by the head of the madrasah to the supervisor is a reference in the implementation of school-based management. From EDM, the effectiveness, efficiency, and productivity of school-based management can be seen as the results in achieving educational goals in general, especially in realizing various school programs. From EDM you can also see weaknesses or shortcomings. Until now the report in the form of EDM is quite good as expected by the madrasa in the implementation of SBM.

New student registration (PPDB) is conducted by the teacher board based on the applicable provisions. Students are subjects for foundations, principals and teacher boards, so all components of the madrasa should work together so that prospective students and prospective guardians of students get a good and positive impression. The qualifications of school principals, educators and education personnel largely determine the quality of education. Therefore, almost all teaching staff are linear or in line with the subjects they teach. They also have pedagogical, personal, social, and professional competencies so that almost 90% of these madrasah educators have been certified, and the remaining 10% have not been certified. In addition, for the sake of the creation of good SBM and ready to compete with other schools, madrasas have principals who have general and special qualifications,

also have education personnel such as Administration, library, laboratories, security and office boy.

The study of the perceptions of principals and elementary school teachers in Hong Kong regarding the characteristics of SBM that are effectively implemented. The previous research by Yau stated that SBM elements that are often used are financial planning and supervision, leadership competencies, and work relations which are sufficiently used are resources and accommodation, which are rarely used, namely coordination and effectiveness of staff (Yau, 2014). Another previous research showed that as more rigorous research that helps find the important role of effective teachers in student learning, national and global policies increasingly point to teachers as the main factors improving learning and quality (Tatto, 2006).

Educational facilities and infrastructure are one of the features that determine the success of SBM implementation. Therefore, the management and structure of the facilities and infrastructure are very important. The management of facilities and infrastructure has the task of regulating and maintaining facilities and infrastructure so that they can contribute optimally. Good management of facilities and infrastructure is expected to be able to create clean, neat and beautiful schools so as to foster comfortable and pleasant conditions for teachers and students in particular to be in school. In addition, it is also expected that available tools or learning facilities that are adequate in quantitative, qualitative, and relevant to the needs and can be used optimally for the benefit of the education and teaching process, by teachers as instructors and students as students. In addition, madrasa lands and buildings are in accordance with the standards in legislation, and always maximize learning tools and support such as classrooms, libraries, laboratories, leadership rooms, teacher rooms, places of worship, UKS rooms, latrines, warehouses, circulation rooms, places playing and sports.

According to the findings from the previous researches concluded that in Canada, at a minimum, the variety of school physical resources and academic press evaluated by principals did not significantly affect students' academic achievement in mathematics and reading (Wei, Clifton, & Robert, 2012). The results of the study of the impact of school physical resources and the teacher's academic press (teacher pressure on academic excellence and upholding academic standards) on academic achievement are in line with that the finding from Makori is the implication for the principal's perception of the quality of teaching-learning resources is that job satisfaction and morality may negatively influence so it indirectly affects the quality of teaching and learning. Less quality resources will directly influence the teaching and learning process (Makori, 2013).

3. Process Analysis

The leadership of the madrasa principals is very important in implementing SBM, the head of the madrasa here must also meet effectively with the teachers in a conducive situation. The head of the madrasa must be able to encourage the performance of the teachers by showing closeness, friendliness, and concern for the teachers - individually and in groups. For the head of the Al-Musyarrofah madrasa, that good leaders' attitudes and behaviors can motivate teachers to work together in realizing organizational goals. With this atmosphere of

kinship, strategic decisions can be made openly and democratically. Decision making is thus proof of the partial success of SBM implementation in this madrasa, as well as the provision and provision of precise and clear information to all parties involved can provide maximum results as desired because all can work and carry out the tasks they have understood.

From comparing between schools that have succeeded and those who are struggling to implement SBM. Briggs mentioned eight elements in schools that have successfully applied SBM (Briggs, 2003). In short, the eight elements are vision, decision-making authority, power, knowledge and skills, information, appreciation, leadership, and resources. Furthermore, Unterhalter, Helslop and Mamedu explained that in successful SBM schools, school leadership is divided between administrators and teachers. Leaders often act as managers and facilitators of change, while teacher leaders are responsible for teaching and learning problems. Successful SBM schools have found ways to divide the authority that helps schools achieve their goals and who use the abilities and skills of individuals. Leadership is no longer the sole responsibility of the leadership. The principals of SBM schools that have succeeded in actively managing and facilitating change. The CCSR researchers concluded that the head of the madrasa was the only very important factor in advancing school improvement (Unterhalter, Heslop, & Mamedu, 2013).

