

# POLICY INNOVATION TO IMPROVE THE QUALITY OF SCHOOL-BASED ISLAMIC EDUCATION

**Hadiqoh Asmuni**

Sekolah Tinggi Islam Blambangan Banyuwangi

Email: [dieknayy85@gmail.com](mailto:dieknayy85@gmail.com)

DOI: 10.38073/jimpi.v2i1.1597

Received: January 2023

Accepted: January 2023

Published: January 2023

## Abstract :

School Based Management (SBM) is a management approach that gives more autonomy to schools, increases flexibility, and encourages active participation from all members of the school community and community. The aim is to improve the quality of education in accordance with existing policies and regulations. SBM involves granting schools a greater degree of autonomy, increased community and parent participation, promoting democratic and professional school leadership, and encouraging professional teamwork. The quality of education is measured through the overall description and characteristics of internal and external services that demonstrate the ability to satisfy expected or implied needs, including educational inputs, processes, and outputs. SBM policy in improving the quality of education can be applied through a SWOT analysis model starting from output-process-input. This model follows a systems thinking approach with an output-process-input sequence, which is chosen because every school activity, including SWOT analysis, can be carried out according to that sequence.

**Keywords:** *School-based Management, Improvement, Quality*

## Abstrak :

Manajemen Berbasis Sekolah (MBS) merupakan pendekatan manajemen yang memberikan lebih banyak otonomi kepada sekolah, meningkatkan fleksibilitas, dan mendorong partisipasi aktif dari seluruh anggota komunitas sekolah serta masyarakat. Tujuannya adalah untuk meningkatkan kualitas pendidikan sesuai dengan kebijakan dan regulasi yang ada. MBS melibatkan pemberian tingkat otonomi yang besar kepada sekolah, peningkatan partisipasi masyarakat dan orang tua peserta didik, promosi kepemimpinan sekolah yang demokratis dan profesional, serta mendorong kerja sama tim yang profesional. Mutu pendidikan diukur melalui gambaran dan karakteristik menyeluruh jasa pelayanan secara internal maupun eksternal yang menunjukkan kemampuan yang memuaskan kebutuhan yang diharapkan atau tersirat, termasuk input, proses, dan output pendidikan. Kebijakan MBS dalam meningkatkan mutu pendidikan dapat diterapkan melalui model analisis SWOT yang dimulai dari output-proses-input. Model ini mengikuti pendekatan berpikir sistem dengan urutan output-proses-input, yang dipilih karena setiap kegiatan sekolah, termasuk analisis SWOT, dapat dilakukan sesuai dengan urutan tersebut.

**Kata Kunci:** *Manajemen Berbasis Sekolah, Peningkatan, Kualitas*

## INTRODUCTION

Improving the quality of education is a process that is integrated with efforts to improve the quality of human resources. The government, especially the Ministry of National Education, has implemented various measures to improve the quality of human resources through education. This includes the development and improvement of the curriculum, evaluation system, improvement of educational facilities, development and provision of teaching materials, training for teachers and other educational staff, and coaching school management.<sup>1</sup>

In an effort to improve the quality of education, especially to form quality individuals with high faith and piety to God Almighty, schools need to change their educational paradigm and management. Long-standing norms and beliefs must undergo changes, so that schools can learn to adapt to the resources they have. Education professionals must also assist students in developing the potential and skills necessary to compete in an ever-evolving and competitive era.

Improving the quality of education can be achieved if all elements of education support each other in its implementation. This includes effective school management, including the implementation of curriculum management, student management, education personnel management, management of educational facilities and infrastructure, and management of school relations with the community.

School-based management is a new alternative in education management that emphasizes more on school independence and creativity. The success of school-based management can be measured and felt by various parties involved in education, with the main indicator being improving the quality of education in schools. The basic principle of school-based management is to focus on the school and its interaction with the community, as well as to stay away from a bureaucratic approach that is centralistic. This approach has the potential to increase community participation, equity, efficiency, and direct management at a more autonomous school level. Thus, schools become independent entities in setting policies and managing the educational process.

