



## Theoretical review: Implementation of school-based management in Islamic religious education learning

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### ARTICLE INFO

### ABSTRACT

*This article has undergone peer review and was presented at the Islam in World Perspectives Symposium 2024 on August 14, 2024*

#### Keywords

Implementation, School-Based Management, Islamic Religious Education

School-Based Management is one of the approach solutions in an educational institution as a forum for solving a problem with the relationship between institutions, learning processes and learning quality. This study aims to study the theory related to the implementation of School-Based Management in Islamic Religious Education learning. The benefits of this research are to provide understanding, description, solution, direction, and form a deeper knowledge that in the implementation of School-Based Management can be integrated by stakeholders in Islamic Religious Education learning. The method used by the author is a qualitative approach with a literature study method. Then the author classifies and reduces with the criteria of conformity in the research title, namely the implementation of School-Based Management in Islamic Religious Education learning. Furthermore, the author performs data performance through descriptive analysis of literature study findings by pouring similarities and differences into the research findings. The results of the study explain that in the theoretical implementation of School-Based Management in Islamic Religious Education learning there are several parts, such as School-Based Management, Islamic Religious Education learning and School-Based Management Implementation in Islamic Religious Education learning. Through these several parts, the author obtains the flow of School-Based Management goals that adjust the situation and conditions of an institution, the learning process and the quality of learning.

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### Introduction

Education for humans is absolute, because the reason that education has become one of the tools that until now has been believed and carried out by the community consciously in order to develop the potential possessed by each individual, especially if applied to students. The goal of national education is also a big challenge for all of us in general and especially for people and even community groups that are in contact with and have interests in the field of education. The current reform era has more or less brought changes, one of which is in the field of education, namely from

the national education system which was initially centralized, and now it has become decentralized. Through the application of pristine decentralization, the state of Indonesia tries its luck by using the School-Based Management (SBM) approach. MBS is present as a form of effort and one of the solutions provided by the government to the problems that exist in the reform era until now, especially in the management of the education system. The emergence of MBS was the first time in the United States, according to Mulyasa, the most basic reason for the emergence of MBS in the United States was when the people of the United States began to worry about the relevance of education to the demands and development of the local community (Mulyasa, 2004). In addition, Sudarwan Danim expressed his opinion that the struggle of an educator is the focus of MBS which is the forerunner of the emergence of MBS in the United States to improve and change its fate in the future (Danim, 2007). Through these statements and opinions, the author gets the two most important reasons for SBM, namely the struggle of educators and the involvement of education with the demands of community development.

According to Sulaeman "In order to be able to play a role in global competition, as a nation we are encouraged to continue to develop and improve the quality of its human resources, improving the quality of human resources is a reality that must be carried out in a planned, directed, intensive, effective and efficient manner in the development process, otherwise we do not want this nation to lose competition in undergoing the era of globalization" (Sulaeman, 2018). Continuing from Sulaeman's statement about global competition, to grow, develop and get quality human resources consciously we need quality education as well, which with the reach of MBS in processing the potential of each educational institution is expected to be able to create good learning to produce quality education, and make its human resources sufficiently formed to compete globally, to mix and match the system order of each educational institution.

Based on research conducted by Wiyono entitled "The Effect of School Based Management Implementation on The Education Quality", this shows that the implementation of SBM has a positive influence on the quality of education, by referring to the school's vision and mission, openness, independence, accountability, empowerment of school resources, and community involvement (Wiyono, 2017). This is also in line with the explanation in Law Number 20 of 2003 concerning the National Education System that with the renewal of the national education system, it is necessary to update the vision and mission of national education, namely having a vision of realizing the education system as a strong and authoritative social institution to empower all Indonesia citizens to develop into quality human beings so that they are able and proactive in answering the challenges of the ever-changing times. Furthermore, referring to the vision, the stated missions are:

1. Strive to expand and equalize the opportunity to obtain quality education for all Indonesia

people

2. Helping and facilitating the development of the nation's children's potential as a whole from early age to the end of life in order to realize a learning society
3. Improve the readiness of input and the quality of the educational process to optimize the formation of a moral personality
4. Improving the professionalism and accountability of educational institutions as a center for cultivating knowledge, skills, experience, attitudes, and values based on national and global standards
5. Empowering community participation in the implementation of education based on the principle of autonomy in the context of the Unitary State of the Republic of Indonesia.

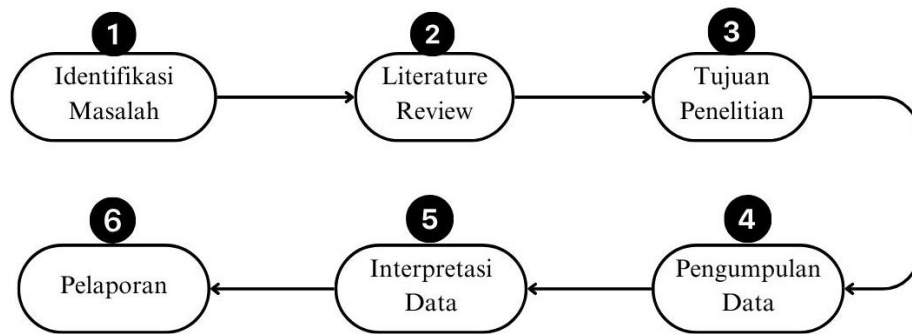
Through this research, it can be said that the school's vision and mission have a great contribution to the quality of education in the school. The quality of this education is also able to be a benchmark for the community in assessing whether or not learning at an educational institution is good or not. Generally, if the quality of education in an educational institution is good, then it will be directly proportional to the learning process, but it is possible that it is inversely proportional. In another study titled Implementation of School-Based Management which states that School-Based Management (SBM) in its implementation has more opportunities to innovate and improvise aimed at school principals, educators and students in educational institutions (Lazwardi, 2018).

Through several actors who are believed by the school to be able to run the SBM properly, of course it requires good coordination from the relevant agencies. In addition, the implementation of SBM requires creative and skilled education personnel in order to create satisfactory results in each implementation and be able to make the local government a form of empowerment for SBM. This is also in line with Law Number 20 of 2003 in Chapter XI concerning Educators and Education Personnel Article 39 Paragraph 1 that "Education personnel are tasked with carrying out administration, management, development, supervision, and technical services to support the educational process in educational units".

Referring to the results of the two studies, the author is able to state that the implementation of SBM has a positive influence on the implementation of an educational institution carried out by educational actors to education personnel. In line with this statement, that in MBS, the position of a learning process for educational actors is very important in the implementation of education in an educational institution. This is supported by the government in Law Number 20 of 2003 in Chapter XI concerning Educators and Education Personnel Article 39 Paragraph 2 that "Educators are professionals who are in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service, especially for educators in higher education."