The head of the madrasa may focus on distributing power, generate agreement about the purpose of the school, encourage teachers to participate in school improvements, gather information, and share awards. So, madrasa principals in SBM schools who succeed work to create opportunities and deny obstacles so that others can assume the position of leader (Briggs, 2003) In schools that are struggling to implement SBM, principals do not have the skills needed to work in a decentralized environment. The style of management is contrary to the norms of joint decision making. Reinforcing the statement that the leadership role of the madrasa head is widely seen as the main factor that contributes to the successful relationship between SBM and school improvement and is therefore an important dimension of successful SBM (Botha, 2006).

Evaluation of learning outcomes is a process in implementing SBM generally in all schools that implement SBM, and especially in these madrasas. From the evaluation it will be seen how far the quality of the learning process in this madrasa, whether it is in accordance with the process standards which includes; planning the learning process, implementing learning activities, and supervising an effective and efficient learning process. Therefore, the board of teachers and instructors at the beginning of the school year are required to plan learning programs (RPP), annual programs (PROTA), semester programs (PROMES) as well as syllabi. All learning devices will determine the success of the teacher in carrying out teaching and will be supervised by the curriculum and the head of the madrasa according to a predetermined schedule.

Madrasas or schools are social institutions that cannot be separated from the community, or otherwise the community cannot be separated from the school. The relationship between the two is a form of external communication carried out on the basis of similar responsibilities and goals. The orientation of the madrasa head towards the committee and the community has the aim of maintaining the survival of the madrasa, improving the quality of education, facilitating teaching and learning activities, and obtaining assistance and

community support for the implementation and development of school programs. Thus, there is a partnership between the school and the community and the committee in particular.

Therefore, for the effectiveness of the implementation of madrasa programs, community participation is needed. According to Ahmad there are significantly positive correlations between community participation and education (Ahmad, 2013). Likewise the view of Jafarov stated that family and community involvement frequently means helping reach goals defined by school (Jafarov, 2015). Furthermore, Bandur also stated the same that supporting the findings of previous studies, SBM influences the delegation of power and authority at the school level, increasing the commitment and participation of parents and the local community (Bandur, 2012). This in turn resulted in significant improvements in the teaching-learning environment and student learning outcomes (Blank, 2004; Brown, B. R. & Cooper, 2000; Gamage, D. T. et al., 1996; Muijs, D., Harris, A., Chapman, C., Stoll, L., & Russ, 2004; Gamage, D. T. & Sooksomchitra, 2004; Gamage, D. T., 2006; Sheldon, S. B., & Voorhis, 2004).

Although community participation is very much needed in the world of education, participation in developing countries is still very limited. This is the result of Aref's research (Aref, 2010, p. 1) in the third world, there are several important issues in community participation in education activities. The contribution of the community towards the improvement of the school is generally low (Abadzi, 2013) and the nature and extent of community participation is generally limited (Malaklolunthu & Shamsudin, 2011). However, this is not the case with the level of SBM implementation was found to be at exceeding the minimum standard (Cabardo, 2016). The level of participation of the school stakeholders is significantly affected by the level of SBM implementation. Regardless of the causes of high or low levels of community participation in the implementation of madrasas, participation must be continually developed for the effectiveness and efficiency of education. How to grow it is very diverse. According to previous research results suggested that by mobilizing resources within the community (Pailwar, 2005) and should collaborative with all stakeholders (Hariet, 2014).

