

Implementation of School Based Management in Improving The Quality of Education (A Case Study at Madrasah Aliyah Negeri 2 Model Medan)

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ABSTRACT

Examining how Madrasahs use School Based Management (SBM) is the main goal of this study. The fascinating thing about studying madrasah education is that it became a model for Islamic schools, which are more formal and include current Islamic thought, following madrasah Islamic boarding schools. But there are a lot of issues with input, process, and product quality in madrasahs as well. Researchers will examine the implementation of School Based Management in the Madrasah Aliyah Negeri (MAN) 2 Medan Model utilizing data from that model. Methods such as field notes, interviews, and documentation are used to gather data. Researchers use phenomenology as an analytical tool to try to comprehend things that are invisible to the human based on their subjective experience by revealing the realities and experiences that people have. In order to get the most out of the data collected, researchers will get out into the field, sketch out and build upon the current reality, and approach information sources. The researcher interviewed the Head of Madrasah AliyahNegeri (MAN) 2 Model Medan as the subject of the study, as well as members of the administration, teachers, employees, and parents of MBS as well as the Head of the Ministry of Religion of Medan City, Kasi, who could provide information regarding MBS policies. Researchers found that Madrasah Aliyah Negeri 2 Medan Model's use of the School-Based Sharia Management Concept (MBS) had positive outcomes. The democratic leadership of the madrasa head is one of the SBM concept's strong points; under this model, the madrasa head is effective in all of his responsibilities as a teacher, manager, administrator, supervisor, innovator, and motivator. In addition, the community's involvement is evident in the material and non-material aid given to Madrasah AliyahNegeri 2 Model Medan.

Keywords: School Based Management, Madrasah, Quality of Education

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1. INTRODUCTION

In many developing nations, people often talk about how to improve the educational system's quality and administration. The ideal model of school-based management, which takes its cues from the decentralized American approach to education, gives principals wide latitude to make decisions about student learning, curriculum creation, and teacher effectiveness (Lee, D. H. L., & Chiu, 2017). An approach to management known as school-based management (MBS) emerged during the period of regional autonomy with the goal of enhancing educational quality. There is an effect on the execution of school management from SBM's presence

in the educational environment. This study found that decentralization in East Asian nations often results in more autonomy over the finance and financing structure than over the curriculum and the quality of education (Lee, D. H. L., & Chiu, 2017).

E. Mulyasa argues that the administration of madrasas, sometimes known as schools, is best understood as the cultivation of group cooperative activities with the purpose of attaining specified educational objectives (E. Mulyasa, 2004). According to the government's decree in Law of the Republic of Indonesia number 20 of 2003 regarding the National Education System, "Management of early childhood education units for primary education and secondary education is carried out with school/madrasah-based management principles." This decree specifies the use of the terms "school-based management" and "madrasah-based management," which are synonymous. Not only that, but article 49 paragraph 1 of the Republic of Indonesia Government Regulation number 19 of 2005 regarding National Education Standards states that; "The management of education at the primary and secondary education levels applies school-based management which is demonstrated by independence, partnership, participation, openness and accountability." Then, it was fine-tuned in accordance with 2013 PP no.32, which dealt with the National Education Standards.

Aziz went on to say that SBM gives schools more freedom and promotes school-wide participation in decision-making in order to achieve national education framework school quality targets (Aziz, 2018). With the help of madrasa committees comprised of community members, parents, and stakeholders, schools would have the flexibility to oversee education in accordance with management standards (Patras, et al, 2019), where the demands of school growth are met via active engagement of the community and teaching units. Autonomy in decision-making, mobility, professionalism, policy facilitation, risk management, intelligent and compact collaboration, and empowerment are key tenets of MBS. In addition, according to Patras et al., SBM significantly improves educational governance, produces more accurate learning outcomes, creates a safe and healthy learning environment, motivates students more, ensures that learning materials are relevant, and increases teacher competency (Patras, dkk, 2019).

An increasingly popular political strategy for school reform, "school-based management" places decision-making authority in the hands of local school stakeholders including teachers, parents, and students. By including local stakeholders in governance and management choices, the people who have the greatest impact on the school's performance are given the authority to make a difference. One common political strategy for school reform is "school-based management," which places decision-making authority in the hands of students and community members at the school level. They may make a difference in the school's

behavior by giving decision-making and management power to local stakeholders, who are really on the forefront of innovation (Patras, dkk, 2019).