## RESEARCH METHOD

This paper is compiled based on qualitative methods, data source collection from literature studies and research from literature related to the theme of Basic Concepts, Objectives and Scope of School-Based Quality Improvement Management (MBS). The qualitative descriptive method is a method that aims to

---

<sup>1</sup> Aliyas Aliyas, Elvika Widyastuti, and Hasbi Lambe, "Implementasi Manajemen Pendidikan Berbasis Sekolah Dalam Meningkatkan Mutu Pendidikan Agama Islam," *NineStars Education* 1, no. 2 (October 30, 2020): 105–14.

describe completely and deeply the social reality and various phenomena that occur in the society that is the subject of research so that the characteristics, characters, properties, and models of the phenomenon being studied are described in detail.

## FINDINGS AND DISCUSSION

### School-Based Management

*School-Based Administration*, which means a form of educational management that gives autonomy to schools to make their own decisions. This is a political strategy to increase school involvement by empowering school members at the nearest level to work in schools. SBM is a school management approach that gives schools more autonomy, increases flexibility, encourages active participation from all members of the school community and society, and aims to improve the quality of education in accordance with existing policies and regulations.<sup>2</sup>

According to Myers and Stonehill, SBM is a procedure that allows for the development of further training by shifting key authorities from the central government and the environment to individual schools.<sup>3</sup> Things are done by giving greater power to school principals, educators, substitute staff, parents of students, and school networks to manage the learning cycle more dynamically. They are also given responsibilities related to resources, staff, and educational programs.

Currently, School-Based Management is seen as an alternative to the general pattern of school operations that has been centralizing authority at the head office and regions. In addition, School-Based management is a strategy to improve education by delegating important decision-making authority from the central and regional levels to the school level. Thus, SBM is basically a management system where schools are important decision-making units about the implementation of education independently. SBM provides greater control opportunities for principals, teachers, students, and parents over the educational process in their schools.

School-Based Management aims to improve the efficiency, quality, and equity of education. Efficiency is improved through flexibility in resource management, active community participation, and simplification of bureaucratic processes. Quality improvement is achieved through parental involvement,

---

<sup>2</sup> Sindy Yulfizar and Zulganef Zulganef, "The Influence of School-Based Management on the Quality of Education in Private Vocational High Schools and Its Impact on Employment Competitiveness," *International Journal of Ethno-Sciences and Education Research* 3, no. 1 (January 4, 2023): 7-13, <https://doi.org/10.46336/ijeer.v3i1.392>.

<sup>3</sup> Rinda Luthfiana, "Implementasi Manajemen Berbasis Sekolah Dalam Upaya Meningkatkan Mutu Pembelajaran Pendidikan Agama Islam," *Journal of Education and Culture* 3, no. 3 (October 30, 2023): 20-30.

flexibility in school management, increased professionalism of teachers, the application of incentives and sanctions as controls, and the creation of an environment conducive to student growth and development.<sup>4</sup>

With the implementation of School-Based Management (SBM), schools can increase their capacity in planning, managing, financing, and implementing education in the school environment. Through SBM, schools can also effectively utilize and empower existing resources, while increasing awareness and participation from school members and the community in the implementation of education according to their abilities.

### **MBS Policy Foundations**

According to Law No. 20 of 2003 concerning the national education system in the explanation of article 51 paragraph 1; "School-based management or madrasah is a form of autonomy in education management in educational units, in which case the principal or madrasah and teachers are assisted by the school or madrasah committee in managing educational activities".<sup>5</sup>

SBM, or School-Based Management, is a political approach that aims to change the way schools are managed by empowering school principals and increasing community participation in improving school performance. It involves teachers, students, principals, parents of students, and the community as a whole in an effort to improve. MBS is an adaptation of a new educational paradigm that emphasizes decentralization, which gives schools the freedom to initiate positive initiatives for the benefit of the school.

