

Enhancing Education Quality through School-Based Management System and Independenc

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Abstract:

This research aims to explore school-based management systems to improve the quality of education through school independence. This research uses a qualitative approach in the form of qualitative descriptive research; the objects of this research are the head of the Madrasah, the school committee, class teachers, one community figure, and two parents (stakeholders). The results of the research show that the successful implementation of school-based management at MTsN 1 Makassar City has been carried out by the work program planned and prepared by the Madrasah so that it can be seen from the orientation towards the effectiveness of the learning process reflected in the teacher's appreciation of curriculum development and its implications, teacher creativity in application. Learning models and learning technology and through school independence. The findings of this research also have implications for the relevance of the school-based management model in the educational context in Indonesia, especially in the madrasa environment. The success of MTsN 1 Makassar City in implementing this model can be an inspiration and example for other madrasas to improve the quality of education and school management.

Keywords: *School Based Management, Quality of Education, School Independence*

Abstrak:

Penelitian ini bertujuan untuk mengeksplorasi sistem manajemen berbasis sekolah dalam meningkatkan kualitas pendidikan melalui kemandirian sekolah. Penelitian ini menggunakan pendekatan kualitatif dalam bentuk penelitian deskriptif kualitatif, obyek penelitian ini adalah kepala Madrasah, komite sekolah, guru kelas, satu orang tokoh masyarakat, dan 2 orang orang tua (stakeholder). Hasil penelitian menunjukkan bahwa keberhasilan implementasi manajemen berbasis sekolah di MTsN 1 Kota Makassar telah dilaksanakan sesuai dengan program kerja yang direncanakan dan disusun oleh madrasah sehingga dapat dilihat dari orientasi ke arah efektifitas proses pembelajaran tercermin dalam apresiasi guru terhadap pengembangan kurikulum dan implikasinya, kreatifitas guru dalam aplikasi model pembelajaran dan teknologi pembelajaran dan melalui Kemandirian sekolah. Temuan penelitian ini juga memberikan implikasi terhadap relevansi model manajemen berbasis sekolah dalam konteks pendidikan di Indonesia, khususnya di lingkungan madrasah. Keberhasilan MTsN 1 Kota Makassar dalam mengimplementasikan model ini dapat menjadi inspirasi dan contoh bagi madrasah lain untuk meningkatkan kualitas pendidikan dan pengelolaan sekolah.

Kata Kunci: *Manajemen Berbasis Sekolah, Kualitas Pendidikan, Kemandirian Sekolah*

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INTRODUCTION

In the dynamic landscape of education, the quest for quality improvement remains paramount for educators, policymakers, and stakeholders alike. Quality education encompasses a multifaceted approach beyond mere academic achievements to include holistic development, critical thinking skills, and the ability to adapt to an ever-changing world (Santana et al., 2024). In this pursuit, the School-Based Management (SBM) concept has emerged as a promising framework, emphasizing the decentralization of decision-making processes and empowering schools to tailor their strategies according to their unique contexts (Saro et al., 2022). Concurrently, the notion of independence within educational institutions has garnered attention, highlighting the significance of autonomy and self-governance in fostering innovation and accountability.

In an era characterized by rapid technological advancements, globalization, and diverse societal challenges, the role of education in preparing individuals for success has never been more crucial. Thus, understanding how SBM systems and independence can synergistically elevate education quality becomes imperative for policymakers, educators, and stakeholders seeking to cultivate an educational landscape (Roy et al., 2021) that fosters innovation, inclusivity, and lifelong learning.

School-based management (SBM) systems, which decentralize decision-making processes and grant schools greater autonomy, have effectively promoted innovation, accountability, and responsiveness to local needs. Concurrently, institutional independence, characterized by autonomy in resource allocation, curriculum development, and administrative decision-making, has been heralded as a catalyst for fostering a culture of excellence and continuous improvement within educational settings (Widjaja et al., 2022).

