

# The Implementation of School-Based Management in Islamic Elementary Schools

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## ABSTRACT

This study aims at determining to what extent the implementation of school-based management in Islamic elementary schools. The method applied in this study was descriptive qualitative, emphasizing the analysis of sentences, arguments, or data collected directly in the field. The approach taken by researchers was a case study. It is a series of scientific activities that are carried out regularly, structured, and comprehensively on a program, activity, or event at the individual, group, or organizational level to gain an in-depth understanding of what is being. Data in this study was collected using the triangulation technique (observation, interviews, and documentation). The results indicated that the principles of the policies imposed by the Islamic elementary schools are curriculum and teaching development, selection of teachers and teaching staff, student management, support for facilities and infrastructure, adequate financing, parent-school relations, and the realization of comfortable school culture & environment. The implementation of school-based management in Islamic elementary schools proves the improvement in quality and brilliant achievements of educational sectors at national and international levels.

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## 1. INTRODUCTION

The educational unit is one of the important factors in the sectors of national development and the quality of human resources. The better the human resources are, the more advanced the society will be. This has been believed by scientists in various disciplines. It is undeniable that the development of science & technology and changes in global change require school management to make improvements dynamically, systematically, and in a directed manner (Alrasheedi & Almutawa, 2022).

The dynamics faced by the education system in Indonesia have attracted the attention of various parties from all corners of Indonesia. Various efforts have been made to improve the quality of education in Indonesia, including changes in the education curriculum, which have been done approximately 9 times. These changes are in line with the objectives of national education as stated in the 4th paragraph of the 1945 Constitution which reads "to educate the life of the nation". However, the facts in the field show that all decisions made by the Indonesian government regarding education are still centralized. This is the focus of this research, which is expected to gain a solution for a better education system.

School-based management is a transition from a decentralized system to a school authority system, in which the education unit is given the responsibility to determine and carry out all important decisions related to the goals, policies, standards, curriculum, and accountability of the concerned education unit. This is to make educational units more flexible in deciding, controlling, being responsible for, developing school quality, and utilizing existing resources. School-based management also has the aim of increasing the efficiency of the quality of education which includes curriculum management, teaching programs, teachers & teaching staff, students, costs, the relationship between school and students' parents, and infrastructure. This is highly necessary to improve the quality of the education so that it can provide real achievements through the school management process. Furthermore, the implementation of this management cannot be separated from the community's demands for formal educational institutions due to ever-changing circumstances (Lazwardi, 2018).

School-Based Management (SBM) is a management model that provides autonomy or independence to schools or madrasas and encourages participatory decision making that involves directly all school or madrasah residents in accordance with quality service standards set by the central, provincial, district and city governments. According to the law of the republic of Indonesia on the national education system no. 20 of 2003 in the explanation section of article 51 paragraph 1, "school or madrasa-based management is a form of autonomy in educational management in educational units, in this case the principal or madrasah and teachers are assisted by the school or madrasa committee in managing educational activities". In principle, SBM aims to empower schools in setting various internal school policies that lead to improving the quality and performance of the school as a whole.

School-Based Management (SBM) is one of the government's efforts to achieve excellence in the nation's society in mastering science and technology. SBM which is characterized by school autonomy and community involvement is the government's response to the symptoms that appear in the community, aiming to improve the efficiency, quality, and equity of education. Thus School-Based Management (SBM) is an alternative form of school in the decentralization program in the field of 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 flexibility to manage community participation resources. and bureaucratic simplification. Meanwhile, quality improvement can be obtained, among others, through parental participation in schools, flexibility in school and classroom management, increasing the professionalism of teachers and school principals. The increase in equity is achieved, among other things, by increasing community participation, which allows the government to concentrate more on certain groups.

In implementing SBM in a public or private school, it is very dependent on the cooperation of each unit involved in the agency, as the name suggests, namely school-based management, therefore school management is very necessary in this implementation. Management is a social science, because the implementation of management depends on the situation and conditions in which the management function is applied, management learns how one can carry out the best, so that the goals of the organizational unit can be achieved. Therefore, management is very influential in the progress of an organization or agency.

Judging from the level of development, the progress of a nation is determined by education and society, so the implementation of school-based management starts from basic education so that it becomes the base for continuing to improve the quality of schools at the next level. The urgency of

implementing school-based management in Islamic elementary schools makes elementary schools a major and integral part of society, not an institution that is separated from society, the freedom and survival of schools today to the future depends on the community, schools and society. has very strong implications because of the function of the school as a social institution that helps community members in education, school and community development, both of which need each other (Miovský, Černíková, Nováková, & Gabrhelík, 2022).