One way to make madrasahs and schools run smoothly and efficiently is via the use of school-based management. The term "school based management" refers to the practice of shifting administrative power away from the state and toward individual schools. Everyone in the school community, including the administrator, instructors, parents, and students, is now responsible for making decisions and carrying them out (Suparlan, 2014). In the decentralization period, SBM was one of the alternatives of enhancing educational quality that were adopted (Aminah, dkk, 2015). Everyone with a stake in education must agree on the SBM idea before policy can be made. Involvement of the madrasah's leader in the educational process reflects the madrasah's role as an institution that governs learning activities. There is a lot of room for creativity and improvisation in madrasah curricula, classroom practices, administrative tasks, extracurricular activities, and community service (Athiyah, 2019).

Finding out how to use SBM to make schools and madrasahs better is the main goal of this study. The following factors contribute to a school's or madrasa's ability to provide a high-quality education: 1) financial backing from the government; 2) strong leadership from the principal; 3) competent faculty; 4) a curriculum that is up-to-date and relevant; 5) graduates who are qualified for the job; 6) a positive work environment and culture; and 7) community and parental support (Fadhli, 2017). Sunanto goes on to say that communities don't take part in making decisions about school policies because they don't feel responsible for the upkeep and improvement of the schools their children attend, which in turn leads to low-quality education (Sunanto, 2015). In addition, as Ahmad Zaini Aziz's study shows, decentralization is the foundation of MBS. It is noteworthy to note that Madrasahs are centralized educational institutions that fall under the Department of Religion (Aziz, 2018). So, in addition to trying to improve the quality of Madrasah education, this research also tries to look at the prospect that Madrasahs may use School-Based Management.

2. METHODS

Research may be made simpler if the locations and objects of study are defined, including their boundaries. This is done to ensure that the data gathered is accurate and to prevent any misunderstanding. Medan City's Madrasah Aliyah Negeri (MAN) conducted the study. For Medan City, there are three MANs: MAN 1, MAN 2, and MAN 3. People who are the focus of study are known as research subjects. This study mostly draws on the materials provided by the Head of Madrasah Aliyah Negeri (MAN) 2 Model Medan. People who can provide more details pertaining to the study are known as research informants. The informants who will provide the data are

chosen in a deliberate manner, taking certain factors into account, or via a selection process based on criteria. Participants in this study include the Deputy Head, Administration, Teachers, Employees, and the Head of the Ministry of Religion of Medan City, Kasi, all of whom are able to provide details on the policies of School Based Management.

Since data serves as both the foundation and the instrument for accomplishing research goals, data collecting is crucial in research. Depending on the nature of the topic under investigation, several techniques are used to gather the required data. The researchers gathered their data using participatory qualitative methodologies, often known as fieldwork interactions. It is not enough to just ask people for assistance or listen to the tale remotely; researchers must be there in the field to know the circumstances and events firsthand (Danim, 2002). Here, researchers apply three distinct approaches of gathering data: In this context, "observation" means keeping careful track of the things under study. In other words, the symptoms under investigation are carefully observed and recorded in order to carry out the data expression procedures. The author begins by outlining a framework of elements that are organized or classified in relation to this observation (Hadi, 2002).

One suitable method of gathering information based on oral reports is the interview, in which the interviewer (the interviewee) engages in conversation with the interviewee (the person being questioned) in order to glean information from the latter (Arikunto, 2006). To learn more about MBS policies in this instance, researchers interviewed people in the following positions: Deputy Head, Administration, Teachers, Employees, and Head of the Ministry of Religion in Sukoharjo Regency, Kasi. Finding information on changeable things in books, transcripts, meetings, agendas, minutes, and so on is what the documentation approach is all about (Arikunto, 2006). Information on the Implementation of MAN School-Based Management may be better gathered via documentation, particularly when it comes to archives pertaining to School-Based Management.

Regardless of whether the data can be explained or not, data validity is an endeavor to raise the level of confidence in the data. A higher level of data validity, allowing for optimum accounting, necessitates testing the data's veracity. Extending participation, keeping careful notes, using three sources of information, comparing results, doing negative case studies, and verifying with other members are all ways to ensure that data is accurate (Lexy. J. Moleong, 2000). One way to ensure that your data is legitimate is to employ triangulation, which involves using three different sources of information to compare and contrast your data (Lexy. J. Moleong, 2000). According to Sugiyono, there are two distinct types of triangulation: technical and source (Sugiyono, 2012).