## Method

In this study, the author uses a descriptive qualitative research method with a literature study approach. Where the author collects data by understanding and learning theories from various kinds of literature that are directly related to this research (Adlini et al., 2022; Raco, 2018). In more detail, the author creates the steps in the qualitative research method, as follows:



**Figure 1.** Steps of Qualitative Research Methods

The first step taken by the author is to identify problems that intersect with anxiety to the phenomenon that occurs. The second step is for the author to search for anxiety to the phenomenon that occurs by accessing the google scholar search engine using keywords that are in accordance with the research problem. The third step is to determine the purpose of researching the problem. The fourth step is for the author to collect data through the google scholar search engine which the author has obtained through several keywords such as "School-Based Management", "School-Based Management Implementation" and "Islamic Religious Education Learning". The fifth step is for the author to interpret the data by analyzing and interpreting the data which has gone through several stages such as summarizing, classifying, and categorizing that has been obtained in accordance with the research theme. Finally, reporting where the author describes all findings that are in accordance with the research theme, and positions the reader as an individual involved in this research (Della, 2014; Raco, 2018). Furthermore, the author in analyzing the data has several steps, such as data reduction, data presentation to drawing conclusions (Rasyid et al., 2021).

## Result and Discussion

### School-Based Management

Educational institutions in Indonesia, as described in the background of the problem, have entered the reform era, this can be seen from the paradigm change regarding education that used to be centralized to decentralized. SBM is directly a product of a paradigm shift in education, not only in Indonesia but also in the United States, where it became the first country as the forerunner of the emergence of SBM until now. Furthermore, in the development of SBM in Indonesia, which

emerged after the regional autonomy policy was issued by the government. This can be interpreted in a period of approximately 20 years ago. The Government of Indonesia is striving to provide education in a new form, the emergence of this new policy is certainly in line with the regional autonomy policy. Based on Danim's statement, the development of SBM policies in Indonesia can be understood by the public in the form of a sequence framework, as follows.

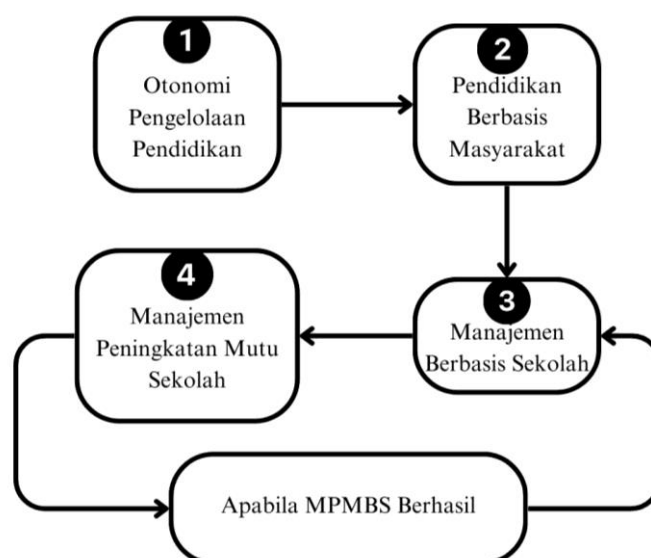


Figure 2. Development of School-Based Management in Indonesia

In line with the title of this research, the author will elaborate and explain in depth how the concept of MBS itself both in general and in particular and its implementation will be described.

### Definition of School-Based Management

According to Caldwell & Spinks the definition of MBS "As one for which there has been significant and consistent decentralization to the school level of authority to make decisions related to the allocation of resources (knowledge, technology, power, material, people, time and finances). Or in other words as one where there has been significant and consistent decentralization to the level of school authorities to make decisions related to the allocation of resources (knowledge, technology, power, materials, people, time and finances) (Caldwell & Spinks, 1988). School-Based Management (SBM) has a good connotation, because in its definition SBM has a goal that is able to make changes holistically and comprehensively in an educational institution. SBM itself lexically has a meaning as the use of resources based on educational institutions in the form of schools in the teaching process or teaching and learning activities for the development of quality and sustainable education in Indonesia (Judin et al., 2018; Minarti, 2016).

In addition, in several statements from experts, such as Slamet who said that SBM with the equalization of resources implemented by schools by always involving all interested groups (stakeholders) in order to achieve the school's goals in a national education forum with an

affirmative decision. In line with this statement, Lori Jo Oswald defined MBS more deeply, namely "School-based management can be defined as the decentralization of strategies that came out of the 1980's school reform movement Or it can be interpreted that school-based management can be defined as the decentralization of the strategy that emerged from the school reform movement in the 1980s. Furthermore, more details were said by Hallinger et al. who understood MBS as an effort and effort to decentralize organization, management, and funds for education implementation, including empowering facilities and infrastructure to be closer to students in the classroom, creating roles and responsibilities and transforming the learning process. And in managing schools is based on four principles, namely the principle of equity, the principle of decentralization, the principle of independent management, the principle of human resource initiative (Abu-Duhou, 2002; Danim, 2007; Minarti, 2016; Rizalie, 2016).

Based on several statements, presentations and claims, the definition of School-Based Management (SBM) can be obtained as a series of processes that decentralize education management carried out by an educational institution in the form of a school with the aim of making complete to comprehensive changes involving stakeholders and making decisions (participative) on the allocation of resources owned by schools.

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

School-Based Management (SBM) in general has the goal of improving the efficiency, quality and equity of education in Indonesia. As for some opinions from several sources, such as an explanation from Kustini Hardi, there are two objectives in the implementation of SBM, namely, Developing the quality of school principals with teachers and elements of school committees in the SBM corridor, the implementation of active and not boring learning both in schools and in the surrounding community, in order to improve the quality of schools. Developing a more active role of the community in general problems to help improve school quality (Minarti, 2016).

In addition, the research entitled "Implementation of School-Based Management (SBM) in Improving Teacher Competence at SD Negeri Kalisari II/513 Surabaya", shows that from Suryosubroto's thinking, the main goals of SBM are (Minarti, 2016).

1. Socializing the basic concept of school-based quality education management, especially to the community
2. Get input so that the management concept can be implemented easily according to the conditions of Indonesia's environment which has cultural diversity
3. Increasing knowledge insights of the school community and individuals who care about education, especially improving the quality of education
4. Motivating the school community to think about improving the quality of education
5. Exploring awareness in the school environment to actively and dynamically participate in

the success of improving the quality of education.