In its implementation in the field, the concept of SBM has a key instrument known as the School Committee. Not only that, according to Dr. JC Tukiman Taruna, an education expert, the implementation of SBM ideally requires several things, namely (1) improving the quality of school management which can be seen through financial transparency, participatory planning, and accountability, (2) increasing learning through PAKEM (Active, Creative, Effective and Fun Learning), and (3) increasing community participation through the intensity of community concern for schools.<sup>6</sup>

### **Characteristics of School-Based Management (SBM)**

School-Based Management (SBM) includes providing schools with a great

---

<sup>4</sup> Ulfatun Nuraini, "Implementasi Manajemen Berbasis Sekolah dalam Peningkatan Mutu Pendidikan di Madrasah Aliyah Almaarif Singosari" (undergraduate, Universitas Islam Negeri Maulana Malik Ibrahim, 2011), <http://etheses.uin-malang.ac.id/41897/>.

<sup>5</sup> Ika Yatri, Arum Fatayan, and Hanni Funica Granatuma, "The Implementation of School-Based Management in Islamic Elementary Schools," *AL-ISHLAH: Jurnal Pendidikan* 14, no. 3 (September 23, 2022): 4629-36, <https://doi.org/10.35445/alishlah.v14i3.2239>.

<sup>6</sup> Dikson Silitonga, "Manajemen Peningkatan Mutu: Evaluasi Rumusan Program Manajemen Berbasis Sekolah Pada Satuan Pendidikan (Tinjauan Literatur)," *ESENSI: Jurnal Manajemen Bisnis* 23, no. 2 (August 28, 2020): 171-90, <https://doi.org/10.55886/esensi.v23i2.203>.

degree of autonomy, increasing community and student parent participation, promoting democratic and professional school leadership, and encouraging professional teamwork.<sup>7</sup>

1. Granting schools of broad autonomy School-Based Management (SBM) gives schools a great degree of autonomy, freeing them up to manage resources and design strategies according to local conditions. Thus, schools can empower education staff to focus more on their main tasks. Within this framework, educational institutions are given significant authority and authority to develop curriculum and learning programs that are in accordance with the needs of students and the demands of society.<sup>8</sup>
2. Community and parent participation The implementation of school programs is supported by high participation from the community and parents of students. The community and parents not only provide financial support, but also are active in school committees and education boards, formulating and developing programs that improve the quality of schools. The community and parents work together to support the school as resource persons in various activities aimed at improving the quality of learning.
3. Democratic and professional leadership Democratic and professional school leadership is the key to the successful implementation of school programs. Principals and teachers, as the core implementers of the school program, are selected based on professional ability and integrity. The principal acts as a manager who manages all school activities in accordance with the policies that have been set. The teachers recruited by the school are professional educators in their respective fields. The principal implements a democratic bottom-up approach to decision-making, involving all parties in responsibility for the decision and its implementation.
4. Compact and transparent teamwork The success of schools in achieving educational goals is greatly influenced by the cohesiveness of the team in running school programs. Harmonious and mutually necessary collaboration between all parties involved in education management is the key to the success of School-Based Management (SBM). Thus, MBS's success is the result of synergy in compact and transparent teamwork.

## Quality of Education

<sup>7</sup> Fatahilah Fatahilah, "Peningkatan Mutu Pendidikan Melalui Strategi Implementasi Manajemen Berbasis Madrasah," *Journal on Education* 6, no. 2 (January 3, 2024): 10992-1, <https://doi.org/10.31004/joe.v6i2.4834>.

<sup>8</sup> Dessi Asdrayany et al., "Implementasi Manajemen Berbasis Sekolah Di Pondok Pesantren," *Journal on Education* 5, no. 4 (February 27, 2023): 16129-42, <https://doi.org/10.31004/joe.v5i4.2750>.

Talking about the quality of education means examining the entire dimension of education that is related to each other. In addition, determining characteristics or measures to show the quality of education is very complicated, but nevertheless several indicators can be used as signs, including: student learning achievement, supporting facilities and infrastructure, quality of teachers and school management. The quality of education is an overall description and characteristics of service services internally and externally that show the ability to satisfy the expected needs or which is implied to include educational inputs, processes, and outputs. A quality educational process if all components of education are involved in the educational process itself. The quality referred to in the educational perspective is quality in a relative concept, especially related to customer satisfaction. There are two types of education customers, namely: primary external (students), secondary external (parents, government leaders, and companies) and tertiary external (job market and wider society).<sup>9</sup> This description, it can be understood that the quality of education is the ability of educational institutions to utilize educational resources in an effort to change the behavior of students to improve their expected abilities.