The effectiveness of a country's education system serves as the backdrop for the inception of School-Based Management (SBM). In the 1960s and 1970s, numerous initiatives aimed at enhancing education quality, such as curriculum reforms, innovative teaching methods, teacher development programs, and evaluation systems, primarily focused on the classroom level. However, these efforts yielded unsatisfactory results in Canada, the United States, France, England, New Zealand, and Indonesia. A significant turning point occurred in the 1980s with the successful application of modern management practices in industrial and commercial organizations, signaling a promising development (Setyaningsih et al., 2021). This success prompted the adaptation of modern management principles in the educational sphere (Quaicoe et al., 2023). Consequently, a recognition emerged that improving education quality required innovative approaches beyond classroom teaching to encompass broader aspects of school organization and management.

In Madrasah Tsanawiyah (MTs) Negeri 1 Makassar City, a notable phenomenon is a need for more leadership attention towards implementing school-based management. This deficiency pertains to overseeing management activities such as directing and influencing subordinates, supervising task

execution, and fostering a conducive working environment. Effective implementation of Madrasah-based management necessitates a comprehensive understanding of management styles, classroom management techniques, and organizational climate. The success of management in enhancing the quality of education within the Madrasah hinges upon the proficiency of personnel in executing management duties (Ilyas et al., 2023). Educational institutions must prioritize quality improvement initiatives to remain competitive globally, necessitating concrete actions to enhance institutional quality and foster independence. These endeavors will positively impact inputs, outputs, and outcomes, bolstering and potentially increasing public trust.

While significant research has been conducted on the role of School-Based Management (SBM) systems and institutional independence in improving education quality, a notable gap exists in the literature regarding their synergistic effects (Ishida & Okitsu 2022). Existing studies have primarily focused on examining the impact of SBM systems or institutional independence separately, neglecting to comprehensively explore these two factors' combined influence on education quality. This research seeks to bridge this gap by investigating the interconnectedness between SBM systems and institutional independence and their collective impact on enhancing education quality.

Many groups consider the quality of education in Indonesia to be still low, and there are 4,444 reasons why the quality of Islamic education has improved. However, it has mostly stayed the same (Khoiriyah & Tharaba, 2023). Formal schools supervised under the Ministry of Education, Madrasahs are legal education institutions managed by the Ministry of Religion (Syar'i et al., 2020). Based on the content of the curriculum, madrasahs are divided into two: madrasahs with 30% religious content and 70% other content and madrasahs with 100% religious content (Syar'i et al., 2020). The existence of madrasahs has a significant influence on the history of Indonesian education, especially in reducing the impact of Dutch colonialism through its schools (Widjaja et al., 2022). One part of the community's attraction to a madrasah is how the quality management carried out by the madrasah heads towards the madrasah, which increases the madrasah's independence.

The implementation of school-based management (SBM) has shown promising results in improving the quality of education in elementary schools, as evidenced by the active involvement of school committees, parents, and educators in various aspects of school management. These findings underscore the relevance of SBM in meeting the demands of contemporary society, providing schools with the autonomy to engage the community in policymaking and resource allocation (Demas, 2020). SBM allows for effective curriculum management, student administration, and infrastructure maintenance, fostering a culture of community participation and character development among students. Through meticulous planning, organized delegation of responsibilities, and diligent implementation, SBM facilitates efficient curriculum management, enhances learning outcomes, and cultivates a culture of quality education.

Improving the quality of education is the first step to realizing the quality of education and the welfare and prosperity of a nation. Education is a conscious

effort to create a learning atmosphere and learning process so that students actively develop their abilities and have the potential to have religious-spiritual strength, self-control, personality, intelligence, and noble character. , and the skills needed by himself, society, nation, and state (Wasis, 2022; Hardiansyah, 2022). Improving the quality of education is a process that is integrated with the process of improving human resources itself (Rahmatullah, 2021). Quality of education is a comprehensive description and characteristics of educational services internally and externally whose ability to satisfy expected or implied needs includes educational input, process, and (Handoyo et al., 2021).