Based on explanations from several sources, both journals and books, the author simply obtains the goal of School-Based Management (SBM), which is to provide more opportunities for educational institutions (schools) together with stakeholders in an effort to improve the quality of education in these educational institutions by managing the existing potentials professionally and still leading to the goals of national education in Indonesia. Therefore, in this case, it is very important to be reminded that the development of the human resource aspect in SBM is a benchmark in improving the quality of primary and secondary education both in general and.

### **Benefits of School-Based Management**

School-Based Management (SBM) in essence according to Wohlstetter and Mohrman quoted by Minarti there are four resources that are required to be decentralized, where this is the core of the content of SBM itself so that educational institutions (schools) can feel the benefits of the implementation of SBM, the four resources are described as follows:

1. Power/authority, these resources should be decentralized to educational institutions, through a predetermined number of institutions. In this case, there are more or less three important aspects, namely budget, personnel, and curriculum.
2. Knowledge, this resource must also be decentralized, just like power/authority, knowledge also includes several important aspects, such as job skills, teamwork skills, and organizational knowledge.
3. Information, in addition to the previous two resources that must be decentralized, there is information that in the SBM approach information is required to play its role in distributing information to all schools to all stakeholders. The information distributed is related to the school's vision, mission, strategy, goals and objectives
4. Rewards, this resource is often underestimated, even though it is very important and has a position that has the potential for success and sustainability of MBS itself. The awarding of this award is possible in the form of physical and non-physical on the basis of good performance achievements (Minarti, 2016).

In addition, judging from Mulyasa's presentation in his book, a School-Based Management (SBM) approach involves the participation of many parties, such as staff, parents, students, and the community, in order to allow broader formulations of decisions about education. In line with this, it can be more of an opportunity for our education to support effectiveness in achieving school goals with the basis of national education (Mulyasa, 2004).

### **Characteristics of School-Based Management**

Like an approach that has characteristics or characteristics, School-Based Management (SBM)



also has its characteristics. Minarti's presentation in his book contains three basic characteristics of MBS, namely input, process and output. Some descriptions of these three characteristics, First, Input in School-Based Management (SBM) is something that is required to be available for continuity, influence, and be a prerequisite for the process in an SBM. Inputs include Human Resources (HR), resources, management and education (hope). Second, the process is believed to be the change of something (input) into something else (output), in this process there are at least 15 components owned by schools that are effective in carrying out the SBM process itself. Third, output can be interpreted as school performance obtained through the implementation process, and output can be said to be good if academic, non-academic and other achievements have a high percentage.

On the other hand, according to Sudarwan Danim's opinion based on the fourth generation education reform movement in the United States, the ideal characteristics of School-Based Management (SBM) and schools in the 21st century (school for the twenty-first characteristics), namely;

1. The existence of diversity in educator pay patterns
2. School management autonomy
3. Optimal empowerment of educators
4. Participatory school management
5. Decentralized system
6. Schools with choice or school autonomy in determining various choices
7. Partnership between business and education
8. Open access for schools to grow relatively independently, and
9. Marketing the school competitively (Danim, 2007)

In line with the previous presentation, BPPN and the World Bank quoted by (Mulyasa, 2004) explained that there are at least four characteristics, namely school organization, teaching and learning process, Human Resources (HR), and resources and administration. Based on the above explanation and explanation, the author can conclude to be simpler, that the general characteristics that must be possessed by School-Based Management (SBM) are three components of character, input, process, and output, which can later be derived according to the needs of each school in running and implementing SBM properly and correctly until effectiveness and efficiency are achieved.

#### **Islamic Religious Education Learning**

In the world of education, we are familiar with the word learning to learning. This is directly proportional to us as human beings who live until now are obliged to always be in process, both in education and other fields that provide learning for us, or simply it can be interpreted that there is



no word "finished" in carrying out learning, both at school and outside of school. In Law Number 20 of 2003, it is also explained that "Learning is the process of interaction between students and educators and learning resources in a learning environment". For the author himself, learning here does not only refer to students and educators to the source of learning, beyond that if an individual feels that he or she is getting learning from other individuals or even from the surrounding environment outside the scope of education nationally, it can be said to be learning, as long as we feel a change in ourselves. Of course, the learning we do often feels fun, even boring. In the implementation of education in an educational institution or school, a learning process is always needed so that the goal can be achieved in the best possible way. In addition, it should be noted in advance that the learning process has become the main foundation for the implementation of education, with the paradigm that the learning process starts from the essential policy (wisdom), understanding (understanding) to knowledge (knowledge) (Suardi, 2018).

Then, we consciously know that learning has an essence, which is a process. In this case, the process that is interpreted as learning is the process of organizing, organizing, and providing guidance or assistance, which in this context is the student towards the implementation of learning itself (Pane & Darwis Dasopang, 2017). Approaching the definition of learning, we rationally think that learning can never be separated or will not be far from two things, learning and teaching. More deeply, Suardi in his speech said, the term learning is always closely related to the definition of learning and teaching, followed by learning, teaching and learning have opportunities up to the same time in its implementation, or it can be understood that these three things happen at the same time in one frequency. Furthermore, based on Law Number 20 of 2003 concerning the National Education System in Chapter I of the General Provisions, it is stated, "Learning is the process of interaction between students and educators and learning resources in a learning environment".

Through this explanation, we are able to understand that in national learning there are components that are interrelated and complementary, such as students, educators, and learning resources that double as a unit in a learning environment. This is of course one of the tools for education as a whole to achieve goals in learning both effectively and efficiently. Meanwhile, Suardi emphasized that learning is a conscious effort that emphasizes the use of professional knowledge that educators have to achieve curriculum goals (Suardi, 2018) Continuing this assertion, the author found a new thing, where the role of educators here is more dominant when compared to the concept of Law Number 20 of 2003 concerning the National Education System, which will be influenced by how the learning model made and implemented by the educators themselves in learning later.

Some of the previous explanations stated that learning is completely clear and easy to understand, but it is different from what Pane and Darwis Dasopang said that, "Learning is a

complex aspect of activity and cannot be fully explained. In simple terms, learning can be interpreted as the product of continuous interaction between development and life experience" (Pane & Darwis Dasopang, 2017). Through the above narration, the author can understand the learning intended here, learning that has a sustainable nature consisting of development and life experience from both students and educators, in order to be able to achieve the learning goals that have been determined. Furthermore, the author tries to concurrently define learning through explanations, affirmations, and narration from various sources. The definition of learning is an effort that can even be said to be a "tool" that is used consciously, rationally to nationally by involving several components such as students, educators to learning resources that become a whole unit, and in the most dominant or weighty component depending on how the learning model is used and has a sustainable nature both in development and experience in order to achieve the goals that have been determined.