4. Product Analysis

Students become a goal or product of the SBM system, because from the results of education can be seen the quality of SBM applied. Therefore, it is the duty and responsibility of student management to organize and organize student activities since entering or becoming new students until leaving the madrasa. Student management is not only tasked with recording student data, but also covering broader aspects that can operationally help students grow and develop their efforts through the ongoing educational process. From the results of student management, madrasas can show students who achieve competency according to graduation standards, graduation rates that are almost 100%, and accepted at superior schools or madrasas at the next level. During the last three years, 60% of graduates from this madrasa entered superior schools or madrasas. Student achievement in addition to academic factors can also be seen from non-academic factors, namely always winning extra-curricular

competitions and the like such as scout competitions, paskibra, *marawis*, speeches, *tahfidz Qur'an*, futsal, basketball, etc.

This madrasa is a madrasa or a full day school, that is students, teachers and employees must be in the madrasa while the learning hours last from 6:30 a.m. 3:00 p.m. With a full day system, students can be more controlled because teachers can supervise and guide them effectively. Therefore, teachers are required to be more creative and innovative in teaching and learning so that they can keep students away from feeling bored and bored. For this purpose, the teachers obtained various trainings organized by the Ministry of Religion or held by the madrasa itself. The enactment of SBM in madrasas means providing broad opportunities for teachers and students to take advantage of the madrasa and surrounding environment as a vehicle or source of learning, so that the teacher has at the same time familiarized students with their environment. In addition, it can also create a culture and climate for madrasas that are conducive to good and mutual progress (schools and communities).

Thus the overall results of the product analysis above, have strengthened various previous research findings, including the findings of which states that; SBM positively influences teacher commitment to the teaching profession and on student academic achievement (Nir & Miran, 2006), SBM can improve teaching programs and improve student learning outcomes (Briggs, 2003), SBM makes schools more autonomous, flexible, quality, (David T Gamage & Sooksomchitra, 2004) and the implementation of SBM in Indonesia was significantly effective in improving student achievement (Bandur, 2018). The implementation of SBM in the madrasa is reviewed in terms of context, input, process, and product classified as very effective because it has implications for: (1) Improving the quality of education through madrasah independence and initiative in managing and empowering available resources. (2) Increasing the concern of the school community and the community in organizing education through joint decision making, (3) Increasing school responsibility to the committee, parents of students, the community and the government about all matters related to school quality, and (4) Increasing healthy competition between madrasas about the quality of education to be achieved.

From the implementation of SBM in the madrasa in terms of contexts, inputs, processes, and products the solutions that need to be done are: (1) Madrasas must continue to improve the management of available resources, (2) Madrasas must involve school citizens in making decisions so that citizens madrassas will care about the state of madrasa, (3) Madrasas must continually improve the quality of schools so that they can be accountable to parents, the community, and the government, and (4) Schools must be brave to compete with other schools in terms of school quality.

Conclusions and Recommendations

Conclusions

From the results of the evaluation and analysis above, it can be concluded that:
(1) A program proclaimed will not run smoothly and succeed optimally if it is not supported by internal and external factors.

(2) Success is determined by factors such as the implementation of teaching and learning activities, teacher competencies and education staff, extra implementation -curricular. For extra-curricular activities, madrasas are performance oriented, as well as the implementation of all extra-curricular activities (scouts, tekwondo, marawis, muhadoroh, saman dance and nusantra, basketball, futsal, paskibra, etc.).

(3) Madrasas have autonomy in power and authority in each program both curriculum and student programs and all facilities and infrastructure, continuous development of knowledge and skills, access to information to all parts, and giving awards to all successful parties such as giving rewards to teachers, students, employees who excel.

(4) The community actively participates in financing, the decision-making process for curriculum and instructional as well as non-instructional.

(5) Strong madrasa leadership so as to be able to effectively mobilize every school resource, especially the principal becomes a source of inspiration for development and the development of schools in general.

(6) The process of harvesting Democratic decision-making in the life of the school council in each and every program that will be carried out and all parties understand their roles and responsibilities seriously and there are guidelines from the Ministry of Education and the Ministry of Religion related to madrasah self-evaluation reports (EDM) so as to encourage the process education in madrasas runs efficiently and effectively.

(7) accountability reports are always transparent and accountable both financial reports such as school operational cost funds management and education operational costs and income from student payments and even the community is embodied in the accountability report every month, three months, six year and year.

(8) Achievement of student learning which until now has always passed 100% of students in national examinations and attained a minimum score of Minimum Completion Criteria in each subject.