A study conducted by Fatayan *et al.* (2019) entitled "*School-Based Management at Private Islamic Junior High School at South Jakarta*" showed that the implementation of school-based management provided benefits for schools, in which schools had the autonomy to determine school plans they were responsible for. It is in line with a study done by Badawi (2020) entitled "*The Implementation of Madrasa-Based Management in Improving Student Learning Achievement*" that the implementation of school-based management in Madrasah Aliyah can improve student achievement.

From the two studies above, it is clear that the application of MBS is only beneficial and has a positive impact on schools, even though there are sectors that also get more benefits and are influential in highlighting the community for choosing schools, namely student achievement. And success in improving school-based management is by looking at the 7 elements to be successful in implementing school-based management. From the phenomena above, it becomes a reference for researchers to adjust the writing of the findings of the research conducted. Namely in the form of successful implementation of 7 elements of school-based management program policies that have a major impact on student achievement. The 7 elements are: curriculum development, educators and education staff, students, educational facilities and infrastructure, financing, school relations and parents/community as well as culture and the surrounding environment.

School-Based Management (SBM) intends to return the school to its owner in the sense of knowing the development of the school both in the quality and other fields depending on the school and the participating community. The principal is the person who knows best about the achievements of his teachers, the lack of books, facilities and infrastructure related to the learning process. For this reason, school principals and teachers must develop their ability to conduct studies and analyzes so that they are more sensitive to the problems that occur in their schools.

One way to improve quality and relevance is democratization, participation, and accountability of education. Principals, teachers, and the community are the main and leading roles in the implementation of education in schools so that all decisions regarding the handling of educational problems at the micro level must be resulted from the interaction of the three parties. The community is an educational stakeholder who has an interest in the success of education in schools. because they are the payers of education either through tuition or taxes so it is natural for schools to be responsible to the community. The forms of community stakeholders are the School Committee Board and the Education Council at the city/district level. School independence is highly expected by the government, especially in the education decentralization policy. However, to arrive at the ability to manage and regulate the implementation of education in each educational unit, a systematic program is needed by carrying out capacity building. Capacity building needs stages so that the direction is directed and measurable. There are four stages that need to be passed for this activity. Each stage of development is carried out on each group of educational units that have equal characteristics. Capacity building is carried out to increase (up grade) a group of educational units at a certain stage of development to the next stage. The four stages are: Pre-format stage, which is the stage where the education unit does not yet have formal education standards that have not yet been met as educational resources and need to be increased to the next stage.

The formality stage is a school that already has minimal educational resources. The education unit already has minimum technical standards such as teacher qualifications, number and quality of classrooms, quality of books and the number of other educational qualities. With capacity building schools can improve administrative abilities and implementation of education and can increase their learning to be more creative and innovative. If the education unit has been successfully upgraded again

to the transitional level. This success can be measured by the minimum service standards at the school level, especially regarding educational outputs such as decreasing dropout rates, repeating classes, students' abilities, graduation rates, and continuing school levels.

Transitional stage, namely the education unit has been able to provide minimal quality education services, such as the ability to optimally utilize educational resources, increase teacher creativity, optimal use of libraries, schools. building towards educational professionalism to quality education services. Education units are considered to be able to provide services above the Minimum Service Standards and are responsible for clients and other educational stakeholders.

Based on the aforementioned conditions, this study aims at determining to what extent the implementation of school-based management in Islamic elementary schools. This is important in developing and managing the quality of education. Implementation of School-Based Management (SBM) in schools is also one of the ways to improve the quality of education or school quality. Quality is a dynamic condition related to products, labor, processes and tasks as well as the environment that meets or exceeds customer expectations or also the quality of education is an output resulting from input and a continuous teaching and learning process. Improving the quality of schools is a systematic process that continuously improves the quality of the teaching and learning process and the factors related to it, with the aim that school targets can be achieved more effectively and efficiently. This study is expected to be useful to improve student achievement and advance the education system in Indonesia.

## 2. METHODS

In this study, the researchers applied a descriptive qualitative method, in which data analyzed are in the forms of spoken and written sentences from various sources (Hamida, 2020). Furthermore, the approach taken by the researchers was a case study. It is a series of scientific activities that are carried out regularly, structured, and comprehensively on a program, activity, or event at the individual, group, or organizational level to gain an in-depth understanding of what is being studied (Irmada & Yatri, 2021). Data collected in this study were from two sources: primary and secondary data sources. Primary data were obtained from school principals, vice-principals, academic and non-academic coordinators, teachers, school committees, and students of Islamic elementary schools. Meanwhile, secondary data were from journal articles, books, and other media. This study was conducted for 3 months from January to March 2022.

