

School Based Management System at Utama Widya Pasraman Astika Dharma Karangasem

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ABSTRACT

Utama Widya Pasraman Astika Dharma Karangasem is a Hindu religious education unit for high school education, according to Minister of Religion Regulation Number 10 of 2020 concerning Hindu Religious Education. The problems faced are not having their *dapodik* (primary educational data) house, still joining *dapodik* from the Ministry of Education and Culture, government assistance has not maximized, the community still considering formal pasraman as non-formal institutions such as weekly pasraman, some people thinking pasraman graduates cannot continue their studies at public tertiary institutions. This study aims to explore and analyze the School-Based Management System at Utama Widya Pasraman Astika Dharma Karangasem so that later it can contribute to efforts to manage Pasraman. The method used is qualitative, with data analysis consisting of domain analysis, taxonomy, componential, and cultural themes. The study results show that the School Based Management System is applied according to input, process, and output characteristics. In full management implementation, community leaders are involved in improving the quality of education at Utama Widya Pasraman Astika Dharma Karangasem.

1. INTRODUCTION

Regulation of the Minister of Religion Number 56 of 2014 article 2 explains that the purpose of religious education is to form Indonesian people who have faith (*sradha/belief*), pious (a devotional attitude) to God Almighty, noble character, ability to maintain inter- and inter-faith peace, harmony and religious.

The regulation explains where the elevated *pasraman* levels are: (1) Widya Pasraman Primary education units, namely early childhood education followed by children under 6 (six) years old; (2) The Adi Widya Pasraman education unit is primary education at the elementary school level which consists of 6 (six) levels; (3) The Madyama Widya Pasraman education unit is primary education at the junior high school level consisting of 3 (three) levels. (4) The Widya

Pasraman Primary Education Unit is senior high school level education consisting of 3 (three) levels. 5) The Maha Widya Pasraman education unit is a high-level education.

Then the Regulation of the Minister of Religion (PMA) Number 10 of 2020 concerning Amendments to the Regulation of the Minister of Religion (PMA) Number 56 of 2014 concerning Hindu Religious Education was issued, where in Article 1 paragraph 1, it is stated that Hindu Religious Education is formal and non-formal education pathway within the context of Pasraman. It can strengthen and increase motivation to establish religious schools because, with the Minister of Religion Regulation (PMA), Hindu religious education can be protected and legally recognized by the government, in this case, the Ministry of Religion of the Republic of Indonesia.

With the Regulation of the Minister of Religion (PMA), according to data from the Directorate General of Hindu Community Guidance in 2022, a formal pasraman or widya pasraman is permanently established annually and obtains operational permits from the Directorate General of Hindu Community Guidance. Widya pasraman in Bali is experiencing severe challenges regarding its management. One of the formal senior high school level pasraman in Karangasem is Utama Widya Pasraman Astika Dharma Karangasem in Pempatan Village, Rendang District. Utama Widya Pasraman Astika Dharma Karangasem is the only formal high school-level pasraman that needs attention.

Utama Widya Pasraman Astika Dharma Karangasem has several problems that have yet to be compared to public schools. These problems can be identified as follows: (1) do not have their own dapodik (primary educational data) houses such as public schools/madrasas, still join dapodik from the Ministry of Education and Culture, this will have an impact on students and teachers who cannot maximally participate in government program qualifications that require account registration at dapodik ; (2) the application for accreditation is constrained by educators and education staff, especially teacher certification; (3) the credibility and existence of pasraman schools do not yet have a place where many people choose to send their children to Hindu pasraman; (4) government support for Utama Widya Pasraman Astika Dharma Karangasem has not been maximized, which actually also has an equal position with public schools; (5) The community still considers formal pasraman as non-formal institutions such as weekly pasraman; (6) The community perceives pasraman graduates as unable to continue their studies at public universities.

However, according to the observation that Utama Widya Pasraman Astika Dharma Karangasem was initiated from the start by one of the community leaders who care about education and political figures as well as observers of Hinduism, this Pasraman can be managed in the same way as existing public schools. It can be seen that Utama Widya Pasraman Astika Dharma is the only pasraman with a proper and representative building and a dormitory. From an administrative point of view, as legality, the existence of the pasraman is ultimately compared to some pasraman in Bali. As for the legality of Utama Widya Pasraman

Astika Dharma Karangasem, it has a Registration Certificate Number: 0251/DJ.VI/PP.00.11/10/2019 has NSP.104225107003 and NPSN 69992977. The curriculum developed is based on local wisdom by the mission determined, namely carrying out learning that encourages students to acquire knowledge based on dharma teachings and local insight, carrying out work practices in the fields of tourism, agriculture, animal husbandry, and the arts which encourage students to develop their skills based on dharma teachings and local wisdom.

In organizing education, Pasraman Lestari et al. (2021) in their research stated that School-Based Management is a management concept in the era of regional autonomy to improve the quality of education. School-Based management needs to be implemented to solve various problems schools face. Therefore the results of implementing School-Based Management in every school can differ. But all schools have the same opportunity to become quality schools. The benefits of School-Based Management include encouraging the professionalism of school principals and teachers, concentrating more on assignments, and ensuring that educational services meet the demands of students and society. Related to the research above, this research examines school-based management. Still, the difference in this study is that Lestari's research discusses school-based leadership in the general scope of education.