### **School-Based Management Goals**

The main goal of SBM is to improve the efficiency, quality and equity of education. Increased efficiency is obtained through the flexibility to manage existing resources, community participation and bureaucratic simplification. Quality improvement is obtained through parental participation, flexibility in school management, improvement in teacher professionalism, the existence of rewards and punishments as control, and other things that can foster and develop a conducive atmosphere.<sup>10</sup> According to Engkoswara and Komariah, the goals of school-based management include:

1. Improving the quality of education through independence and school initiatives in managing and empowering available resources.
2. Increasing the awareness of school residents and the community in the implementation of education through cooperative decision-making.
3. Increase school responsibility to parents, the community, and the government about the quality of education in schools.
4. Increase healthy competition between schools for the achievement of expected quality.

---

<sup>9</sup> Muhammad Nur, Cut Zahri Harun, and Sakdiah Ibrahim, "Manajemen Sekolah Dalam Meningkatkan Mutu Pendidikan Pada Sdn Dayah Guci Kabupaten Pidie," *Jurnal Administrasi Pendidikan: Program Pascasarjana Unsyiah* 4, no. 1 (March 29, 2016), <https://jurnal.usk.ac.id/JAP/article/view/2611>.

<sup>10</sup> Dian Dian, Rahmat Hidayat Faturrahman, and Rima Mulyawati, "School-Based Quality Improvement Management System," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 6, no. 3 (January 16, 2022): 2370–80, <https://doi.org/10.31004/obsesi.v6i3.1953>.

In particular, the goal of SBM aims to improve the quality of education, especially in the regions, because schools and communities do not need to wait for orders from the center, but can develop an educational vision that is in accordance with regional conditions and implement the educational vision independently. This was emphasized by Supriono and Sapari that the purpose of implementing SBM is to improve management efficiency as well as the quality and relevance of education in schools.<sup>11</sup>

### **Policies Management Based School deep Increase Quality of Islamic Education**

School-based management policies in improving the quality of education can be applied, among others, with a SWOT analysis model that starts from output-process-input. This model is basically displayed according to the system thinking approach, i.e. output-process-input. This order was chosen on the grounds that every school activity will be carried out including conducting a SWOT analysis. It starts with measuring school performance. The impact or influence of SBM on schools in order to improve the quality of education includes:

1. SBM creates a high sense of responsibility for school residents through more open school management.
2. The openness of SBM increases trust, motivation, and support from parents and the community towards the school.
3. The implementation of Active, Creative, Effective, and Fun learning (PAKEM) will improve the presentation of student attendance at school because they feel happy and comfortable learning.
4. Adequate operational cost support will support the implementation of programs that have been jointly prepared between the school and the community. School performance is the achievement of achievements produced by school processes/behaviors.<sup>12</sup>

School performance can be measured by its effectiveness, efficiency, productivity, quality, innovation, quality of work life, and work morale. To improve educational achievement, it is necessary to improve school performance by adjusting the duties of education personnel according to their expertise. In pursuing quality assurance in the transformation process within the school system, Ayeni views schools as an open system that operates a network of relationships between individuals and activities within it, and with the external environment, especially the stakeholders who formulate national education

<sup>11</sup> Sahril Muhammad and Mardia Rahman, "Implementasi Manajemen Berbasis Sekolah Untuk Meningkatkan Mutu Sekolah Dasar Islam Insan Kamil Bacaan Kabupaten Halmahera Selatan," *EDUKASI* 15, no. 1 (March 20, 2017), <https://doi.org/10.33387/j.edu.v15i1.279>.