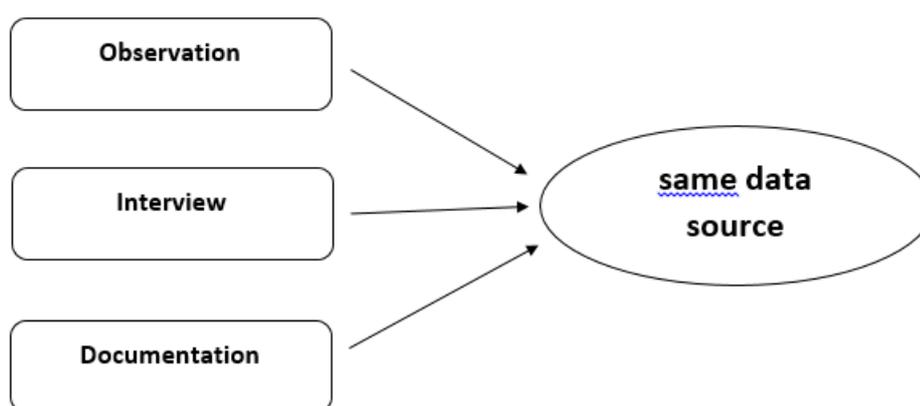


Figure 1 the triangulation technique

For collecting data, the researchers employed the triangulation technique. It is the accumulation of data by combining various data collection techniques, such as observation, interviews, and documentation for gaining conclusions (Abdurahman, 2018). In this study, observation was carried out

by observing the learning process in the classroom and monitoring the preparation of school programs. It was then followed by interviews with the informants concerned. At the same time, the researchers documented related activities or plans that were being carried out and planned to be carried out in Islamic schools. For analyzing the collected data, the researchers applied Miles & Huberman's data analysis, consisting of three stages: data reduction, data display, and concluding or verification (Ezmir, 2016; Sulistyarningsih & Rakhmawati, 2017).

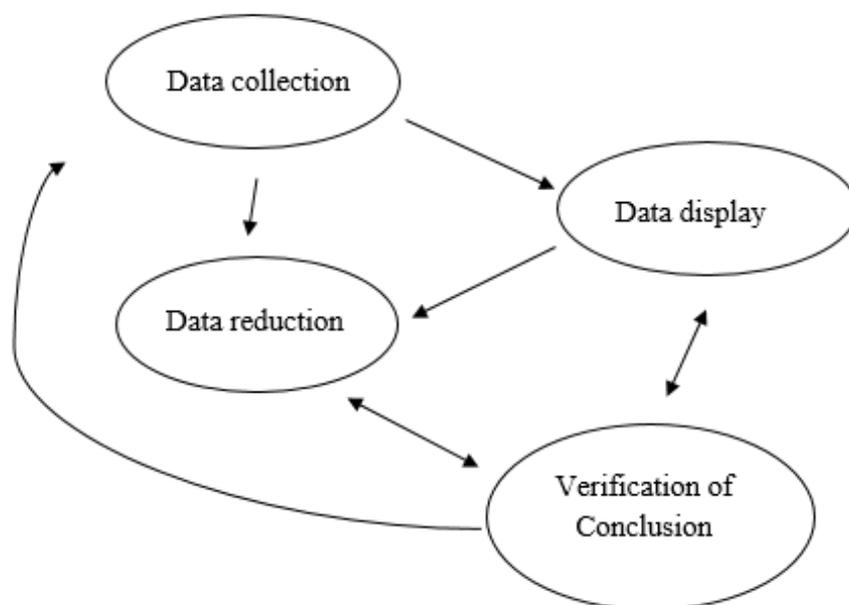


Figure 2 The Technique of Data Analysis from Miles & Huberman, 1992.

Concerning the validity of the data, the researchers reviewed data collected from interviews and then correlated them with the data generated from observations and documentation. The results presented the relationship between one data and another. After that, could ensure which data were correct, different, or false because the use of more than one data collection technique aimed at complementing each other to gain comprehensive data.

The steps from the description of the picture above are that the data that has been collected is written or typed in the form of detailed descriptions or reports. This report will continue to grow and will increase the difficulty if it is not immediately addressed from the start. These reports need to be reduced, summarized, selected the main things on the important things and look for themes and patterns. So the report as raw material is abbreviated, reduced, compiled more systematically, highlighted the important points, given a more systematic arrangement so that it is easier to control.

The reduced data gives a sharper picture of the results of the observations, as well as researchers to find back the data obtained when needed. Reduction of existing data is very helpful in providing codes for certain aspects. In order to be able to see the overall picture or certain parts of the research results in the field, the researchers make data presentations in the form of summaries of research findings in a systematic arrangement, so that the patterns and themes are central. the role of school committees in the implementation of school-based management can be easily identified. At this stage is drawing conclusions and verification of data. The initial conclusions put forward can be temporary, but if the initial conclusions are supported by supporting data, then the conclusions put forward are credible conclusions. The next conclusion is made by comparing the facts obtained in the field.

