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IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT IN EFFORTS TO IMPROVE EDUCATION QUALITY AT H. ABDUL KARIM SYU'AIB ISLAMIC BOARDING SCHOOL

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ABSTRACT

This paper explains the implementation of school-based management to improve the quality of education at H. Abdul Karim Syu'aib Islamic Boarding School. This research is descriptive qualitative, with data collection methods including interviews, observations, and documentation. The results of this study reveal that: (1) The quality of madrasah education at H. Abdul Karim Syu'aib Islamic Boarding School, related to the implementation of school-based management, has positively influenced the input, process, and output of education. This is evident from the achievements of alumni who continue their studies at universities, both domestically and abroad, as well as the distribution of alumni in the workforce. (2) The implementation of school-based management at H. Abdul Karim Syu'aib Islamic Boarding School has been carried out according to applicable regulations.

Keywords**:** *School-Based Management; Quality Improvement*

INTRODUCTION

History shows that the progress of a nation is not determined by its abundant natural resources or population size. Instead, it depends on the country's ability to produce quality human resources through a good education system. Despite Indonesia's abundant natural resources, the low quality of its human resources has caused it to fall behind other countries (Suparno, 2007). Given this reality, the existence of Islamic Boarding School is an integral part of the national education system, which has a moral responsibility to provide quality education, both in terms of management and learning processes. In this context, Madrasah-Based Management (MBM) emerges as an alternative new paradigm in management (A. M. Pawero, 2017). MBM is a concept that gives autonomy to madrasas to set policies to improve the quality, efficiency, and equity of education. This aims to meet the needs of local communities and strengthen collaboration between madrasas, communities, and government (Umiarso & Gojali, 2011). The presence of this concept is part of the discussion on the management of educational institutions in Indonesia, in line with the movement of restructuring and reforming the national education system through decentralization and increased autonomy for educational units or Islamic Boarding School. Additionally, the existence of this concept responds to issues in society related to improving the quality of education, equity,

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accountability, and high community concern. Therefore, the granting of autonomy reflects the aspirations of society towards the government and shows the government's attention to the phenomenon, with autonomy serving as formal legitimacy for school-based management itself.

The existence of school-based management makes the role of Islamic Boarding School stakeholders very important and gives them a bargaining position in advancing and developing educational institutions, human resources, and outcomes. In the context of school-based management to improve the quality of education at H. Abdul Karim Syu'aib Islamic Boarding School, referring to Saud's opinion quoted by E. Mulyasa, the implementation of school-based management in developed countries has several basic characteristics. These characteristics include granting autonomy to Islamic Boarding School, high levels of community and parent participation, and open leadership with a team that is competent in their field (E. Mulyasa, 2014).

H. Abdul Karim Syu'aib Islamic Boarding School, established in 1984, is a tangible manifestation of the community's concern and awareness in Kabupaten Agam and IV Koto about the importance of Islamic educational institutions. The Islamic Boarding School has made significant contributions to the community, particularly in shaping the moral and social character of its students and the surrounding community. Like other Islamic Boarding School, its goals include intellectual development and teaching noble character (Akhlaqul Karimah). The Islamic Boarding School plays a crucial role in intellectual development, character formation, and instilling Islamic ethical values. Therefore, halaqah studies, including the continuous study of classical Islamic texts, are a key program and an integral part of the Islamic Boarding School identity.

H. Abdul Karim Syu'aib Islamic Boarding School has implemented the School-Based Management (MBM) concept to improve the quality of education. This effort is evident from community involvement in achieving the Islamic Boarding School vision and mission, as well as increasing the pesantren's independence in various aspects. However, overall, the implementation of MBM has not yet fully materialized, so in-depth and comprehensive research on school-based management is needed.

Based on the explanation above, this research will examine and answer several problems. First, what is the quality of education at H. Abdul Karim Syu'aib Islamic Boarding School. Second, how is the implementation of madrasah-based management at H. Abdul Karim Syu'aib Islamic Boarding School. Meanwhile, the specific objectives of this research are to explain the quality of education and the implementation of MBM at H. Abdul Karim Syu'aib Islamic Boarding School.

RESEARCH METHOD

1. Approaches and types

This research is a descriptive study that falls under the category of qualitative research. In this study, the author attempts to present data, analyze, and interpret problems, as well as describe situations or events that occur in the field (J. Moeloeng, 2012). The location of this research is at H. Abdul Karim Syu'aib Islamic Boarding School, located at Jl. A. Latief, Komplek Villa Mutiara, Guguak Randah, Koto Tuo,

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Kecamatan IV Koto, Kabupaten Agam, Sumatera Barat. This study aims to reveal and explain the facts that occur at H. Abdul Karim Syu'aib Islamic Boarding School, considering that the implementation of School-Based Management (MBM) is not yet optimal. Conceptually, MBM is still less well-known, although MBM values have been applied. Therefore, more in-depth research on MBM is needed.

The research approach used by the author is a qualitative approach, where the author attempts to present data, analyze, and interpret problems, as well as describe situations or events in the field. According to Bogdan and Taylor, as cited by Tohirin, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from individuals and observable behavior (Sugiyono, 2018).