<sup>12</sup> Hamid Hamid, "Manajemen Berbasis Sekolah," *Al-Khwarizmi : Jurnal Pendidikan Matematika dan Ilmu Pengetahuan Alam* 1, no. 1 (2013): 87–96, <https://doi.org/10.24256/jpmipa.v1i1.86>.

policies that set goals and operational procedures for school administration and curriculum implementation. In an effort to translate educational objectives into reality, the principal provides accurate feedback on school activities to the school-based management committee and seeks input in the form of expert opinions, and relevant support such as human, financial, facility and material resources to bridge identified gaps in the teaching and learning process, promote public accountability and the use of resources provided for development the quality of students' potential.<sup>13</sup> Concretely, school-based management policies in improving the quality of education can be measured by the level of customer satisfaction, both internal and external. Schools are said to be successful if they are able to provide services equal to or exceed customer expectations. Judging by the type of customers, a school is said to be successful if:

1. Students are satisfied with the school's services. For example, satisfied with the lessons received, satisfied with the treatment of teachers and leaders, and satisfied with the facilities provided by the school. The point is that students enjoy the school atmosphere.
2. Parents with services to their children and services to parents. For example, they are satisfied because they receive periodic attachments about student development and school programs.
3. Graduate users (universities, industry, and society). Satisfied because it accepts graduates with quality that meets expectations.
4. Teachers and employees are satisfied with the school's services. For example, in the division of work obligations, relationships between teachers/employees/leaders, honorariums/salaries.<sup>14</sup>

The policy implemented by school-based management in improving the quality of education is a necessity that needs to be done immediately. SBM policies in improving the quality of education can be sorted as follows: socializing the concept of SBV, conducting target analysis, identifying the functions needed to achieve the target, conducting analysis, preparing a school plan, implementing the school plan and formulating new goals.<sup>15</sup>

## CONCLUSION

School-Based Management (SBM) offers an effective approach to

---

<sup>13</sup> Adriani Adriani et al., "Analisis Kebijakan Manajemen Berbasis Sekolah Dalam Peningkatan Mutu Pendidikan," *JURNAL MAPPESONA* 3, no. 2 (March 1, 2020), <https://doi.org/10.30863/mappesona.v3i2.876>.

<sup>14</sup> Nur Munajat, "Kebijakan Manajemen Berbasis Madrasah dalam Peningkatan Mutu Pendidikan Islam," *Al-Bidayah* 8, no. 2 (2016): 284619, <https://doi.org/10.14421/al-bidayah.v8i2.74>.

<sup>15</sup> Munawar Noor, "Public Policy Implementation in School-Based Management (SBM) to Improve School Outcome Quality (Case Study at Cepu 2 Junior High School, Blora Regency, Central Java, Indonesia)," *International Journal of Advanced Science and Technology* 29, no. 05 (June 6, 2020): 13439–48.



improving the quality of education by giving schools autonomy in decision-making. In the implementation of SBM, there are significant positive impacts, including increased responsibility of school residents, open communication spaces, and greater support from parents and the community. The success of SBM can be measured through the achievement of its main goal, which is to improve the efficiency, quality, and equitable distribution of education.

The importance of the involvement of all relevant parties, such as school committees, teachers, parents, and the community, is a key factor in implementing the SBM policy, especially in the context of Islamic education. SWOT analysis is a useful tool for strategizing and ensuring that MBS policies can provide optimal benefits. The success of SBM can also be measured through customer satisfaction levels, involving students, parents, graduate users, and teachers/school employees.

More than just a management approach, MBS also creates a philosophy that encourages school independence, active participation from all parties, and holistic improvement of the quality of education. Thus, SBM not only functions as a management system, but also as a foundation to create an efficient, responsive educational institution and provide quality educational services in accordance with the demands of society and the development of the times. It is hoped that through MBS, schools can become institutions that not only produce graduates who excel academically, but also have character and are able to adapt to global dynamics.

