

IKAMAS: Journal of Islamic Education Management

Vol. 03 No. 02 (2023) pp. 359-364

ISSN: 2964-2388

Available online at <https://ikamas.org/jurnal/index.php/ikamas/index>

<https://doi.org/10.62361/ikamas.v3i2>

Implementation of School-Based Management in Improving the Quality of Education at MTs N 1 Padangsidempuan

Wardatun Thaibah Marpaung¹, Dian Pratiwi Br. Marpaung², Inom Nasution³

¹²³ North Sumatra State Islamic University, Indonesia

** wardatunthaibahmarpaung@gmail.com

ARTICLE INFO

Keywords:

keywords 1; *School Based Management*

keywords 2; *Quality of Education*

keywords 3; MTs N 1 Padangsidempuan

ABSTRACT

In general, this research aims to gain knowledge regarding the implementation of school-based management at MTsN. In line with this general objective, this research specifically aims to determine the benefits of SBM at MTs N 1 Padang Sidempuan, to understand the implementation of SBM at MTs N1 Padang Sidempuan and to understand the role of SBM in improving the quality of education at MTs N 1 Padang Sidempuan . The research method used is descriptive field research. The results of the research reveal that school independence in meeting the availability of teaching and educational staff is sufficient, and school independence in meeting the availability of facilities and infrastructure is sufficient and sufficient to improve the quality of education

ABSTRAK

tickle history:

Received 2023-11-21

Revised 2023-11-25

Accepted 2023-12-29

Secara umum, penelitian ini bertujuan untuk mendapatkan suatu pengetahuan mengenai penerapan manajemen berbasis sekolah di MTsN ini. Sejalan dengan adanya tujuan umum tersebut, maka secara khusus penelitian ini bertujuan untuk mengetahui manfaat MBS di MTs N 1 Padang Sidempuan, mengetahui implementasi MBS yang dilakukan di MTs N1 Padang Sidempuan serta memahami peran MBS dalam meningkatkan mutu pendidikan di MTs N 1 Padang Sidempuan. Metode penelitian yang digunakan adalah penelitian lapangan (field research) yang bersifat deskriptif. Hasil penelitian mengungkapkan bahwa kemandirian sekolah dalam memenuhi ketersediaan tenaga pendidik dan kependidikan sudah tercukupi, dan kemandirian sekolah dalam memenuhi ketersediaan sarana dan prasarana sudah tercukupi dan memadai dalam meningkatkan mutu pendidikan.

INTRODUCTION

Education is an effort carried out by humans which has an important role in determining the nature, fate and even the form of personality of humans and society. Education is essentially more than just teaching, which is said to be a process of transferring knowledge, transforming values, and forming personality from all aspects it covers (Hidayat, 2018) . Education can also be said to be a process that is necessary to achieve balance and perfection in the development of individuals and society (A. Siahaan et al., 2023) . With education, religious values, culture, thoughts and skills can be passed on to the next generation, so that they will be truly ready to face a brighter future in life.

Education is also an activity that has a specific purpose and purpose that is directed to develop the potential that humans have as humans or as a society to the fullest. Education can increase the talent that exists in a person to the optimal limit that he can do, so that every human being can honorably participate in the development of humans and society that occurs continuously (Tuala, 2016) . Education can be said to be a light that can guide people in determining the direction and purpose of their lives (Akmalia, 2018) .

Education has an important role in human life. Without education, a person could live without direction and purpose. Therefore, every education given to humans must be of good quality. Good quality education will produce good graduates (Susanto, Sasongko, & Kristiawan, 2021) . So, in order to realize good quality education, various efforts need to be made from all related parties so that the quality of education in accordance with existing standards can be achieved. All related parties must help and support each other in implementing these efforts because the quality of education is not just the responsibility of one person, but is the responsibility of all related parties involved in an educational institution (Syafaruddin, 2015) .

One of the efforts that can be made to improve and maintain education so that it remains of good quality is to carry out various innovations that can support this (Muttaqin, 2018) . This innovation must start in various ways, one of which is by implementing good management in every program held at the school and in all matters related to school development. It is believed that good management will produce good achievements.