2. Data Source

The data sources in this study, in accordance with the qualitative approach, consist of several types. First, words and actions collected through interviews and observations. Second, written sources such as books, scientific journals, archives, and others obtained through observation or examination, as well as photocopies or copies. Third, photos collected through observation and photocopying. Fourth, statistical data. In terms of type or nature, data sources can be distinguished into two categories. First, Primary Data Sources, which are data obtained directly from the research subject using measurement tools or direct data collection methods from the object as information. Second, Secondary Data Sources, which are data obtained through other parties, where the researcher does not directly obtain data from the research subject. The data collection techniques used by the author include observation, interviews, and documentation.

3. Data Analysis techniques

Data analysis techniques in qualitative research are conducted before entering the field, during fieldwork, and after completion. First, researchers perform data reduction, which involves summarizing, selecting important information, focusing on relevant aspects, identifying patterns, and eliminating unnecessary data. Next, researchers present the data in the form of brief descriptions, diagrams, relationships between categories, and the like. This data presentation enables researchers to better understand what is happening and plan further steps based on that understanding. Finally, researchers verify and draw conclusions, which are tentative and may change if new evidence or relevant data is found, resulting in credible research findings.

RESULTS AND DISCUSSION

H. Abdul Karim Syu'aib Islamic Boarding School is located at Jl. A. Latief, Komplek Villa Mutiara, Guguak Randah, Koto Tuo, Kecamatan IV Koto, Kabupaten Agam, Sumatera Barat. The Islamic Boarding School is situated in a quiet area, far from the hustle and bustle of traffic and residential areas, providing a peaceful and conducive

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environment for students to learn. Established in 1984, H. Abdul Karim Syu'aib Islamic Boarding School has obtained accreditation B, reflecting its commitment to providing quality education.

1. Implementation MBM in H. Abdul Karim Syu'aib Islamic Boarding School

The curriculum implemented at H. Abdul Karim Syu'aib Islamic Boarding School is the 2013 Curriculum (K-13). The 2013 Curriculum is an operational education curriculum that is compiled and implemented by each educational unit. Although this curriculum is determined by the central government, its development gives authority to the school to analyze it in the form of syllabus and lesson plans, by adjusting the learning methods that focus on students and local conditions.

The development of the 2013 Curriculum (K-13), which refers to the National Education Standards, aims to ensure the achievement of national education goals. The National Education Standards consist of several elements, including: content standards, process standards, graduate competency standards, educator and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and education assessment standards. Among these eight standards, two serve as the primary reference for educational institutions in developing their curriculum: Content Standards (SI) and Graduate Competency Standards (SKL) (A. M. Pawero, 2017).

The curriculum implemented at H. Abdul Karim Syu'aib Islamic Boarding School is oriented towards the curriculum set by the Ministry of Religious Affairs. The goal is to facilitate the students in taking national exams and obtaining diplomas, enabling them to pursue further studies at public schools or universities after completing their studies within the Islamic Boarding School environment.

The Ministry of Religious Affairs' curriculum uses a ratio of 30% general subjects and 70% religious subjects, which is considered unbalanced. To address this, H. Abdul Karim Syu'aib Islamic Boarding School incorporates local content subjects that are specifically designed by the Islamic Boarding School. Additionally, to deepen the students' knowledge of Islamic studies, the Islamic Boarding School offers courses in Balagah, Ushul Fiqh, Tafsir, Hadith, Nahwu, and Sharaf, with Arabic language textbooks.

H. Abdul Karim Syu'aib Islamic Boarding School has implemented a curriculum evaluation strategy that includes needs evaluation, input evaluation, process evaluation, and product/output evaluation. This evaluation serves as a basis for teachers and stakeholders to make improvements in the learning process, character development, intellectual enhancement, and skill development.

2. Management Of Teaching And Education Staff

The success of a school program implemented within a system framework is not the responsibility of one party alone. All components of the system must work together according to their respective fields and authorities, so that the success of the program outlined in the school's vision and mission, as well as the programs that have been prepared, is not just a document on paper. Furthermore, in accordance

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with the demands of the MBM program, all stakeholders must support and implement the program with a clear understanding. To ensure the effective and successful implementation of the program, a shared perception or perspective is necessary, so that every step towards achieving the goals can be taken collectively. Each component or department needs to develop operational work programs. Therefore, the head of the madrasah is expected to have good educational management skills.

The head of the Islamic Boarding School, as the highest executive leader at H. Abdul Karim Syu'aib Islamic Boarding School, has the task of assisting the Chairman of the Foundation and the Islamic Boarding School Leadership in managing educational staff and teachers. This task includes planning and procurement of educational staff and teachers, guidance and development, as well as evaluation and termination of their services.

3. School-Based Management Relations With The Community

Many people understand the collaborative relationship between schools and the community in a narrow sense, which is limited to efforts to educate children. In this context, the relationship is considered limited to interactions between parents and teachers at school who jointly educate their children. However, community relations should encompass activities aimed at instilling understanding, building trust, and gaining recognition from the public specifically and the community in general.