A nation's progress is intricately tied to advancements in education, as a robust education system is essential for producing globally competitive graduates and skilled professionals (Patilima, 2022). Recognizing this, there has been growing acknowledgment of the potential of school-based decision-making and management to enhance the quality of education and foster school independence (Iswan et al., 2021) . These efforts aim to achieve excellence at the school level, ensuring that each institution possesses a comparative advantage in education (Anwar, 2021) . Originating from the United States education model, school-based management has been widely adopted across various countries, including England, Australia, New Zealand, and Indonesia, demonstrating its effectiveness in school improvement (Nurdiansyah & Hudriyah, 2021). Emphasizing increased involvement from stakeholders such as parents, students, teachers, and community organizations, school-based management aims to enhance school autonomy, responsibility, and accountability (Bishay et al., 2020). This shift towards greater autonomy is crucial for fostering students' ability to independently address challenges and develop problem-solving skills (Bisri, 2020).

However, challenges arise from insufficient involvement of stakeholders and teachers' awareness of their responsibilities, underscoring the importance of socialization, motivation, and a unified vision for successful SBM implementation (Rifky, 2020). The pivotal role of principals in school success cannot be overstated, as they are tasked with leadership, managerial, and curriculum duties (Azizah et al., 2023). While previous studies have explored various aspects of SBM, more research is needed to focus specifically on its implementation in improving education quality at Madrasah Tsanawiyah (MTs) Negeri 1 Makassar City. Given the significance of SBM in educational management and the need for further investigation into its impacts, this research aims to address this gap by examining the effects of SBM on teacher quality and community involvement. Additionally, SBM's provision of autonomy to schools and community participation is essential for addressing shortcomings in centralized management and fostering professional responsibility (Inayah et al., 2022). Previous research, such as (Ihsan et al., 2023) has provided insights into SBM implementation strategies, highlighting the importance of adequate educational staff and financial management in enhancing education quality. However, there remains a need for in-depth analysis specific to MTs Negeri 1 Makassar City to understand the unique challenges and opportunities present in this context.

While significant research has been conducted on the role of School-Based Management (SBM) systems and institutional independence in improving education quality, a notable gap exists in the literature regarding their synergistic effects. Existing studies have primarily focused on examining the impact of SBM systems or institutional independence separately, neglecting to comprehensively explore these two factors' combined influence on education quality. This research seeks to bridge this gap by investigating the interconnectedness between SBM systems and institutional independence and their collective impact on enhancing education quality.

RESEARCH METHODS

This research uses a qualitative approach in the form of qualitative descriptive research. The qualitative method is a research procedure that produces descriptive data in written or spoken words from the people and actors observed (Suharina et al., 2022). The objects of this research were the Madrasa head, school committee, class teacher, one community figure, and two parents (stakeholders) in MTsN 1 Makassar City as the subject.

The research procedure was carried out by providing the necessary tools; once ready, the author began conducting observations and interviews and providing the available questions; the results of the questions were collected in preparation for data processing by primary and secondary data collected. After successfully collecting data obtained through library research and field research, the next step is to process the data using qualitative analysis methods. The analysis technique used in this research uses the Miles and Huberman strategy, which consists of data reduction, data presentation, and concluding/verification (Hardiansyah, 2022).

RESULTS AND DISCUSSIONS

Implementation of School-Based Management (SBM): The school principal has adequate authority to manage his school. Based on research conducted at MTsN 1 Makassar City, in exercising its authority to carry out any policies that are considered to have the potential to improve the school, including seeking funds and choosing the right teachers for its students, what is being done is making efforts to improve the quality of education.