(9) Implementation begins with socialization of the concept of SBM by the head school diba the school supervisors to the board of teachers, committees and the community from all identification of their respective roles, institutional development (capacity building) and what is done such as holding trainings on new roles, implementing the learning process, evaluating the implementation in the field and making improvements repair.

The benefits of implementing SBM in this Madrasah are:

(1) The existence of autonomy that gives responsibility for managing resources and developing SBM strategies according to local conditions.

(2) Schools can improve the welfare of teachers so that teachers can concentrate more on their tasks. With the provision of a broad space of movement, creativity, responsibility and serious school efforts will develop to develop schools.

(3) With community control and monitoring from the government, school management becomes more accountable, transparent, egalitarian and democratic.

(4) A vehicle for the growth of School-Based Development (SBD), meaning the development of schools based on self-potential.

(5) Strategies for improving education by delegating the authority of important decision-making from the central and regional governments to the school level.

(6) Provide greater control opportunities for principals, teachers, students, and parents for the education process in madrasas.

(7) In this approach, responsibility for decision making regarding budgets, staffing and curriculum is placed at the school level and not at the regional level, especially the center.

(8) Schools can move freely in the management of education that meets expectations and speed community needs, because schools know the social condition of the school the most.

(9) Schools can independently organize better and better education for students. Autonomy in management is the potential for schools to improve the performance of staff, offer direct participation from related groups, and increase public understanding of education.

Obstacles and constraints to implementation in Madrasah are:

(1) Initially the teacher does not want additional work other than the work they are currently doing.

(2) Not all teachers are interested in preparing a budget or do not want to make time for that because of additional work plus new assignments.

(3) Inefficiency in participatory decision-making sometimes creates frustration and is often slower than autocratic methods.

(4) Board members must be able to work together and focus on the task.

(5) Group thinking, board members are very likely to be cohesive. This is positive, because they support each other. Another thing, cohesiveness makes members too compromising just because they feel bad because of different opinions with other members.

(6) Requires training of interested parties is likely not at all or not experienced implementing a complex and participatory model.

(7) Confusion over new roles and responsibilities.

(8) The parties involved may have been highly conditioned by the work climate that has been running so far. The application of MBS changes the roles and responsibilities of interested parties.

(9) Sudden changes will lead to surprises and confusion so that they are hesitant to assume responsibility for decision making, and

(10) Difficulties in coordination in implementing complex models that cover a variety of activities require effective and efficient coordination.

Recommendations

Based on the conclusions above, recommendations are given as follows:

(1) The principal as the school leader and all of his staff to coordinate more actively and creatively determine and achieve the learning target and madrasa program. The achievement of targets includes optimizing the development of academic and non-academic potential. Academic ability is focused on the efforts of the teacher council to

bring students to the value above the KKM and increase the acquisition of the National Examination (UN). While the non-academic abilities are focused on extra-curricular achievements such as sports, scouts, paskibra, drumband, marawis and others at the level between schools, cities, provinces and even nationally. The head of the madrasa always coordinates the organization and the performance of the school community about the need to impose sanctions on the residents of the madarasah who commit organizational violations, management, duties, staffing discipline by first being told verbally and in writing. The head of the madrasa empowers the existing resources more.

(2) The school committee as a community institution that helps manage the school program needs to be involved more actively and programmed dynamically, especially in financial contributions, innovative ideas, procurement of facilities and infrastructure. Empowerment of school committees also includes the construction of madrasa facilities and infrastructure so that the madrasa becomes more comfortable and conducive.

(3) The role of the teacher is very important because the teacher is the mediator of the learning process, without the teacher the direction of learning will be uncertain. Therefore, teachers should actively increase their knowledge by increasing their education qualifications to a higher level. Motivate yourself not to be ashamed to ask fellow or madrasa working groups to discuss and innovate, actively participate in training, seminars and scientific work in meeting with MGMP in order to equalize perceptions and broaden insight into the progress of science. Educators and education must actively follow the development of technology and information, especially those relevant to subject matter according to their duties and responsibilities. The board of teachers and employees should be more aware of receiving additional assignments in implementing SBM.