Education, which is the domain of schools, is a shared responsibility among three elements: parents, community, and government. This is explicitly reinforced in Law No. 20 of 2003 on the National Education System, specifically in articles 7, 8, 9, 10, and 11 regarding the rights and obligations of parents, community, and government in education.

The community's involvement in developing H. Abdul Karim Syu'aib Islamic Boarding School can be outlined as follows:

a. Decision-making that is non-principal in nature;
b. The community is consistently involved in fulfilling facilities and infrastructure;
c. Community involvement in Islamic holiday celebrations;
d. The community actively monitors the learning process at certain times;
e. The community is broadly involved in prospering the mosque.

To improve the quality of education, community participation is highly expected, especially since Islamic Boarding School as Islamic educational institutions are synonymous with community involvement as partners in achieving the institution's vision and mission. The reciprocal relationship between the Islamic Boarding School and the community is a key factor in maintaining the existence of Islamic Boarding School H. Abdul Karim Syu'aib to this day. This is due to the efforts of the pesantren leadership to continuously establish educational, cultural, and institutional relationships with the community.

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Furthermore, based on the researcher's observations, the relationship between the community and the Islamic Boarding School is symbiotic mutualism (mutually beneficial). For example, H. Abdul Karim Syu'aib Islamic Boarding School holds recitations of classical Islamic texts (kitab kuning) after Fajr and Maghrib prayers, discussing issues of jurisprudence, Islamic history, hadith, and other Islamic sciences through Arabic texts. Not only students and parents, but the wider community can participate in these recitations, gaining experiences and religious understanding they might not find elsewhere. On the other hand, community involvement in providing facilities, celebrating Islamic holidays, and other forms of support demonstrates their concern for the pesantren, making its presence inclusive rather than exclusive. This openness fosters new social dynamics, as Abdurrahman Wahid termed it, where Islamic Boarding School serve as a sub-culture.

Based on these facts, the researcher concludes that H. Abdul Karim Syu'aib strives to build good relationships and communication between the Islamic Boarding School and the community to improve the quality of education at H. Abdul Karim Syu'aib Islamic Boarding School. In addition to contributing thoughts and resources, the community also gains comprehensive religious understanding.

4. Quality Of Education At The H. Abdul Karim Syu'aib Islamic Boarding School

The program to improve the quality of education in Islamic Boarding School can be achieved if educational activities and learning processes take place effectively and efficiently. This can be accomplished through efforts to enhance the capabilities of educational personnel in the Islamic Boarding School. Indicators of educational quality improvement that can be used as benchmarks include educational outcomes, direct results of education (which serve as the basis for measuring the quality of an educational institution), educational processes, input instruments, as well as initial input and environment. The role of teachers as quality educators is a key factor in achieving national education goals. Other related components that contribute to improving educational quality include school quality, teachers, students, curriculum, financial support, facilities and infrastructure, as well as the role of parents and the community.

From the explanation above, it can be understood that the implementation of School-Based Management has a positive correlation with improving student achievement and graduate quality. This is evident from the number of alumni who are accepted into public and private universities to pursue undergraduate studies. Some alumni have completed and are currently pursuing master's and doctoral degrees abroad, such as at Al-Azhar Cairo, Egypt. Additionally, several educators have also pursued master's degrees at public and private universities. Many students and alumni have become ustadz (Islamic teachers) or preachers in their communities, and some have pursued careers in various fields, such as teaching, lecturing, entrepreneurship, analysis, politics, and bureaucracy.

Through the implementation of School-Based Management at H. Abdul Karim Syu'aib Islamic Boarding School, it is expected to improve the quality of

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education at the Islamic Boarding School. However, there are still many things that need to be done, such as adding educational staff, increasing government involvement, and various other aspects. On the other hand, to improve the quality of education, a comprehensive quality management approach is required. Therefore, the transformation towards integrated quality in education begins with developing a quality vision, which includes: focusing on meeting various community needs; preparing for comprehensive community involvement in a program; establishing a system to measure the added value of education; and making efforts for continuous improvement and refinement, while striving to enhance the learning process towards better outcomes.

CONCLUSIONS AND SUGGESTIONS

The overall research on the implementation of school-based management for improving the quality of education at H. Abdul Karim Syu'aib Islamic Boarding School can be concluded that the quality of education at this Islamic Boarding School, related to the implementation of MBM, has had a positive impact on the input, process, and output of education. This is evident from the success of alumni who continue their education to the university level, both in Indonesia and abroad, as well as the distribution of alumni in the workforce. The implementation of school-based management at H. Abdul Karim Syu'aib Islamic Boarding School has been carried out in accordance with applicable regulations, including Law No. 20 of 2003 on the National Education System, Government Regulation No. 19 of 2005 on National Education Standards, and Government Regulation No. 25 of 2000 on the Authority of the Government and the Authority of Provinces as Autonomous Regions.

It is recommended that future researchers provide a more comprehensive overview and conduct comparative studies on the implementation of school-based management between H. Abdul Karim Syu'aib Islamic Boarding School and other Islamic Boarding School with different characteristics.

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