To make MTsN 1 Makassar City into a quality educational institution as expected by many people or society, it is not only the responsibility of certain people but also the responsibility of all components in the madrasah. Implementing school-based management has dramatically influenced the quality of education at MTsN 1 Makassar City. Zulfikah Nur emphasized the significant role of school-based management (SBM) implementation in enhancing education quality at MTsN 1 Makassar City. She highlighted that the effectiveness of SBM directly impacts the overall quality of the madrasah, from fostering innovative and creative teaching staff to ensuring smooth administrative processes, financial management, and community engagement. MTsN 1 Makassar City is actively pursuing a paradigm shift in education towards enhancing the quality of all components within the madrasah. Specifically, the implementation of SBM is closely tied to the leadership of the Madrasah Head. As MTsN 1 Makassar City is

an Islamic educational institution, the Madrasah Head is a pivotal motivator and determinant in setting educational goals and policy directions. Steps taken by the Madrasah Head align with the school's efforts to implement Madrasah-based Management, as confirmed by interviews with teachers, demonstrating proactive measures in achieving educational objectives are: First, empower teachers to carry out the learning process well and utilize technology. Second, we establish harmonious relationships with all educational components in this madrasah. Third, things can be completed within the specified time if they are to be done. Fourth, complete the work in collaboration with the team, namely all components related to the work. Fifth, successfully created a conducive Madrasah environment.

Implementing school-based management to enhance education quality highlights the pivotal role of the madrasa head as a manager. As affirmed by one teacher, strategic steps have been taken by the Madrasa head to empower teachers in teaching and learning activities. These include ensuring teachers have all necessary learning tools and promptly addressing any challenges. At MTsN 1 Makassar City, teachers attest to the seamless support provided by the Madrasa head, reflecting a proactive approach to addressing issues and fostering an environment conducive to effective teaching and learning.

The existence of teacher awareness in carrying out learning tasks must be done by every teacher wherever they are, and it can even be said that a teacher who does not carry out teaching tasks is not worthy of being called a teacher. Therefore, teachers should be active in carrying out assignments, including creating learning tools to obtain encouraging results.

Another element that influences the implementation of education at MTsN 1 Makassar City is the existence of facilities and infrastructure. In order to fulfill the management of funding from the community, it is certainly hoped that an ideal learning design in a school requires various facilities and infrastructure or learning facilities such as buildings or classrooms, media or learning aids, libraries, laboratories, practical materials, and, of course, facilities. Sport. Funding management Learning facilities need to be managed well to be utilized optimally. This, of course, also involves all participation from the existing school community. Each school certainly has facilities and infrastructure that have different levels of completeness.

Researchers discovered that the improvement in the condition of existing facilities and infrastructure at MTsN 1 Makassar City in the last few years has been maximal. This is demonstrated by the fact that this school has a unique laboratory for practical activities in science subjects. The school has a UKS room, but the equipment and medicines available are also minimal. The activeness of the school committee at MTsN 1 Makassar City, which helped develop facilities and infrastructure at the school, attracted researchers to examine the extent of the role of the Madrasah committee in the facilities and infrastructure development program. The school committee, a school partner as a body that accommodates community participation in the school, has an essential role in improving the efficiency of education management, including the facilities and infrastructure in the school.

The development of Madrasas is of particular concern to the government because Madrasas have become superior among Indonesian Muslims. In addition, madrasas are more easily accessible to children from poor households, rural locations, and low-educated parents who play an essential role in Indonesia's population (Syar'i et al., 2020). Quality improvement can be obtained, among other things, through parent participation in schools, flexibility in school and classroom management, increasing the professionalism of teachers and school principals, and implementing an incentive and disincentive system. Increased equality can be obtained through increasing community participation, which allows the government to concentrate more on specific groups. This is possible because, in some communities, there is a growing sense of ownership of the school (Hadi & Sovitriana, 2019).

The interpretation that arises from the definition of quality known to the public is that quality is superior, classy, or expensive, so the habit of assessing quality has emerged by comparing one product with another (Rosadi, 2021). In general, every educational institution has an expected final goal. The ultimate goal is to improve quality, namely the level of school excellence and the degree to which schools that compete with other schools have a comparative advantage (Nurokhim, 2017). Efforts to improve the quality of madrasas through the quality of management education are to provide education to the desired goals (Khairiah & Sirajuddin, 2019; Susanto, 2022).