Goals in learning have a very important role in the learning process later. With the presence of this learning goal, at least the main component in the learning process is able to contribute well and optimally to achieve these learning goals. Pane and Darwis Dasopang emphasized that in determining learning objectives, it is necessary to pay attention to time allocation, infrastructure suggestions, and readiness of the main components of learning itself (Pane & Darwis Dasopang, 2017). Furthermore, there is a statement from Cranton stating that the learning objectives are the delivery of knowledge and abilities that will be obtained by students after the learning process. In this statement, it can be interpreted as the position of students as recipients of all kinds of knowledge provided by educators, either directly or indirectly. Almost in line, Davis revealed that learning objectives involve organizing that mixes people, learning experiences, facilities, maintenance or control, and procedures that lead the interaction of learning behaviors in achieving goals (Cranton, 1989; Suardi, 2018).

In line with affirmations and statements from various sources, the author seeks to obtain a holistic to comprehensive statement regarding the learning objectives. The purpose of learning can be understood by all of us in simple terms is a form of the seriousness of individuals and even institutions in carrying out a learning process that will make changes directly or indirectly by involving the main components and combining them with several things, such as time allocation, infrastructure, learning experience, maintenance or control, to procedures for interaction in the learning process itself.

Law Number 20 of 2003 regulates clearly and structurally the national education system which leads to a curriculum with a variety of compulsory subjects, one of the subjects that is mandatory in a curriculum, both primary, secondary and higher education curriculum, namely religious education. This statement is in accordance with Law Number 20 of 2003 Article 12 Paragraphs 1

and 2. In another article, namely Article 30 Paragraph 2 which reads "Religious education functions to prepare students to become members of society who understand and practice the values of their religious teachings and/or become experts in religious science". This article explains the importance of religious education and what it functions for students in the future. In addition, in Government Regulation Number 55 of 2007 Article 9 Paragraph 1, there are at least six religious education recognized by the PP, there are Islam, Christianity, Catholicism, Hinduism, Buddhism, and Confucianism.

Furthermore, in learning Islamic Religious Education, of course, educators or Islamic Religious Education Teachers (GPAI) have an important role in the learning process itself. This is supported by a statement from Maswati (2021) which states that "Islamic religious education as a conscious effort is a teaching guidance and or training activity that is carried out in a planned and conscious manner of the goals to be achieved, students who are to be prepared to achieve the goals; in the sense that there are those who are guided, taught and/or trained in increasing their beliefs, understanding, appreciation and practice of Islamic religious teachings, educators or teachers of Islamic Religious Education (GPAI) who carry out guidance, teaching and/or training activities consciously for their students to achieve the goals of Islamic Religious Education, Islamic Religious Education activities (learning); Learning activities are directed to increase students' belief, understanding, appreciation and practice of Islamic religious teachings; In addition to forming social piety" Through this narration, the author is able to take a common thread from the learning of Islamic Religious Education, namely belief, understanding, appreciation and practice of the teachings of Islam. Of these things, of course, in implementing it, management or management is needed to support the running of the learning both effectively and efficiently.

### **Implementation of School-Based Management in Islamic Religious Education Learning**

Implementation according to the Great Dictionary of Indonesian Language (KBBI) has the meaning of implementation, Application. Along with this, according to Lolowang, implementation is the operationalization of various activities to achieve a goal (Lolowang, 2008). When interpreted in School-Based Management (SBM), the implementation of SBM can be interpreted as the application of education management in the form of operationalization through various related activities to achieve national education goals. In the implementation of School-Based Management (SBM), at least 2 things are needed, namely principles and characteristics. Therefore, it will be described in detail what the principles are. Furthermore, there are 4 (four) basic principles so that the implementation of MBS can run well and correctly (Widyastuti et al., 2020) that is; the principle of equifinality (Accepting the difference in steps), the principle of decentralization (Problem process), the principle of self-management (Autonomy), the principle of human resource initiative

(HR encouragement).

In line with the description of the principles above, there is also a scheme in implementing School-Based Management (SBM), aligning the principles and characteristics of SBM, so in simple terms, Minarti mentioned that, in order to achieve the goals of SBM in implementing it, it is measured from three main components, input, process and output (Minarti, 2016). School inputs in SBM will simply include how curriculum management, management of education personnel/employees, students, finance, and school relations with the community, will run later, from some of these managements obtained from Minarti's statement. First, curriculum management, in a brief but in-depth explanation, curriculum management can be defined by Sulfemi as a business process carried out by various interested parties for the smooth achievement of teaching objectives, efforts as the focus of this management to improve the quality of teaching and learning interaction in educational units. In line with this, Yuhasnil and Anggreni said that curriculum management emphasizes a series of activities that have a relationship with the duties of educators and the relationship with the implementation of teaching and learning activities for students. In addition, Nasbi stated that curriculum management is part of the Education Unit Level Curriculum (KTSP) and School-Based Management (SBM) (Nasbi, 2017; Sulfemi, 2019; Yuhasnil & Anggreni, 2020).

Based on the presentation of some of the opinions above, the author concludes that curriculum management is a tool or bridge used by stakeholders in education to improve the quality of teaching and learning interaction and have relationships in educator task activities and simultaneously part of KTSP and SBM. Curriculum management in its implementation has five principles, including; Productivity, democratization, cooperative, effectiveness, efficiency, vision and mission (Shafaruddin & Amiruddin, 2017)

Second, the management of education personnel/employees, launching from the journal of intellectuals, Murni stated that the management of education personnel/employees has a definition, namely a series of activities or activities carried out by education personnel, both starting from the establishment and at the time of their dismissal. In addition, Wiesiani claimed that "Education personnel management is the activity of managing educational personnel in carrying out tasks according to their duties and functions so that they run effectively. The management of education personnel is also defined as the activity of mobilizing others to achieve educational goals" (Murni, 2017; The Devil, 2017). Referring to the two opinions above, the author finds the emphasis of the management of education personnel/employees, namely on individuals or individuals in an educational unit. This is the writer's benchmark if his personal can be managed properly, then the goals, tasks, and functions that have been set can be realized effectively and efficiently. The management of education personnel/employees includes at least seven stages in its

implementation, including; planning, procurement, coaching, promotion, mutation, dismissal, compensation, and appraisal (Wiesiani, 2017).