The triangulation technique, which takes into account many approaches, is used to verify the data's veracity. Triangulation is accomplished by comparing and verifying facts or information gathered from documents with findings from interviews and observations (Lexy. J. Moleong, 2000). To accomplish this

triangulation, one must compare observational data with interview data, compare public and private statements, compare research situational statements with data obtained during the research, compare an individual's situation and perspective with other opinions and views, and finally compare interview results with a related document. What this means is that researchers may use triangulation to double-check their results. The following are some things that researchers should take to ensure their data is reliable: (1) ask different questions with different wording, (2) compare their results with other sources of data, and (3) use different techniques.

3. FINDINGS AND DISCUSSION

School Based Management

Management in schools and madrassas relies on a genuine commitment to consistency and the execution implications of these principles in order to be successful and productive. This is because following these principles will result in the desired educational success and advancement. The following are some of the many points of view on the best practices for school and madrasah administration:

According to Jamal Ma'mur Asmani, the principles of school-based management include the following: (a) autonomy, which means that schools can make their own decisions, implement, supervise, and evaluate programs; (b) flexibility, meaning that schools can adapt to new ideas, aspirations, and problems; and (c) participation, involvement, and role of all personnel, student parents, committees, community/school/madrasah residents in conveying insights and ideas, making decisions, implementing, and evaluating; thus, togetherness becomes a necessity; (d) Initiative, the Madrasah's leader and his staff need to be forward-thinking and creative so that the program may grow and progress over time, ultimately achieving its goals (Jamal Ma'mur Asmani, 2012).

Principles of School Based Management

While implementing school-based management, it is necessary to incorporate five additional concepts in addition to the four already stated: (a) Emphasis on Quality, With MBS, quality is the guiding principle and primary metric. b) Making decisions and plans from the ground up. Rather of being centralised, decisions should originate from lower levels and be reached via discussion and agreement. (c) Truthfulness, or being transparent and honest, is crucial in fostering public trust and avoiding mutual suspicion, particularly when it comes to money. (d) Emancipation of the community, as SBM is culturally and practically focused on issues facing specific communities. Yes, it is. Enhancement of quality that is ongoing. Improvement of quality does not end after a week or two; rather, it is an ongoing process with no endpoint (Jamal Ma'mur Asmani, 2012).

Based on what Imam Wahyudi said, here are some of the principles that should be considered when putting school-based management into practice: (a) Commitment

both school administrators and teachers should be fully committed to getting everyone in the school on board with MBS. (b) Preparedness; emotionally and physically, every student must be ready to learn. (c) Participation-Each and every one of us has a role to play in helping educate our children. (d) Institutions have a crucial role in successful education, and schools are no exception. They are the ones who understand education the best, and they make all the choices for the school. (f) Awareness, educators, in order to contribute to the formulation of curricular and programmatic choices, must possess awareness. (g) Liberty: It is imperative that schools be granted liberty so that they may independently decide how to distribute funding. When school stakeholders are actively engaged, the reforms will have a longer lasting impact (Imam Wahyudi, 2012)

Aside from that, Imam Wahyudi listed ten principles of school-based administration as outlined by the Ministry of National Education. One of them is openness, which states that school administrators should be transparent with all parties involved when it comes to the distribution and utilisation of school funds. Each school is required to publish an activity report and a RAPBS. (b) Collaborative effort, on the part of the community represented by the school committee, is an integral part of school administration, both in terms of providing input and overseeing the process. (c) Long-term viability implies that school administration has been consistent and that policies implemented in the past have informed those implemented now. (b) A thorough examination of all factors impacting academic achievement is essential for effective school administration. The completion of all tasks is documented in written reports and clarified upon request to ensure accountability. (f) Democratic; all school and community groups discuss and vote on major issues; (g) Self-sufficiency, the institution can do what it has to do by emphasising initiative and creativity; (h) Schools that are quality orientated provide excellent service and outcomes for their stakeholders by diligently carrying out their obligations and activities. (i) SPM, or criteria for Minimum Service, allows for the overall fulfilment of minimum service criteria to occur in a steady and manageable manner. (j) No pupil does not get services that are discriminatory; education is provided to everyone (Imam Wahyudi, 2012).