And the model for providing education to achieve educational quality that is in accordance with current educational standards is to apply the concept of School Based Management (SBM) (AKIN Siahaan, 2007) . SBM is present as a new effort to improve the quality of education and is expected to be able to overcome various problems that hinder the development and improvement of the quality of this

education. Therefore, the implementation of SBM is considered important in an educational institution.

Therefore, researchers will try to examine more deeply how SBM is implemented in an educational institution so that the quality of education that meets standards and is in line with expectations can be achieved. This really needs to be discussed and researched considering the importance of quality education in creating good quality graduates so they can live a good future .

RESEARCH METHODS

The research method used is descriptive field research. This approach was used to study and obtain in-depth data regarding the implementation of school-based management to improve the quality of education at MTs N 1 Padangsidimpuan. The data collection techniques used were interviews, observation and documentation (Emzir, 2015) . Research informants are those who provide information and know about the implementation of school-based management to improve the quality of education at MTs N 1 Padangsidimpuan, including the Deputy Head of Curriculum.

Data analysis is a method used to analyze data obtained from research. In this research, researchers used non-statistical analysis suitable for descriptive data or textual data that is not expressed in numerical form. The analysis is carried out by reducing data, presenting data, and drawing conclusions and verification. Checking the validity of the data that researchers use is triangulation (Arikunto, 2016) . Researchers use triangulation with sources, which means comparing and counter-checking the degree of trustworthiness of information obtained through different times and tools by: comparing data from observations from interviews with the contents of a related document.

RESULTS AND DISCUSSION

Benefits of School-Based Management at MTsN 1 Padangsidimpuan

Management is certainly very useful for how leaders accommodate all their subordinates in carrying out their respective functional duties. With management, of course all the work in the school, including teacher work, administration, can be carried out well. With school-based management in schools, work can be well coordinated according to the main tasks and functions of each.

Based on research findings through observation, interviews and documentation from resource persons, it is explained that the benefits of having school-based management at MTsN 1 Padangsidimpuan include: 1) With the existence of SBM, schools can understand the skills and abilities of school personnel. These abilities and expertise will be utilized in the interests of improving the quality of education at MTsN 1 Padangsidimpuan, 2) With the existence of MBS, the work of all school personnel is well coordinated in accordance with their respective main

tasks and functions, 3) The people who are responsible are increasingly visible. their respective work, 4) Teachers, school staff are involved in decision making so that decision making is more transparent, and 5) Increased communication between fellow personnel at the school.

Implementation of School-Based Management at MTsN 1 Padangsidimpuan

The implementation of SBM can be seen through the process of planning activities or preparing school programs by involving elements of teachers and the community, which will encourage openness and will reduce the level of planning errors to a minimum. The principal as a manager plays a managerial function by carrying out the process of planning, organizing, mobilizing and organizing.

The implementation of school-based management at MTsN 1 Padangsidimpuan can be seen from the time the meeting takes place. The meeting will be held to include all school staff. The planning process, program preparation, decision making will involve teachers and other school staff for the sake of transparency of the decision and for the smoothness of the planning process to implementation to minimize the possibility of errors that will occur.

Another form of implementation can be seen from the assignment of teachers who are experts, competent and responsible whose work will be assigned or given tasks according to their respective expertise. For example, in developing students who will take part in OSN. Before making this decision, the school principal will communicate again with his representatives and the teacher whether the teacher is suitable to be the OSN coach that will be carried out, whether the teacher is willing to coach the OSN participants. Apart from that, in selecting students who will take part in the OSN, the principal, deputy principal, and subject teachers will discuss which students or students have abilities in certain subject areas.

With the implementation of MBS, all plans are also made, the work at MTsN 1 Padangsidimpuan runs well and is coordinated according to their respective duties and functions. If SBM is not implemented, there will be several people who carry out tasks that are not their own duties or responsibilities and there will be several people who carry out tasks irresponsibly, meaning they do not complete the work assigned to them properly.

The implementation of SBM at MTsN 1 Padangsidimpuan provides many benefits, this is because SBM provides great freedom and flexibility to the school, accompanied by a set of responsibilities. With autonomy which provides this flexibility, the school can further improve the welfare of teachers so that they can concentrate more on their tasks. Apart from that, the implementation of SBM can also encourage the professionalism of teachers at MTsN 1 Padangsidimpuan and the principal of MTsN 1 Padangsidimpuan as school leaders, this is because the SBM concept requires freedom for teachers and school principals in preparing the curriculum and school programs.