(4) The role of students as objects of education is expected to be aware of their duties and obligations in Madrasas. Make the culture and climate of the madrasah maximize the use of a variety of facilities owned by the school such as library books, laboratories, school health businesses (UKS), fields and sports equipment.

(5) The Foundation must work more closely with the board of teachers and chiefs of the SBM implementation applied in madrasas to run better so that the products produced are better too.

References

1.   Abadzi, H. (2013). School-based management committees in low-income countries: Can they improve service delivery? *Prospects*, *43*(2), 115–132. https://doi.org/10.1007/s11125-013-9267-9

2.   Abulencia, A. S. (2012). School-based management: A structural reform intervention. *Journal on Teacher Education*, *6*(1), 1–30. Retrieved from http://po.pnuresearchportal.org/ejournal/index.php/normallights/article/view/70

3.   Ahmad, I. & H. S. (2013). Effect of community participation in education on quality of education: evidence from a developing context. *Journal of Education and Vocational Research*, *4*(10), 293–299, DOI: 10.22610/jevr.v4i10.133.g133

4.   Al-Ghefeili, A. A. A. & Hoque, K. E. (2013). School-based management in Oman:

Principals' views and understanding. *International Journal of Academic Research in Progressive Education and Development*, 2(3), 84-96, http://dx.doi.org/10.6007/IJARPED/v2-i4/47

5.   Arcaro, J. S. (2007). *Quality based education*. Yogyakarta, Indonesia: Pustaka Pelajar.

6.   Arifin. (2003). *Islamic education philosophy*. Jakarta, Indonesia: PT. Balai Pustaka.

7.   Arifin, Z. (2009). *Learning evaluation*. Jakarta, Indonesia: PT Remaja Rosdakarya.

8.   Arikunto, S. (2002). *Fundamentals of educational evaluation*. Jakarta, Indonesia: PT. Rineka Cipta.

9.   Bandur, A. (2012). Decentralization and school-based management in Indonesia. *Asia Pacific Journal of Educational Development*, 1(1), 33–47, DOI: 10.6228/APJED.01.01.04

10.   Bandur, A. (2018). Stakeholders' responses to school-based management in Indonesia. *International Journal of Educational Management,* 32(6), 1082-1098, https://doi.org/10.1108/IJEM-08-2017-0191

11.   Beidokhti, A. A., Fatih, K. & Moradi, S. (2016). The structural relations of parameters of school-based management based on decentralization, responsibility, participation, organizational culture, and organizational commitment. *Review of European Studies;*, 8(2), 159-170, http://dx.doi.org/10.5539/res.v8n2p159

12.   Blank, M. J. (2004). How community schools make a difference. *Schools as Learning Community*, 6(8), 62–65. Retrieved from http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/How-Community-Schools-Make-a-Difference.aspx

13.   Botha, N. (2006). Leadership in school-based management: a case study in selected schools. *South African Journal of Education*, 26(3), 341–353. Retrieved from https://www.ajol.info/index.php/saje/article/view/25074

14.   Briggs, L. K. & Wohlstetter, P. (2003). Key elements of a succesful school-based management strategy. *School Effectiveness and School Improvement*, 14(3), 351–372, DOI: 10.1076/sesi.14.3.351.15840

15.   Brown, B. R. & Cooper, G. R. (2000). School based-management: How effective is it? *NASSP Bulletin*, 84(616), 77–85, https://doi.org/10.1177/019263650008461612

16.   Cabardo, J. R. O. (2016). Levels of participation of the school stakeholders to the different school-initiated activities and the implementation of school-based management. *Journal of Inquiry & Action in Education,* 8(1), 81-94. Retrieved from https://files.eric.ed.gov/fulltext/EJ1133596.pdf

17.   Darma, A. (2006). School-based management learns from other people's experiences. Jakarta, Indonesia: Pusdiklat Pegawai Depdiknas.

18.   Djaali & Muljono, P. (2008). *Measurement in Education*. Jakarta, Indonesia: Grasindo.

19.   Duflo, E., Dupas, P., & Kremer, M. (2015). School governance, teacher incentives, and pupil–teacher ratios: Experimental evidence from Kenyan primary schools. *Journal of Public Economic*, 123, 92–110. https://doi.org/10.1016/j.jpubeco.2014.11.008

20.   Fatah, N. (2000). *School based management, school empowerment strategies in the context of improving the quality and independence of schools*. Bandung, Indonesia: Andira.