The development of Madrasas in Indonesia is of particular concern to the government because Madrasas have become superior among Indonesian Muslims. In addition, madrasas are more easily accessible to children from poor households, rural locations, and low-educated parents who play an essential role in Indonesia's population (Syar'i et al., 2020). Quality improvement can be obtained, among other things, through parent participation in schools, flexibility in school and classroom management, increasing the professionalism of teachers and school principals, and implementing incentive and disincentive systems. Increased equality can be obtained through increasing community participation, which allows the government to concentrate more on s pecific groups. This is possible because, in some communities, the school has a high sense of ownership (Muhr, 2019).

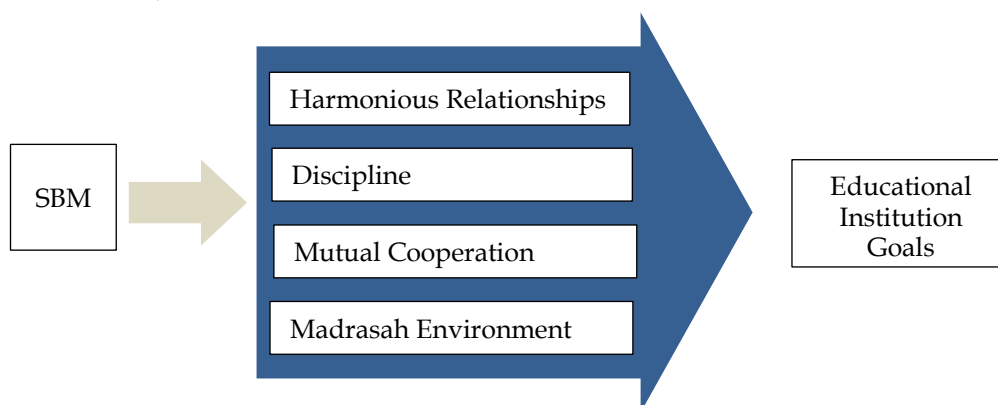


Figure 1. SBM Concept Flow Image

The school-based management implemented at Madrasah Tsanawiyah (MTs) Negeri 1 Makassar City provides many benefits. This is because SBM provides schools with great freedom and flexibility, accompanied by responsibilities. With autonomy, which provides this freedom, schools can further improve teacher welfare so that teachers can concentrate more on their tasks. Apart from that, implementing SBM can also encourage the professionalism of teachers and school principals as school leaders because the SBM concept requires freedom for teachers and school principals in preparing school curricula and programs. There is an opportunity to develop curriculum and programs for teachers and school principals; of course, the curriculum formed will be based on community needs (right on target). In this way, the school's responsiveness to community needs increases and guarantees educational services to the demands of students and the community. Factors that are the primary support for the role and function of committees in School-Based Management (MBS) at MTsN 1 Makassar include:

Committee's Role: Supporting Personnel, Facilities, and Infrastructure

The change in government patterns from centralization to decentralization has opened up opportunities for the community to increase their participation in educational development. One effort to increase opportunities for participation is through the Education Council and School/Madrasah Committee, which refers to Law Number 20 of 2003 concerning the National Education System, which states that the School/Madrasah Committee is an independent institution consisting of parents/guardians of students, madrasa community and community leaders, and functions to provide considerations regarding madrasa management. The Education Council is an independent institution consisting of various elements of society whose function is to provide considerations to empower and guarantee the quality of education at the central, provincial, and district/city levels.

School Committee membership consists of elements that can come from representatives of parents/guardians of students based on class level who are elected democratically, community leaders (heads of RT/RW/hamlet heads, ulama, cultural figures, traditional leaders, and so on), members of the community who have attention or being made a figure and has attention to improving the quality of education, local government officials (Village Head/Lurah).

The reality is that this policy does not necessarily fulfill its function as an institution capable of manifesting representation of educational stakeholders in the sense that it still needs to be able to represent the wishes of stakeholders in improving and advancing education. Forming and filling the personnel who become administrators and school committee members is different than expected. There are many indications that this institution is more dominantly formed by school principals and personnel elected as administrators. Its members are also dominated by people who have close relationships (are considered able to work together) with the school principal, or people who specifically do not (not necessarily) have adequate knowledge and insight into the ins and outs of the world of education.