“Madrasah management is carried out by implementing madrasa-based management which is carried out with the principles of justice, independence, partnership and participation, non-profit, efficiency, effectiveness and accountability,” states Chapter IX, Paragraph 1 of the 2013 Regulation of the Minister of Religion of the Republic of Indonesia, Number 90, on the Implementation of Madrasah Education (PMA RI, nomor 90 tahun 2013 tentang Penyelenggaraan Madrasah & 2013, n.d.).

The author draws the following conclusions on the principles of Madrasah-Based Management, as almost all of the aforementioned perspectives have some commonality; a) The autonomy of madrassas and schools. Power to oversee current assets and formulate plans in line with regional circumstances. (1) The power to

decide what students learn and how they learn it in response to real needs and community expectations. (2) The power to investigate potential contributors in accordance with pressing requirements. (a) Initial conditions are met. (1) All policies and choices must be founded on discussion and consensus, including input from below (all stakeholders and people); (2) choices are made according to their purpose or form. (c) Being adaptable and engaging. (1) Adaptability in receiving, debating, deciding, executing, and assessing ideas, thoughts, and ambitions from all stakeholders. (2) The part that every citizen plays in expressing and discussing ideas, as well as in deciding upon, carrying out, and assessing these actions. (d) Making an Effort and Dedication. (1) The Madrasah's leader has to be a visionary with exceptional forward-thinking abilities; after all, great strides are made when fresh, positive, progressive, and remarkable ideas are considered, created, and discovered. Thirdly, the madrasah's leader and all of the madrasah's students are committed to improving the madrasah's quality. I think so. Completeness of SPM (Minimum Service Standards). It is possible to gradually and consistently meet all of the Minimum Service Standards. (f) Empowering the community. (1) The community and students' parents actively participate in madrasa program execution. (2) The committee, in its capacity as community representatives and student parents, plays an active part in collaborative endeavours to enhance educational quality. (g) Focused on long-term excellence. (1) The school as a whole carries out its responsibilities (Tupoksi) in a systematic manner, with a focus on providing the best possible outcomes for all parties involved. (2) Engaging media complements the educational process. h) Being open and accountable. (1) Transparency in handling funds. (2) The Financial Reporting System and all associated operations.

Since these values need responsibility, openness, honesty, intelligence, and strong social commitment, they will serve as standards for the effectiveness of the management that is put into place. In this approach, the educational objectives will be met and madrasas will be of high quality.

Implementation of School Based Management (MBS) in Madrasas

The Second Medan Madrasah Aliyah Negeri (MAN): A Plan for Sharia Management in the Classroom After developing an eleven-part model, the author will check to see whether the actual execution followed the strategy as intended. Every school has to go through this democratization of education process. Even in the early stages and throughout practice, SBM must be applied, regardless of comprehension or lack thereof. It would be irresponsible for educational practitioners, such as school administrators and teachers, to shirk their responsibilities in supporting academic achievement in their schools when the government offers incentives to strengthen school communities. Community demands and local

environmental factors inform the educational discourse around SBM implementation. SBM is seen as a strategic or media tool that the government may use to give each school more control. The area's existence and cultural traits were not disregarded in the course of these endeavors. The national education objectives include statements on the direction and purpose of education.

An individual with faith, devotion to Allah SWT, virtue, knowledge, skills, physical and spiritual health, a stable and independent personality, a sense of social and national responsibility, and a sense of national and social responsibility are all goals of national education. It is very obvious from the national education objectives that every kid is a valuable asset to the country's progress. The goals of a "civil society" society, which include a fair society that prospers and prospers in justice overall, are the fulfillment of national development, which is not just focused on material progress. Improving the quality of education is crucial because, as said earlier, empowering human resources is essential to achieving national education objectives. To rephrase, "preparing individuals for the future" is the stated goal of the country's educational system.

The head of Madrasah MA Negeri 2 Medan Model has received SBM training from the Ministry of Religion and the National Education Department, among other places, and has since shared what he has learned with his staff, students, and community members. Plus, the principal has always known SBM, therefore it's not hard for him to explain it to teachers, modern workers, and society as large. Before he could pass the knowledge on to his staff, students, and neighbors, the principal had to undergo SBM training at many locations, including the Ministry of Religion and the National Education Department. Since the first principal understood SBM from the beginning, he finds it quite simple to explain it to teachers, staff, and the community. (The Principal of MA Negeri 2 Model Medan is interviewed for this piece). While some members of the community initially supported MBS when he explained it to them, others came around after a few years and said that it could be achieved with its help. The head of MA Negeri 2 Model Medan added that the community now knows how important SBM is and how MBS implementation directly affects them. It is believed that the learning patterns of MA Negeri 2 Model Medan have improved as a result of the collaborative efforts of the school's leadership, faculty, and stakeholders. The principal of MA Negeri 2 Model Medan is determined to see SBM implemented after careful consideration of the school's needs and goals, which include creating an environment where all students feel welcome and valued, fostering an environment where ideas and opinions are valued and respected, and ensuring that school policies and procedures are consistent with SBM. He has improved the quality of human resources by having his own training at schools and training employees, as well as by giving different forms of training to instructors, which is one of the many indicators that must be put into place to assist execution.