21.   Gamage, D. T. (2005). School-based management leads to shared responsibility and quality in education. *Curriculum and Teaching*, 20(1), 61–77, DOI: https://doi.org/10.7459/ct/20.1.05

22.   Gamage, D. T. (2006). School-based management: Shared responsibility and quality in education. *Education and Society*, *24*(1), 27–43, DOI: https://doi.org/10.7459/es/24.1.03

23.   Gamage, D. T., Sipple, P., & Partridge, P. (1996). Research on school-based management in Victoria. *Journal of Educational Administration*, *34*(1), 24-40, https://doi.org/10.1108/09578239610107147

24.   Gamage, D. T., & Sooksomchitra, P. (2004). Decentralisation and school-based management in Thailand. *International Review of Education*, 50, 289–305, https://doi.org/10.1007/s11159-004-2624-4

25.   Ghani, A. (2009). *Unravel education nodes*. Jakarta, Indonesia: Uhamka Press.

26.   Ghani, A. (2014). *School action research methodology*. Jakarta, Indonesia: Raja Grafindo Persada.

27.   Takyi, H., Anin, E. K., & Asuo, Y. K. (2014). The level of stakeholder's participation in the district education strategic planning towards quality basic education: the case of salaga town council of Ghana. *International Journal of Humanities and Social Science*, *3*(14), 95–105, DOI:10.18533/ijbsr.v4i2.365

28.   Hasbullah. (2003). *Educational autonomy: regional autonomy policy and its implications for providing education*. Jakarta, Indonesia: Raja Grafindo Persada.

29.   Jafarov, J. (2015). Factors affecting parental involvement in education: the analysis of literature. *Khazar Journal of Humanities and Social Sciences*, *18*(4), 35–44. Retrieved from http://jhss-khazar.org/wp-content/uploads/2010/04/3.Javid-Jafarov-1.pdf

30.   Kadir, A. (2009). *School Based Management*. Kendari, Indonesia: Membumi Publishing.

31.   Kim, S. N. (2005). The developmental directions and tasks of the school based curriculum management system in Korea. *Asia Pasific Education Review*, 6, 41–49, https://doi.org/10.1007/BF03024966

32.   Latif, A. (2014). *Human resources performance evaluation*. Jakarta, Indonesia: Haja Mandiri.

33.   Latif, A. (2015). *Islamic education management*. Jakarta, Indonesia: Haja Mandiri.

34.   Lee, D. H. L. & Chiu, C. S. (2017), School banding: Principals' perspectives of teacher professional development in the school-based management context", *Journal of Educational Administration*, *55*(6), 686-701, https://doi.org/10.1108/JEA-02-2017-0018

35.   Lemanske, R. F., Kakumanu, S., Shanovich, K., & Antos, N. (2015). Workforce report creation and implementation of SAMPRO [TM]: A school-based asthma management program. *National Center for Biotechnology Information - U.S. National Library of Medicine*, *138*(3), 711–723, https://doi.org/10.1016/j.jaci.2016.06.015

36.   Makori, A. and H. O. (2013). An evaluation of secondary school principals' perception of learning resources in free secondary education era in Kenya. *African Educational Research Journal*, *1*(3), 171–182. Retrieved from https://files.eric.ed.gov/fulltext/EJ1216963.pdf

37.   Malaklolunthu, S., & Shamsudin, F. (2011). Challenges in school-based management: Case of a "cluster school" in Malaysia. *Procedia - Social and Behavioral Sciences*, *15*, 1488–1492, https://doi.org/10.1016/j.sbspro.2011.03.316

38.   Miles, H. (1994). *Qualitative data analysis*. California, USA: Sage Publications.

39.   Moradi, S., Hussin, S. B., & Barzegar, N. (2012). School-based management (SBM), opportunity and treat (education system of Iran). *Procedia – Social and Behavioral Sciences*,

69, 2143–2150, https://doi.org/10.1016/j.sbspro.2012.12.179

40. Muijs, D., Harris, A., Chapman, C., Stoll, L., & Russ, J. (2004). Improving schools in socioeconomically disadvantaged areas: A review of research evidence. *School Effectiveness and School Improvement*, *15*(2), 149–175, DOI: 10.1076/sesi.15.2.149.30433

41. Mulyasa, E. (2003). *School based management, concepts, strategies and implementation*. Bandung, Indonesia: Remaja Rosdakarya.