The Role of School-Based Management at MTsN 1 Padangsidimpuan in Improving the Quality of Education

School-based management at MTsN 1 Padangsidimpuan certainly has a very important role because it is a reference for improving the quality of education in particular. Management is certainly very useful for how leaders accommodate all their subordinates to carry out their respective functional duties. With management, of course all the work in the school, including teacher work, administration, can be carried out well. With school-based management in schools, work can be well coordinated according to the main tasks and functions of each.

SBM has an important role in educational institutions, so it is necessary to know how SBM is implemented in improving the quality of education. The implementation of SBM can be seen through the process of planning activities or preparing school programs by involving elements of teachers and the community, which will encourage openness and will reduce the level of planning errors to a minimum. The activities carried out by the school principal are in accordance with the theory put forward by Wahyusumidjo which states that one of the roles of the school principal has many functions, including the following: as a manager, the school principal must play a managerial function by carrying out the process of planning, organizing, mobilizing and coordinating. Planning relates to setting goals and strategies to achieve those goals. Organizing is related to designing and creating an organizational structure. This includes selecting people who are competent in carrying out the work and looking for the most appropriate supporting resources.

CONCLUSION

Based on the research results, it can be seen that the implementation of School-Based Management (SBM) has been seen strongly in improving the quality of education at MTs N 1 Padangsidimpuan, this is proven by the school's independence in meeting the availability of teaching and educational staff, and the school's independence in meeting the availability. Facilities and infrastructure are sufficient and adequate.

The impacts caused by the implementation of school-based management at MTs N 1 Padangsidimpuan include: 1) The school has independence in developing human resources; 2) Develop a sense of responsibility among school members in carrying out their duties and functions; 3) Developing school creativity in implementing programs; 4) Achievements achieved by the school; 5) Schools have accountability in increasing graduates who are absorbed into PTN and PTS.

REFERENCES

- Akmalia, R. (2018). Building Great Teams and Great Players Towards Innovative and Creative Change in Islamic Education Units. *Sabilarrasyad: Journal of Education and Educational Sciences* , III (01), 1–11. Retrieved from <https://jurnal.dharmawangsa.ac.id/index.php/sabilarrasyad/article/viewFile/466/456>
- Arikunto, S. (2016). *Research Procedures A Practical Approach* . Jakarta: Rineka Cipta.
- Emzir. (2015). *Educational Research Methodology: Quantitative and Qualitative, cet. second* . Jakarta: Rajagrafindo Persada.
- Hidayat, M. (2018). *The Effect of Implementing Integrated Quality Management on Teacher Performance at Madrasah Aliyah Negeri Majene* . Management of Islamic Education, Tarbiyah and Teacher Training Faculty, Uin Alauddin Makassar.
- Muttaqin, MT (2018). *INNOVATION IN PAI LEARNING BASED ON MULTIPLE INTELLIGENCES*. Retrieved from file:///C:/Users/Admin/Downloads/M.pdf
- Siahaan, AKIN (2007). School Based Education Management. *School Based Education Management*, pp. 24–25. Quantum Teaching.
- Siahaan, A., Supardi, S., Wardani, W., Fauzi, ZA, Hasibuan, PM, & Akmalia, R. (2023). Curriculum Management in Improving the Quality of Education. *Journal on Education* , 5 (3), 9189–9196. <https://doi.org/https://doi.org/10.31004/joe.v5i3.1723>
- Susanto, H., Sasongko, RN, & Kristiawan, M. (2021). Teachers' Professionalism in Improving the Quality of Madrasah Education in the Era of Globalization. *Journal of Teacher Studies and Learning* , 4 (1), 135–141. <https://doi.org/https://doi.org/10.30605/jsjp.4.1.2021.551>
- Syafaruddin, S. (2015). *Management of Islamic educational institutions* . Ciputat Press.
- Tuala, R.P. (2016). *School/School Quality Improvement Management (Case Study at SMA Al Kausar Bandar Lampung and Aliyah Negeri School I (MAN Model Bandar Lampung)* . State Islamic Institute (IAIN) Raden Intan Lampung.