Discussion

The goal of madrasah-based management is to improve madrasahs by including them in decision-making processes. The primary goal of the research is to help madrasahs improve their learning services so that they may better fulfill the requirements of their students, satisfy the expectations of their parents, and stand out from other madrasahs. Schools and madrasahs can only be successful if their goals are well-defined. An essential component for schools to develop is quality criteria, which may be defined by a set of indicators for goal attainment.

There are three goals for establishing School Based Management (MBS), according to KustiniHardi, who is cited by Umiarso and Imam Gojali: (1) training school administrators, teachers, and committee members in SBM components to raise the bar for student achievement in the classroom; (2) training administrators, teachers, and committee members in SBM components to create engaging and fun learning environments in the classroom and beyond. Thirdly, enhancing the quality of schools by encouraging greater community involvement in general school matters via school committee features (Umiarso dan Imam Gojali, 2010).

School-Based Management was proposed by Umiarso and Imam Gojali with the following goals in mind: to improve education by giving schools more autonomy and responsibility in managing their own resources; to raise community and school-resident awareness of the importance of education through collaborative decision-making; to make schools more accountable to parents, communities, and the government for the quality of their education; and to foster healthy competition among schools in order to achieve the highest possible standard of education. These goals are outlined by the Ministry of National Education (Umiarso dan Imam Gojali, 2010).

Managing education with the goal of empowering schools via the provision of authority, flexibility, and resources to increase school quality which in turn affects output quality is why school-based management is so important (Husnul Yaqin, 2011).

As previously stated, the Al-Quran, which is considered a sacred book by Muslims, does not provide a technical and cohesive explanation of educational administration. Nevertheless, if you go into the notion of School Base Management or School/Madrasah Based Management, you will uncover several universal signals or instructions that lead to its essence. The substantive idea in issue, for instance, is a reflection of a local authority (the madrasah), as hinted at in verse 11 of Q.S. AlRa'du;

The management style described earlier is strongly related to this poem, as it advocates for the desired improvements to originate with the people, who are most suited to assess their own circumstances. In the context of educational administration, it stands to reason that institutions like biograsi have a greater grasp of the current state of affairs than schools and madrasahs. It is thus not surprising that the Madrasah or school has the sway when it comes to administration, power, and decision-making. The efficacy and efficiency of madrasah performance, particularly productivity, is

directly related to the concept of discussion, which in turn affects management, authority, and decision making.

In order to maximise the effectiveness of madrasahs, one may observe the traits of Madrasah-Based Management in areas like the administration system, the professionalism of the teaching staff, the learning process, and the management of learning materials. A number of defining features of madrasah-based management have emerged from the literature review: Does Not Rely On Any One Thing. There is a set of duties that comes with the great liberty that madrasahs enjoy. Schools may better enable teacher education personnel to focus on teaching when given autonomy, which entails responsibility for managing resources and designing solutions based on local realities. Since they are places of higher education, madrasahs have wide latitude to tailor their curricula and academic offerings to the specific circumstances and requirements of their student bodies, as well as the demands of their communities. With this independence, madrasahs may empower their teaching staff to do a better job by giving them a voice in important choices and a share in seeing them through to a fair and professional conclusion. (2) Community and parental involvement is high. Parents and members of the community play an active role in school-based management initiatives aimed at implementing madrasah programs. Schools and education boards get financial support from community members and parents. Additionally, madrasah committees work to enhance school quality by developing and implementing initiatives. With this knowledge in hand, parents and others of the community may naturally pitch in to support madrasahs as funding sources for a wide range of extracurricular activities aimed at raising academic standards. (3) Establishing a System of Professional and Democratic Leadership. School programs are implemented with the help of democratic and competent school leadership in madrasah-based administration (E. Mulyasa, 2011) The capacity and professional integrity to manage all school activities according to set regulations are essential qualities for school/madrasah principals and instructors, who are responsible for executing school programs. In order to achieve student learning success as a team of professionals. All parties involved are held accountable for the decision and its execution via the democratic "bottom-up" method that the madrasah head employs, according to E. Mulyasa (Mulyasa, 2003). All resources have a strong flow (regulation) and will give birth to production according to shared objectives if the system for absorbing demands begins from the lowest structure. This is an example of democratic and professional leadership. Fourthly, open and compact teamwork. A small, open-minded group of people from different backgrounds who are all invested in the madrasah's education, as well as the aforementioned factors, are what really hold the Madrasah-Based Management program together, says E. Mulyasa (Mulyasa, 2003). The team responsible for carrying out education at madrasahs or schools consists of committees/surrounding communities, parents of students, and parties monitoring educational advancement. Every stakeholder involved in the madrasah, from parents and community members to students, works together in harmony according to their