Third, student management, through Santriati's statement, student management is the entire series of activities that involve students or students in an educational unit, and student management also strives to organize the student process starting from recruitment, participating in learning, and until graduation and can take place effectively and efficiently. In addition, launching from the opinions of Asih and Hasanah, student management is a whole series of processes of an activity that will be planned, pursued and even fostered continuously by related parties so that students are able to follow the learning process effectively and efficiently (Asih & Hasanah, 2021; Santriati, 2019). Through the above presentation, the author can find out in student management that the emphasis is on students, how these students can be managed properly so that the entire series of student activities can take place effectively and efficiently. Student management in its implementation includes at least six stages, including, data collection of prospective students, student admission, school introduction/orientation, grouping, discipline coaching, implementation of special services (planning, organizing, implementing, monitoring and evaluation) (Santriati, 2019).

Fourth, financing/financial management, Komariah said that financing or financial management can be interpreted as "Education financial management is a number of activities that are organized systematically and systemically, starting from planning, financial use, supervision and evaluation, as well as accountability and reporting". In line with this, Rahmanto explained that financial management is a series of funding activities through the utilization of the potential of a person/individual (Komariah, 2018; Rahmanto, 2019). In this case, the author is able to conclude that financing/financial management is a step of a person or individual in managing funding that is carried out systematically and systemically. In addition, in its implementation there are at least six steps, namely, budgeting, accounting, checking, responsibility (Komariah, 2018).

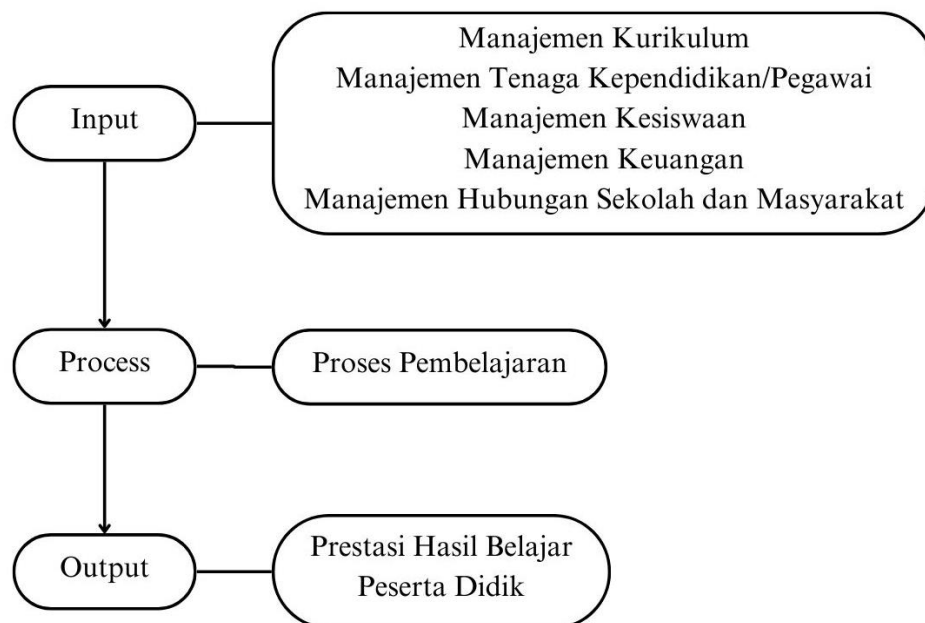
Fifth, the management of school relations with the community, according to Manu and Blegur, the management of school relations with the community can be interpreted as "a communication process with the aim of increasing the understanding of community members about educational needs and practices and efforts to improve schools". In addition, the presentation from the Public Relations Management Judge is a process in handling planning, organizing, communicating and coordinating seriously and rationally in an effort to achieve the goals that have been set (Hakim, 2019; Manu & Blegur, 2017). Referring to the opinion above, the author emphasizes the communication process in the management of school relations with the community. Furthermore, in the implementation corridor there are six stages that need to be considered based on their functions, namely planning, organizing, moving, coordinating, directing, and supervising (Nisa &

Nugraha, 2019).

In general, if it boils down to an educational institution, the learning process is the most important highlight to assess where the implementation of SBM has arrived, by always being accommodated through input first. In a study conducted by Lestari at SD Negeri Kalisari II/513 Surabaya provided information that, "The learning process greatly affects the results of SBM with basic competencies developed according to students' abilities, teachers use various learning media consisting of image media, direct media, media using power points and media that is always used is direct media, teachers have an increase in learning achievement and present happiness and Pride in the hearts of teachers for the achievements achieved by students" (Lestari, 2019)

Learning is certainly not necessarily for educators as aborting an obligation, but it should have a good impact, especially for students. This is also emphasized in Government Regulation Number 32 of 2013 concerning the Standard Process Article 19 Paragraph 1 "The learning process in educational units is held in an interactive, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students". Through this PP, the process stages in the Minarti theory are absorbed, and the learning process becomes the content in the process.

The expected output in an SBM implementation is student learning achievement. This is supported by the running of the input and process and is the turning point of the two stages that have been running. If good output is found, the course of the previous two stages is also said to be good and of course affects the implementation of SBM in the school. The output stages in the Minarti theory are absorbed through graduate competency standards as stipulated in Government Regulation Number 32 of 2013 Article 26 Paragraph 2, which reads "Graduate competency standards in general secondary education units aim to improve intelligence, knowledge, personality, noble character, and skills to live independently and participate in further education". In the output stage there is learning achievement, which illustrates if students have improvements both academically and non-academically to create achievements according to the increasing path of students. As for the schematic of Minarti's theory, it is described as follows.