### 3. FINDINGS AND DISCUSSION

Referring to Badawi's research which explains the steps for implementing school-based management in madrasas, namely establishing a vision and mission to achieve a goal, evaluating in achieving national education targets, policy standards from the center to educational institutions, leadership of madrasah principals, training of human resources in madrasas, and education funding (Badawi, 2020)(Gusti, Ratih, Naharia, & Sumual, 2007). this has conformity in this study with the results the researchers found The findings related to the implementation of school-based management in Islamic elementary schools were discussed in several points below.

#### 1. Curriculum Development

The curriculums and learning systems applied in the studied Islamic elementary schools are the government curriculum (the 2013 curriculum), the Al-Azhar curriculum, and the Cambridge curriculum. The effectiveness of combining several curricula without neglecting national education goals will be able to increase the achievement of students' learning success in their academic, non-academic, and religious development (Wijngaards-de Meij & Merx, 2018; Rasita & Barus, 2022).

#### 2. Teachers and Teaching Staff

In consideration for the acceptance of teachers and teaching staff, Islamic elementary schools have competency standards for accepting new teachers and teaching staff, such as having good morals, being professional at work, being honest, being trustworthy, and being responsible. These are set to improve the quality of teaching and learning processes at Islamic elementary schools.

#### 3. Students

Students who have differences in learning methods provide unique challenges for schools to be able to convey material appropriately and pleasantly. Such situations can be overtaken by teachers by implementing varied learning methods. Moreover, students experiencing difficulties in the learning process are also given additional learning assistance (Ulfatin, Mustiningsih, Sumarsono, & Yunus, 2022).

#### 4. Educational Facilities and Infrastructure

One of the supporting factors in improving the quality of school education in Islamic elementary schools is the availability of complete and comfortable facilities and infrastructure so that the learning process can take place effectively and be fun. A study conducted by Ya *et al.* (2020), published in international journals, presented that unsupportive facilities and infrastructure can make teachers in the United States and Turkey unhappy at school.

#### 5. Financing

Financing management, which includes planning, organizing, implementing, and evaluating school activity programs, is the principle of school management, in which various forms of financing management activities are prerequisites for the running of a program. Good financing management can be seen in the budgeting structure of an institution and pay attention to the priority scale, the principle of transparency and accountability.

#### 6. School - Parents Relations

The relationship between the school management and parents is highly important for supporting the improvement of school quality and student achievement. Regarding this relationship, Islamic schools highly value cooperation between schools, parents, and even the broader community. A study conducted in Chile showed the presence of differences in student learning outcomes, proving that the involvement of parents and schools is highly influential for student learning outcomes and achievement. This situation is an endeavor to build closeness between parents and children & parents and school components. Some previous studies also indicated that parental expectations and participation are important mediators in student achievement (Boonk *et al.*, 2018; Lara & Saracostti, 2019; Idris *et al.*, 2020).

## 7. School Culture and Environment

The supportive school culture and environment can make students and teachers compete to be the best in school, such as in the assembly activity that is carried out every semester. This activity is the culture of Islamic schools for reviewing and evaluating the learning process while making students more creative and innovative.

Based on the points of findings above, various aspects of school-based management have been implemented in Islamic elementary schools. This has implications for improving school quality and student learning achievement in both academic and non-academic fields. This proves the findings of a study conducted by Jaelani & Masnun (2019) that school-based management applied at Madrasah Ibtidaiyyah has succeeded in increasing student achievement. SBM provides an opportunity for greater control for principals, teachers, students, and parents over the educational process in their schools (Sirait, Siajabat, Napitupulu, Simanjuntak, & Purba, 2022). In this approach, the responsibility for making certain decisions regarding the budget, staffing, and curriculum is placed at the school level and not at the local, let alone central level. Through the involvement of teachers, parents, and other community members in these important decisions, SBM is seen as being able to create an effective learning environment for students. The SBM policy as an alternative aims for schools to move freely in the management of education in accordance with the expectations and needs of the community, because the school is the one who knows the school's social conditions best, the implementation of SBM is a necessity. The government feels the need to implement and develop a management model called "School Based Management" or School-Based Management (SBM). School-Based Management (SBM) is a new paradigm, a manifestation of reform in the education sector that offers reform changes to schools independently to provide better and adequate education for students. Autonomy in management has the potential for schools to improve staff performance, offer direct participation of relevant groups, and increase public understanding of education.

## 4. CONCLUSION

Based on the findings and discussion, it can be concluded that the implementation of school-based management in Islamic elementary schools runs effectively and efficiently in line with the implementation of its principles, such as teaching and curriculum development, professional teachers and teaching staff, student management, effective use of facilities, a supportive budget, the school's relationship with parents, and comfortable culture & environment. With the implementation of school-based management which is currently being carried out in Islamic elementary schools as a whole it has been going well and it is necessary to add support from all school members from teachers and committees to help each other program so that the implementation of school-based management in Islamic elementary schools goes better.

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