42. Muslihah, O. E. (2015). Understanding the relationship between school-based management , emotional intelligence and performance of religious upper secondary school principals in banten province. *Higher Education Studies*, *5*(3), 11–23. https://doi.org/10.5539/hes.v5n3p11

43. Nir, A. E., & Miran, M. (2006). The equity consequences of school-based management. *International Journal of Educational Management*, *20*(2), 116-126, https://doi.org/10.1108/09513540610646109

44. Nurkolis. (2005). *School based management: theory, models and applications*. Jakarta, Indonesia: Grasindo.

45. Pailwar, K. V. & V. M. (2005). Janshala in jharkhand: An experiment with community involvement in education. *International Educational Journal*, *6*(3), 373–385. Retrieved from https://files.eric.ed.gov/fulltext/EJ854991.pdf

46. Rohiat. (2009). *School management basic theory and practice*. Bandung, Indonesia: Refika Aditama.

47. Savasci, H. S. & Tomul, E. (2013). The relationship between educational resources of school and academic achievement. *International Education Studies*, *6*(4), 114-123, http://dx.doi.org/10.5539/ies.v6n4p114

48. Muwarni, R. S., Ghani, A. R. A., Buchori, M., & Sutikno, M. (2006). *Educational evaluation of concepts and applications*. Jakarta: Indonesia: Uhamka Press.

49. Sheldon, S. B., & Van Voorhis, F. L. (2004). Partnership program in U.S. schools: Their development and relationship to family involvement outcomes. *School Effectiveness and School Improvement*, *15*(7), 125–148, DOI: 10.1076/sesi.15.2.125.30434

50. Supriyanto, E. (2009). *Educational innovation: new issues of learning, management and the education system in Indonesia*. Jakarta, Indonesia: Muhammadiah Universitas Press.

51. Tatto, M. T. (2006). Education reform and the global regulation of teachers' education, development and work: A cross-cultural analysis. *International Journal Educational Research*, *45*(4-5), 231–324, http://dx.doi.org/10.1016/j.ijer.2007.02.003

52. Unterhalter, E., Heslop, J., & Mamedu, A. (2013). Girls claiming education rights: Reflections on distribution , empowerment and gender justice in Northern Tanzania and Northern Nigeria. *International Journal of Educational Development*, *33*(6), 566–575, https://doi.org/10.1016/j.ijedudev.2013.05.007

53. Usman, M. U. (1992). *Become a Professional Teacher*. Bandung, Indonesia: Remaja Rosdakarya.

54. Vally, G. V. S., & Daud, K. (2015). The Implementation of school based management policy: An Exploration. *Procedia - Social and Behavioral Sciences*, *172*, 693–700. https://doi.org/10.1016/j.sbspro.2015.01.421

55. Wei, Y., Clifton, R. A., & Robert L. W. (2012). School Resources and the Academic

Achievement of Canadian Students. *Alberta Journal of Educational Research*, *57*(4), 460–478. Retrieved from https://journalhosting.ucalgary.ca/index.php/ajer/article/view/55529

56. Winarti, E. (2011). School-based management: The challenges of its implementation in indonesia. *Educatin Journal*, *20*(1), 85–106. Retrieved from https://e-journal.usd.ac.id/index.php/job/article/view/1275/1020

57. Wirawan. (2012). *Evaluation of model theory of application and professional standards*. Jakarta, Indonesia: Raja Grafindo Persada.

58. Yau, H. K. & Cheng, A. L. F. (2014). Principals and teachers' perceptions of school-based management. *International Education Research*, *2*(1), 44–59, https://doi.org/10.12735/ier.v2i1p44

2. Evaluation of School-Based Management Implementation (SBM) in Madrasah Jakarta