roles to build a madrasah of which everyone can be proud. Synergy in the workplace results from team members who are honest and open with one another, who trust and respect one another, and who don't try to outdo one another in terms of merit. As a result, everyone pitches in to make the team work better. Similar perspectives and actions towards common objectives will emerge as a result of solidarity (E. Mulyasa., 2013).

Everyone plays a dual role as both a consumer and a provider in an excellent school. Customers include students and their families in particular. Collaborating with parents to maximise children' capacity to benefit from school learning is the obligation of an integrated quality school. Those involved with the education system including parents, students, instructors, administrators, and school boards are considered internal consumers of schools. A school's external consumers include the general public, families, the military, businesses, and any other group that makes use of the school's products (Jerome S. Arcaro, 1995).

Everybody has to pitch in when it comes to quality in integrated quality management since it's everyone's job. One component that must be executed ideally to ascertain the presence of quality initiatives in management is measurement, however its execution often falls short. This is due to the fact that evaluating a school's quality is solely dependent on gauging student success as measured by test scores. Consequently, quality initiatives need the analysis of all data. School buy-in to quality transformation is another critical component of integrated quality management. So, it's imperative that all parties rally behind quality initiatives.

Although employees may resist change, it is management's responsibility to facilitate it by providing training, resources, and mechanisms to raise standards. Implementing continuous improvement is another crucial aspect of integrated quality management. This entails handling issues as they come up, seeking methods to enhance the systems that have been built, and making any required modifications.

Basically, shifting from a top-down management style to a bottom-up SBM model is not a picnic, but it is an ongoing effort that involves everything having to do with schooling. First, get everyone in the school on board with the idea of school-based management (SBM). (2) Conducting a study of both school and non-school contexts, the findings of which provide significant obstacles that schools must overcome in their transition from central to SBM administration. In light of the obstacles encountered, (3) determine the situational objectives that will be attained via the use of school-based management. (4) As of yet, research on the amount of preparedness of those who must be engaged in order to accomplish situational objectives is lacking. Five, use a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis to figure out how prepared each function and its components are. (5) Pick out your troubleshooting procedures. (6) Develop projects and strategies for the near, intermediate, and distant future. (7) Deploying initiatives to accomplish MBS's near-term objectives. (8) Process monitoring and MBS result assessment (Hamid, 2013).

As a nation's people resources are its most valuable asset, investing in their development should be a long-term priority. Formal educational institutions, such as schools, play a significant role in developing human resources. It is critical that schools invest in their human resources in this age of independence. Schools may grow and strengthen their skills according to school situations since there is a school-based management pattern. That is why it is impossible for SBM to provide uniform outcomes in all schools. However, every school has an equal chance to improve and become a top-notch institution (Pratiwi, 2016).

4. CONCLUSION

At MA Negeri 2 Model Medan, they have a great idea with School-Based Sharia Management (MBS). Principals have been effective in their responsibilities as instructors, managers, leaders, administrators, supervisors, innovators, and motivators, and the SBM idea as a whole has been well-implemented, including democratic principle leadership. Beyond that, the community at large has been very involved. This is evident from the material and non-material aid given to MA Negeri 2 Model Medan. The involvement of educators, who work together to raise the bar via a variety of means, is also crucial. Strategies for enhancing the quality of students at Madrasas, for instance, are founded on religious beliefs and have been shown to be very successful in implementing the MA Negeri 2 Medan Model.

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