**Figure 3.** School-Based Management Implementation Scheme

Through this SBM implementation theory, the author wants to emphasize that in the input stage that accommodates 5 management where this is related to research that focuses on how to implement SBM in learning. In addition, the implementation of SBM in its purpose as education management Government Regulation Number 57 of 2021 Article 27 Paragraph 2 is independence, partnership, participation, openness, and accountability (Government Regulation of the Republic of Indonesia Number 57 concerning National Education Standards, 2021)

1. School Independence.

In the Great Dictionary of the Indonesian Language (KBBI), independence has a meaning or meaning, namely a thing or situation can stand alone without depending on others (Kemdikbud, 2016a). If this understanding is applied to schools, then it can be understood that the school is able to stand alone without depending on other schools. In addition, in Mustari and Rahman's statement that the essence of School-Based Management (SBM) lies in school autonomy, this is directed at school independence, where schools are required to be able to manage and manage their affairs independently. Seeing this, independence is taken as a form of effort made by the school to regulate and manage all the potentials that the school has and is related to the school's goals to educational goals nationally. This is also directly proportional to the goal of SBM itself which prioritizes the



potentials owned and managed by schools as they should be effectively and efficiently (Mustari & Rahman, 2014)

Furthermore, the principal of school independence is also strengthened by the explanation from Widyastuti that this principle has an autonomy (delegation of authority) to develop learning objectives, management strategies, and distribute from human resources to other resources. Schools that gain autonomy dynamically are able to optimize all the potential of the school. However, these things will not be able to be implemented dynamically if the top authority, namely the central government, does not delegate certain authority to the school (Widyastuti et al., 2020). Through this explanation, the author concludes that school independence in SBM is a form of delegation of authority to something that prioritizes the independent nature of the school in carrying out the authority. On the autonomy of learning objectives, the deduction of Law Number 20 of 2003 in Chapter XI concerning Educators and Education Personnel Article 39 Paragraph 2 states that "Educators are professionals who are in charge of planning and implementing the learning process ...".

If this refers to the learning objectives, it can also be interpreted that the process in the learning objectives is the core of the success of achieving the learning objectives themselves. The learning process in this case is carried out by educators who are professionals in educational units, both elementary and secondary. Furthermore, the intention of professionals in Government Regulation Number 74 of 2008 concerning Teachers is emphasized that "teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, primary education, and secondary education" (Government Regulation of the Republic of Indonesia Number 74 concerning Teachers, 2008). In line with this, Ananda explained that "teachers are all people who are authorized and responsible for guiding and fostering students, both individually and classically which are carried out at school and outside of school, and in their use teachers are professionals who have professional duties in education and learning" (Ananda, 2018).

Through several emphasis on teachers, the author directly has a tendency that teachers have a very big impact on the implementation of SBM, especially in this study, PAI teachers who directly intersect with the teaching and learning activity process or learning process. In addition to educators, education personnel in the context of school independence also have a crucial role, based on research on educators and education personnel, stating that "Educational technical personnel; Education personnel who in carrying out their work are more required to have operational or administrative technical skills, (such as: laboratories, learning resource technicians, coaches; sports, arts and skills. and TU officers) (Amon et al., 2021). This is also directly proportional to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System

(2003) Article 39 Paragraph 1 that education personnel carry out administration, management, development, supervision, and technical services to support the educational process in educational units. Of course, education personnel greatly support the running of good learning, therefore in Law Number 20 of 2003 educators and education personnel are regulated in one article, only different paragraphs.

Within the limits of independence, a school is said to be able to be independent if the school is in various skills, such as the ability to make the best assessment, manage school problems, and meet the needs of the school can be done independently without the help of other schools. This is also supported by the national education department (depdiknas) which states that if a school is supported by a number of school human resource capabilities, adequate facilities and infrastructure, financial resources in accordance with the demands of the program, can be independent in the implementation of the program, the school can be said to be independent (Darma, 2010; Depuration, 2009). Through this explanation, there are several success indicators related to independence itself, namely, productivity, democracy, cooperation, effectiveness, efficiency, vision and mission (Syafaruddin & Amiruddin, 2017; Wiesiani, 2017).

## 2. School Partnerships

In the Great Dictionary of Indonesian Language (KBBI), partnership has a lexical word, namely mitra means friend; friend; co-workers; work partners; colleague. Then using the suffix to and an, it becomes a partnership which means a relationship (cooperation and so on) as a partner (Kemdikbud, 2016b). If this understanding is applied to schools, it becomes a cooperative relationship between schools to several parties that intersect with education, both in general and in particular. In research on cooperation, it is explained that cooperation is a grouping process that occurs among social beings by utilizing each other's abilities to achieve a goal. In this case, the collaboration is carried out to make it easier to achieve the goals that have been set (John, 2020)

In addition, the formation in the principle of independence results in this partnership principle, in which in its development there are new ideas or findings for schools in implementing school programs, to place everyone according to their duties, principals and functions; internally establishing togetherness (relationships between fellow school communities), externally involving the community (school community relations with communities outside the school), through joint decision-making; maintaining the trust of parents, the community, and the government about the quality of the school; maintaining the school's competitiveness regarding the quality of its students and graduates. With this, in partnerships or school relations cooperation, there are at least 2 limits, namely internal and external (Kawung Inten et al., 2019).

### a) Internal Cooperation

In understanding internal cooperation, namely the cooperative relationship carried out by the school community itself. In the research, Afrita et al. mentioned the form of cooperation, first, the relationship between the school and the student must be maintained as well as possible, second, to realize the relationship, it is necessary to form a school maintenance committee consisting of several parents of students, and third, the composition and obligations of the school maintenance assistant committee (Afrita et al., 2018). This is very important, why? Because the cooperative relationship between the school community is the main foundation of this partnership principle, if this cooperative relationship goes well, it does not take long to carry out cooperative relations with other parties.

#### b) External Cooperation

External cooperation can also be understood as a cooperative relationship between the school and the surrounding community. This cooperative relationship has a very important role, such as in research that mentions the relationship between schools and the community if viewed from the perspective of community needs, this relationship provides solutions to problems faced by the community (Rhamdan et al., 2019). This is also directly proportional to the anxiety or the fundamental reason for the issuance of school-based management, namely so that the community around the school environment gets a positive impact and finds graduates who are in accordance with the probationary guidance of the community and even the era at that time.

In addition, in fostering an attitude of desire in establishing cooperative relationships, several principles are needed, such as the principle of transparency which must be maintained with science. Having a clear beginning to bridge the interests of each party who works together as well as the meaning of cooperation to achieve common goals. Another principle that must be maintained in cooperation is the efficiency and effectiveness of cooperation. When cooperation is no longer effective, it certainly cannot provide benefits for schools or for the industry itself. In addition, in cooperating, all parties must also adhere to the principle of openness. These principles, if taken into account in establishing cooperative relationships, will result in trust between each other (Afrita et al., 2018)

Referring to the explanation above, the author obtains success indicators if this cooperative or partnership relationship is implemented, including;

- a. Formation of learning quality and student growth
- b. The formation of an active and creative school
- c. The formation of the quality of life and livelihood of the local community
- d. The will of the community in collaborating with schools (Manu & Blegur, 2017)