## REFERENCES

- Adriani, Adriani, Ervina Jamaluddin, Nur Syamsu Rida, and Andri Yogi Pramadana. "Analisis Kebijakan Manajemen Berbasis Sekolah Dalam Peningkatan Mutu Pendidikan." *JURNAL MAPPESONA* 3, no. 2 (March 1, 2020). <https://doi.org/10.30863/mappesona.v3i2.876>.
- Aliyas, Aliyas, Elvika Widyastuti, and Hasbi Lambe. "Implementasi Manajemen Pendidikan Berbasis Sekolah Dalam Meningkatkan Mutu Pendidikan Agama Islam." *NineStars Education* 1, no. 2 (October 30, 2020): 105–14.
- Asdrayany, Dessi, Dimas Zuhri Ahmad, Anis Zohriah, and Machdum Bachtiar. "Implementasi Manajemen Berbasis Sekolah Di Pondok Pesantren." *Journal on Education* 5, no. 4 (February 27, 2023): 16129–42. <https://doi.org/10.31004/joe.v5i4.2750>.
- Dian, Dian, Rahmat Hidayat Faturrahman, and Rima Mulyawati. "School-Based Quality Improvement Management System." *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 6, no. 3 (January 16, 2022): 2370–80. <https://doi.org/10.31004/obsesi.v6i3.1953>.
- Fatahilah, Fatahilah. "Peningkatan Mutu Pendidikan Melalui Strategi Implementasi Manajemen Berbasis Madrasah." *Journal on Education* 6, no. 2 (January 3, 2024): 10992–1. <https://doi.org/10.31004/joe.v6i2.4834>.
- Hamid, Hamid. "Manajemen Berbasis Sekolah." *Al-Khwarizmi : Jurnal Pendidikan*

- Matematika dan Ilmu Pengetahuan Alam* 1, no. 1 (2013): 87–96. <https://doi.org/10.24256/jpmipa.v1i1.86>.
- Luthfiana, Rinda. “Implementasi Manajemen Berbasis Sekolah Dalam Upaya Meningkatkan Mutu Pembelajaran Pendidikan Agama Islam.” *Journal of Education and Culture* 3, no. 3 (October 30, 2023): 20–30.
- Muhammad, Sahril, and Mardia Rahman. “Implementasi Manajemen Berbasis Sekolah Untuk Meningkatkan Mutu Sekolah Dasar Islam Insan Kamil Bacan Kabupaten Halmahera Selatan.” *EDUKASI* 15, no. 1 (March 20, 2017). <https://doi.org/10.33387/j.edu.v15i1.279>.
- Munajat, Nur. “Kebijakan Manajemen Berbasis Madrasah dalam Peningkatan Mutu Pendidikan Islam.” *Al-Bidayah* 8, no. 2 (2016): 284619. <https://doi.org/10.14421/al-bidayah.v8i2.74>.
- Noor, Munawar. “Public Policy Implementation in School-Based Management (SBM) to Improve School Outcome Quality (Case Study at Cepu 2 Junior High School, Blora Regency, Central Java, Indonesia).” *International Journal of Advanced Science and Technology* 29, no. 05 (June 6, 2020): 13439–48.
- Nur, Muhammad, Cut Zahri Harun, and Sakdiah Ibrahim. “Manajemen Sekolah Dalam Meningkatkan Mutu Pendidikan Pada Sdn Dayah Guci Kabupaten Pidie.” *Jurnal Administrasi Pendidikan : Program Pascasarjana Unsyiah* 4, no. 1 (March 29, 2016). <https://jurnal.usk.ac.id/JAP/article/view/2611>.
- Nuraini, Ulfatun. “Implementasi Manajemen Berbasis Sekolah dalam Peningkatan Mutu Pendidikan di Madrasah Aliyah Almaarif Singosari.” Undergraduate, Universitas Islam Negeri Maulana Malik Ibrahim, 2011. <http://etheses.uin-malang.ac.id/41897/>.
- Silitonga, Dikson. “Manajemen Peningkatan Mutu: Evaluasi Rumusan Program Manajemen Berbasis Sekolah Pada Satuan Pendidikan (Tinjauan Literatur).” *ESENSI: Jurnal Manajemen Bisnis* 23, no. 2 (August 28, 2020): 171–90. <https://doi.org/10.55886/esensi.v23i2.203>.
- Yatri, Ika, Arum Fatayan, and Hanni Funica Granatuma. “The Implementation of School-Based Management in Islamic Elementary Schools.” *AL-ISHLAH: Jurnal Pendidikan* 14, no. 3 (September 23, 2022): 4629–36. <https://doi.org/10.35445/alishlah.v14i3.2239>.
- Yulfizar, Sendy, and Zulganef Zulganef. “The Influence of School-Based Management on the Quality of Education in Private Vocational High Schools and Its Impact on Employment Competitiveness.” *International Journal of Ethno-Sciences and Education Research* 3, no. 1 (January 4, 2023): 7–13. <https://doi.org/10.46336/ijeer.v3i1.392>.