Another element that influences the implementation of education at MTsN 1 Makassar City is the existence of facilities and infrastructure. In order to fulfill the management of funding from the community, it is certainly hoped that an ideal learning design in a school requires various facilities and infrastructure or learning facilities such as buildings or classrooms, media or learning aids, libraries, laboratories, practical materials, and, of course, facilities. Sport.

Funding management Learning facilities need to be managed well to be utilized optimally (Ahmad, 2021). This, of course, also involves all participation from the existing school community. Each school certainly has facilities and infrastructure that have different levels of completeness. The complete availability of facilities and infrastructure in a school will certainly influence children's comfort in carrying out teaching and learning activities, which will also indirectly influence the achievement of the general goals of the school. All parties in school organizations must carry out continuity of learning at school, including the school committee.

Researchers discovered that the improvement in the condition of existing facilities and infrastructure at MTsN 1 Makassar City in the last few years has been maximal. This is demonstrated by the fact that this school has a unique laboratory for practical activities in science subjects. Apart from that, this school has a UKS room, but the medical equipment and supplies available are also minimal. The activeness of the school committee at MTsN 1 Makassar City, which helped develop facilities and infrastructure at the school, attracted researchers to examine the extent of the role of the Madrasah committee in the facilities and infrastructure development program. The school committee, a school partner as a body that accommodates community participation in the school, has a vital role in improving the efficiency of education management, including the facilities and infrastructure in the school.

Committee's Role in Addressing Madrasah Concerns and Community Feedback

The role of parents, economic background of parents, good coordination and friendship between parents and the committee through the class association, while the factors that hinder the role and function of the committee include not yet involving all committee administrators in the management, funding problems, parents' understanding of the meaning of education. Some parents believe that education is the full responsibility of the madrasah.

Theoretically, in the School-Based Management (SBM) concept, the school principal's authority is full. However, in practice, this authority is often reduced by policies determined by the government, both the central government and local regional governments. As a concrete example, the school principal has full authority to choose students' curriculum. However, the government makes a policy regarding (national) curriculum uniformity, which must be implemented by schools and schools in implementing School Management aimed at improving the quality of education through a school empowerment approach in managing the institution. SBM will be more effective if the principal in his role is more effective in implementing the school's mission and vision, leading to greater efficiency in human resource management (Vally & Daud, 2015).

Independent School Management (MBS) aims to return the school to its owner in the sense that the development of the school, both in terms of quality and other aspects, depends on the school and its participating communities. The school principal is the person who knows best about the achievements of his teachers and the shortage of books, facilities, and infrastructure related to the learning process. For this reason, school principals and teachers must develop their abilities to conduct studies and analyses to be more sensitive to the problems in their schools. The independence of MTsN 1 Makassar City can be demonstrated in the management of curriculum and learning at MTsN 1 Makassar City; given the informant's answer, the school shows independence in managing the curriculum and learning; for example, the school prepares an educational calendar. This is done to organize activities that will be carried out over a while. 1 (one) school year, the school prepares a learning schedule; the teacher carries out this activity to organize learning events. The school prepares a test schedule, and the school prepares an exam; the teacher needs to reschedule to measure students' understanding of the language being taught. This is usually done if the test and exam schedules have been planned and the lesson limits are used as material for the tests and exams.

The school organizes extracurricular activities so that learning is carried out more creatively; there needs to be extracurricular activities. The school determines holidays; holidays are days when teaching and learning activities must stop, so it is necessary to determine holidays on which to take place. Furthermore, schools allow teachers to prepare learning plans, carry out learning, and conduct learning assessments (Sahid et al., 2021).