### 3. Forms of Participation

In the Great Dictionary of the Indonesian Language (KBBI), *partisipasi* means to participate in an activity; Participation; Participation (Ministry of Education and Culture, 2016c). If this understanding is applied to schools, it becomes a school that plays a role and participates in an activity that intersects with the field of education. In addition, in several statements such as Stevany et al, participation has an attitude that characterizes dynamism in participating in oneself or community groups. In line with this, Mawardi Lubis explained that participation is a situation where a person or even a group is involved in situations and conditions whose involvement channels their energy, materials, and thoughts to achieve a goal that has been set together. In this case, Mawardi Lubis responded to this dynamism in terms of energy, material, and thought. This was emphasized by Tamar Putri who emphasized that participation can be in the form of ideas, constructive criticism, support, and the implementation of education. In his restatement, there are two types of participation, namely free participation (on the basis of sincerity or voluntariness) and participation in the form of coercion or pressure (on the basis of external force insistence) (Lubis et al., 2019; Putri et al., 2016; Stevany et al., 2020)

On the other hand, launching from a study entitled "School Quality and Culture of Stakeholder Participation (Phenomenological Study at the Conventional School of MIN Tegalasri Wlingi Blitar)" stated that participation can be seen from two internal and external aspects, internal participation involves leaders, educators, education staff, students, school committees, and class associations. Furthermore, external participation involves the local government and/or supervisory departments, village institutions, sub-districts, the village business world, and the socio-cultural dynamics of the local community, as well as the dynamics of developing technology. Both internal and external aspects of participation focus on synergy and harmony (Kholis et al., 2014). Through several narratives, explanations and launches from a study, it can be obtained that participation is a form of solidarity and attitude where a person or even a group participates to have involvement based on sincerity or also coercion on both internal and external aspects that intersect with education nationally and emphasize synergy and harmony.

Based on research conducted by Nur Kholis et al, it was found that internal participation which includes leaders (principals), educators, education staff, students, school committees and class associations is a unit rather than internal participation itself. The participation of school principals includes how school principals are able to work effectively which is centered on a clear vision and mission to foster a sense of not differentiating social, economic, religious status, etc. This will be able to become the initial foundation for the principal to create a new system which is able to become a school that he leads into a school with national standards (SSN) and in realizing all these things, the principal is required to be able to develop multidirectional interaction to facilitate the running of programs and concepts that have been mutually agreed. Educator participation includes

how educators are able to implement a culture of collaboration, collaboration, and discussions related to learning methods that will later be able to increase the capacity of educators themselves. The participation of education personnel includes how to create a solid work team that will have an impact on increasing self-capacity to excellent service. Student participation includes how they are able to apply a learning culture to create harmony between students so that in acquiring knowledge no student feels excluded. The participation of the study committee and class association includes the formation and development of activities that have been planned to run according to the goals that have been set jointly and of course the goals of national education. The school committee in participating has several roles, such as advisor agency, supporting agency, controlling agency and mediator (Kholis et al., 2014; Ma'rifataini, 2009)

Through the explanation above, in participation there are main elements and efforts that underlie the success of participation itself, namely.

- a. There is an opportunity given to all parties to participate.
  - b. There is a willingness of all parties to participate.
  - c. There is the ability of all parties to participate.
  - d. Establish communication both in internal and external aspects.
  - e. Involve all parties, especially the school committee (community and parents).
  - f. Empowering school boards (Abdullah, 2018; Putri et al., 2016)
4. School Transparency

The principle of School-Based Management (SBM) in this case is the principle of openness. Various literatures on the principle of MBS in the use of this principle are better known as transparency. Of course, this is the reason why the author uses the word transparency compared to openness. In the Great Dictionary of the Indonesian Language (KBBI), transparency means the state of something real, clear, clear or open (Ministry of Education and Culture, 2016d). If the meaning of transparency is applied to schools, it means that the school in a state has reality, clarity or openness in matters related to education.

In addition, in several studies on transparency there is a broader understanding, such as the research "The Influence of Accountability and Transparency on Madrasah Financial Management in the City of Pekanbaru" which explains that transparency is a principle that guarantees access or freedom for everyone to obtain information about the administration of government, namely information about policies, the process of making and implementing them, and the results achieved. In contrast to this, the research "The Role of School Financial Management: Transparency and Accountability to the Community" states that transparency, namely providing open and honest information, the information in this study focuses on the financial information of a school, which aims to foster trust between the school and people and even groups interested in education

(stakeholders). In addition, in another study "The Relationship between Student Parent Involvement and Transparency and Accountability of Financial Management at MI Al-Hidayah Pojokrejo, Kesamben District, Jombang Regency" stated that there must be transparency in managing a school activity, this study also focuses on the financial sector, where it comes from, how much it is to how detailed its use. (Ramadona, 2020; Trisnawati, 2018; Tsaniatul Azizah, 2019)

Based on the presentation to the mention above, the author concludes that transparency is a very important part for MBS, especially in the financial sector, where it is a must for schools to manage finances, both in terms of information, where it comes from, how much it is, and how detailed its use and in making a decision must include the principle of transparency. The objectives in the implementation of this transparency principle include.

- a. Prevent deviations as early as possible through public awareness with social control.
- b. Avoid miscommunication and differences in perception.
- c. Encourage the community to learn to be responsible for the choice of decisions and the implementation of activities.
- d. Building the trust of all parties from the activities carried out.
- e. The implementation of activities is achieved in accordance with the provisions, principles, and universal values (Department of Public Works, n.d.)

In addition, according to Tsaniatul Azizah, it is mentioned to create openness to the community in every program or activity implemented, access information, increase trust and cooperation between managers and stakeholders (Zizah Tsaniate, 2019). Through this explanation, the author revealed that the goal of transparency is to reduce acts of fraud and distrust from all parties in achieving national education goals. Based on the explanation of the definition and purpose of transparency, there are indicators of success in the application of transparency principles, namely;

- a. Increased public confidence and confidence in institutions that institutions are clean and authoritative,
  - b. Increasing public participation in the implementation of institutions.
  - c. Increased public insight and knowledge on the implementation of the institution.
  - d. Reduction of violations of applicable laws and regulations (Nengsih et al., 2019)
5. School Accountability

In the Great Dictionary of the Indonesian Language (KBBI) accountability means responsibility; circumstances can be held accountable. If the meaning of accountability is applied to the school, becoming a school has a responsibility so that it can be held accountable in the educational process that runs in the school. On the other hand, there were presentations and explanations about the definition of accountability from various perspectives and research. Based on Trisnawati's