These three things will support the teaching and learning process to be successful due to the development of students who know clearly who a teacher is, so there needs to be freedom in these three things. The success of implementing school-based management can be seen from the following indications; a) Orientation toward the effectiveness of the learning process is reflected in teachers' appreciation of curriculum development and its implications, as well as teacher creativity in implementing learning models and learning technology. This improves the quality of learning (Asdrayany et al., 2023). b) Ineffective school leadership, the principal is vital in realizing SBM, especially in coordinating and mobilizing existing educational resources and integrating support from interested parties. SBM can, of course, be realized through school leaders who have effective performance (Kurniawati et al., 2020). c) Management of teaching and educational staff is efficient, considering that teachers are one of the dominant factors in achieving educational success in schools. Educators and educational staff must have high enthusiasm and effective performance (Diaty et al., 2022). d) The school has independence; in this case, the school can make decisions to make improvements without being influenced by outside parties who do not know the problems and integrity of the school. Every school must have the courage to make decisions to be seen as having high integrity (Caliba, 2022). e) The school has a culture of quality and independence in making continuous improvements. Collaboration is the basis for decision-making and improving the learning process so that school personnel feel ownership of the school (Iswan et al., 2021).

School principals must make the atmosphere comfortable for the community to carry out their activities. With this comfortable atmosphere, the school community will instill a sense of belonging to the school so that the implementation of SBM can run optimally. This is in line with the research results by Hasan (2017), which states that the comfort of school residents can encourage their loyalty and commitment to fulfilling their responsibilities. Through SBM, schools have greater autonomy and responsibility for creating a school environment conducive to continuous school improvement and implementing mechanisms to ensure school quality (Vally & Daud, 2015). Therefore, the research findings contribute to the management of Islamic education by emphasizing the pivotal role of the school principal in cultivating a supportive school atmosphere and leveraging SBM principles to drive continuous improvement and quality enhancement initiatives within Islamic educational settings.

Thus, implementing school-based management by implementing an effective and efficient learning system can improve the quality of education at MTsN 1 Makassar City; receiving a positive response from madrasah residents can have a positive impact on the progress and development of this educational institution in the future. to be able to compete in improving the quality of graduates with other educational institutions at the same level as SMA and SMK which can then improve the presentation of incoming students (Khurniawan et al., 2021). This means that effective and efficient learning needs to continue to be maintained and improved in an even better direction; apart from that, it requires cooperation from all components in the educational institution.

This is in line with the opinion of Sudirman (2013) and Bisri (2020) that this school-based management system can make it easier for institutions to improve the quality of education, one of which is through collaboration with the community as education stakeholders who so far have not been able to realize the expectations of the community as the leading party educational users. Educational institutions must carry out the importance of quality to survive in today's global competition; it is necessary to take real action to improve the quality of educational institutions to be independent of these educational institutions. These efforts will impact the input, output, and outcomes produced to maintain public trust and even increase.

CONCLUSION

School-Based Management (MBS) at MTsN 1 Makassar City is running well. However, this is demonstrated by the successful running of all components in the madrasah, starting from the human resource management function (teaching and educational staff), management of funds from the community in organizing facilities and infrastructure with ideal learning design, independence in managing curriculum and learning, the role of parents, parents' economic background, good coordination and friendship between parents and committees through class associations and other management that can support educational success, everything runs successfully.

School-based management greatly influences improving the quality of education at MTsN 1 Makassar City. By giving freedom to teachers to carry out

their duties in educating students according to the mandate contained in the Management of MTsN 1 Makassar City, teachers carry out their duties, always emphasizing meaningful understanding and authentic learning rather than teaching that only transfers knowledge to memorization. Likewise, teachers have made efforts so that what they teach can be understood by all students so that success for all students can be achieved regardless of their background. Another factor that supports implementing school-based management at MTsN 1 Makassar City is the establishment of cooperation. Harmony between education stakeholders.

Implications of school-based Management in improving the quality of education at MTsN 1 Makassar City so that school principals, deputy principals, teachers, and staff carry out activities by collaborating, coordinating, planning, communicating, evaluating, and so on, and as a school that people study Islamic religious education, it should be a milestone in the spread of Islam.

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