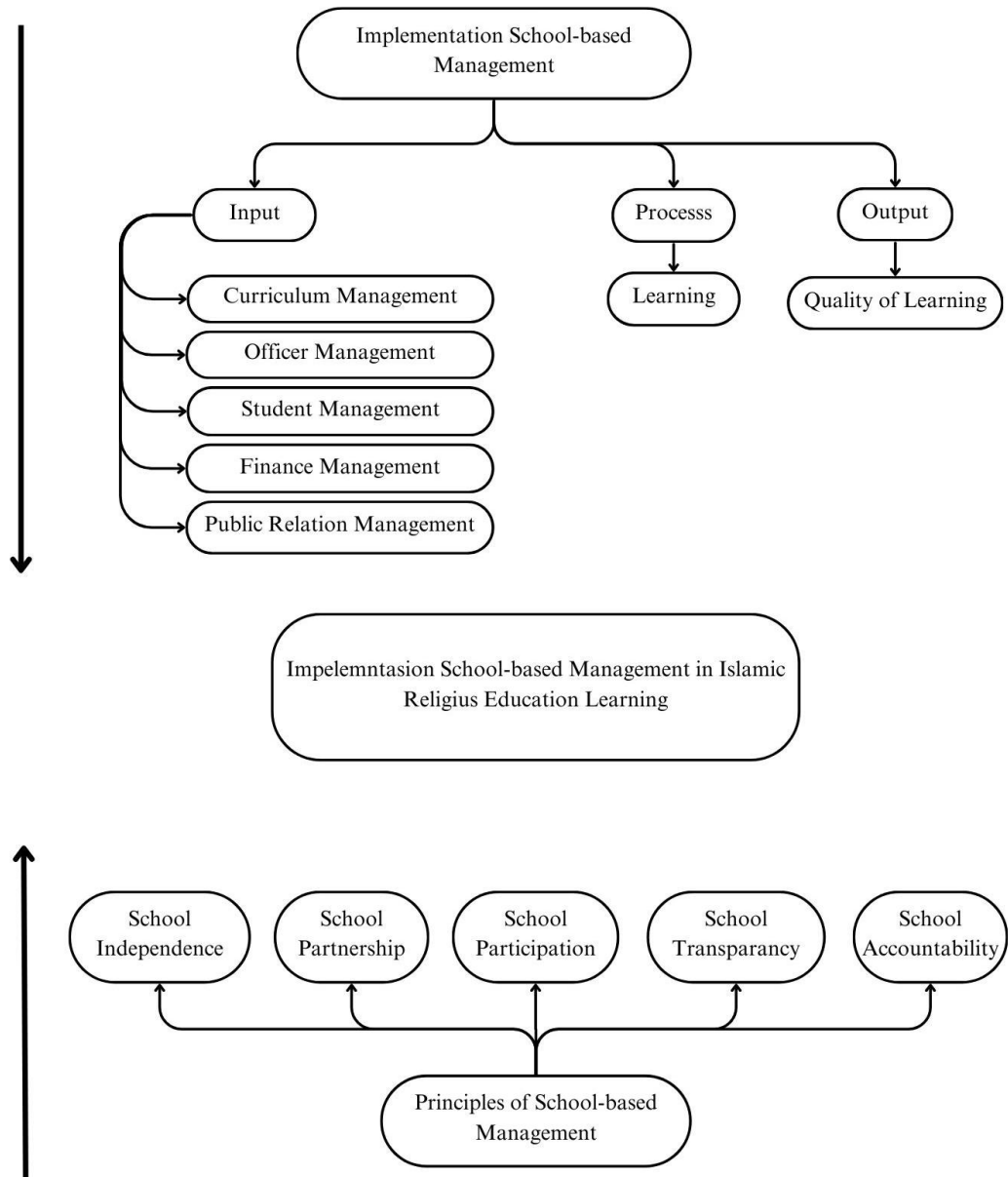
presentation, accountability can be interpreted as clarity which includes the function, structure, system, and accountability of the school so that education management is carried out effectively. Furthermore, Ramadona explained that accountability is related to the demands of a person or institution to report certain activities and there is the ability to impose sanctions if violated. In line with this explanation, Tsaniatul Azizah explained that accountability in general in SBM and especially in financial management is the use of school fees that can be accounted for in accordance with the plan that has been made and reported to the government, parents and the community. Not so different from the previous explanation, the accountability is the responsibility of decision-makers, namely public education providers (the community) and stakeholder institutions (private or graduate users). These responsibilities are closely related to the implementation of duties or performance during the process of implementing education (Dasar, 2018; Ramadna, 2020; Trishnavati, 2018; Tsaniatul Azizah, 2019).

Based on the explanation and presentation related to accountability, the author can understand accountability as a form of effort to prevent fraud to distrust of various parties, where a person is asked to be accountable for the functions, structures, and systems in the management of education to the community and stakeholder groups in the field of education itself. The objectives in the implementation of accountability include.

- a. To create public trust in schools.
- b. Encouraging the creation of school performance accountability as one of the requirements for the creation of a good and reliable school.
- c. Assessing school performance and public satisfaction with educational services provided by schools, to involve the public in the supervision of educational services and to account for the commitment of educational services to the public (Trisnawati, 2018)

In line with the above objectives, according to Tsaniatul Azizah, the purpose of accountability can be interpreted as a form of creating stakeholder trust in financial management, setting the right goals and objectives, and using standards in the process and objectives of activities (Zizah Tsaniate, 2019). In this case, based on observations, the purpose of accountability is not much different from transparency, which emphasizes trust between related parties in carrying out several things, such as financial management to educational services in the school. Furthermore, the principle of accountability in achieving successful implementation of course there are indicators that underlie it, namely, budgeting, accounting, checking, responsibility (Komariah, 2018).





**Figure 4.** Scheme of Implementation School-based Management in Islamic Religious Education Learning

## Conclusion

Through the results and discussion above, the author draws the conclusion that theoretically School-Based Management can be collaborated with Islamic Religious Education learning, this is in accordance with all forms of previous research findings that are relevant to the research theme. To make it easier for readers, the author said that in the implementation of School-Based Management, there are three steps, namely input, process and out. The three steps have their own description. Inputs include curriculum management, employee management, student management, financial management and public relations management. Process which includes the learning process. Outputs that include the quality of learning. Furthermore, in the principles of School-Based Management, there are five principles that need to be considered, namely school independence, school partnerships, school participation, school transparency, and school accountability. Then, the author also conveyed that there is a very close wedge between School-Based Management and Islamic Religious Education learning. Where the learning position is in the process part that is accommodated by the implementation of School-Based Management itself. In addition, it is also supported by input and output conditions. Furthermore, the existence of these five principles supports the implementation of both to achieve success in their implementation in an efficient, effective, comprehensive and holistic manner.

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