In contrast, this study examines the application of school-based leadership in academic units. Further research by Sutarya and Yasa (2017) in the survey "Strategy for the Development of Hindu Pasraman as Spiritual Tourism. The results of their research concern the characteristics of Hindu Pasraman tourism products based on health, teacher abilities, and teacher and student relationships. Foreign tourists who like Hindu pasraman have features that geographically come from Australia, the United States, and Europe. Demographically, most of these foreign tourists are women between 20-50 years of productive age. The characteristics of pasraman and foreign tourists determine the strategy for developing Hindu pasraman based on strengthening teachers and the local community. From this research, it can be suggested that the need to enhance Balinese locality in product development is because tourism is an opportunity for Bali to spread various local values in the international arena. This opportunity is created through spiritual tourism, which places Bali as a spiritual tourism destination. Compared with research, it has a difference, namely that there is no discussion related to the School-Based Management System as a whole; the analysis from Sutarya and Yasa leads to the Hindu Pasraman Development Strategy, which focuses on Spiritual Tourism. It can support this research regarding the pasraman development strategy, which is part of the School-Based Management System in the formal pasraman in this study.

Based on the explanation above, despite various problems at Main Widya Pasraman Astika Dharma Karangasem, the management can be carried out like an existing public school. Hence, the researchers studied "School-Based Management System at Main Widya

Pasraman Astika Dharma Karangasem" to explore and analyze the School-Based Management System at Main Widya Pasraman Astika Dharma Karangasem to improve the quality of education at Pasraman.

2. METHODS

The research method uses qualitative methods because this research aims to describe school management with School-Based Management. The research location is Main Widya Pasraman Astika Dharma, Pempatan Village, Rendang District, Karangasem Regency, Bali. Data was collected using observation techniques, interviews, and document studies. The subjects in the research were purposive sampling by considering the informants' knowledge of the problems studied. The informants in this study were the Chairperson of the Foundation, the Main Founder, Widya Pasraman Astika Dharma, the Head of the Main Education Unit, Widya Pasraman Astika Dharma, Educators and Education Staff, Students, and Parents of students. Data analysis is used in stages (1) Domain Analysis, namely the process of obtaining an overview of the object under study or of a social issue that is raised as a research theme; (2) Taxonomic analysis, namely all domains from the data that have been obtained will then be studied or dissected to find out what the internal structure is like; (3) Component analysis, namely knowing the specific characteristics of all the elements that make up the research data domain; (4) Analysis of Cultural Themes, that is, all data domains whose specific characteristics are known and then their relationships with other domains are searched, and conclusions are drawn.

3. RESULTS AND DISCUSSION

3.1 Reasons for Implementing a School-Based Management System in Utama Widya Pasraman Astika Dharma Karangasem

A reason for the School-Based Management System being implemented in Utama Widya Pasraman Astika Dharma Karangasem, namely in terms of governance principles and the principle of sustainability from the existence of Utama Widya Pasraman Astika Dharma Karangasem.

In terms of governance principles applied to Utama Widya Pasraman, Astika Dharma Karangasem refers to Management of Planning (Planning), Management of Organization (Organizing), Management of Implementation (Actuating), and Management of Supervision (Controlling). Management of Planning (Planning) is based on Physical Planning and Carrying Capacity. Utama Widya Pasraman Astika Dharma Karangasem, by Minister of Education Regulation No. 24 of 2007, the standards for facilities and infrastructure consisting of land, buildings, supporting facilities, and infrastructure have been realized through plans from the Main Pasraman community, Widya Pasraman Astika Dharma Karangasem as well as

committees and full support from community leaders who care about education. Besides prioritizing fulfilling physical needs, it must also fulfill the carrying capacity in supporting educational activities. Optimization of the academic support capacity at Main Widya Pasraman Astika Dharma Karangasem is available through coordination from the pasraman with foundations, committees, and community leaders. One of them is optimizing computer laboratories to facilitate the process of implementing information technology (IT)-based learning. Funding planning at Utama Widya Pasraman Astika Dharma Karangasem is carried out by taking inventory of plans to be implemented, compiling plans based on implementation priority scales, determining work programs and program details, determining the need for implementation of program details, calculating the funds needed, determining the source of funds to finance the plan. And sources of funding apart from coming from the government, financing comes from community leaders who care about education—planning for the Preparation of Human Resources (Educators and Education Personnel). Planning has been optimized for preparing human resources (educators and educational staff) at Utama Widya Pasraman Astika Dharma Karangasem. Both the foundation and the pasraman have considered the needs of human resources, both current and future. Even the foundation motivates and provides opportunities for teachers to continue their higher education (continuing to master), so one teacher has continued improving their master's qualifications. Human resource planning is specific steps management takes to ensure that the organization has the right workforce to occupy the correct positions and jobs at the right time (Gomes, 1995: 83).

Management of the Organization (Organizing) is applied. Namely, Utama Widya Pasraman Astika Dharma Karangasem organizing is intended to form a solid team and facilitate achieving Pasraman goals as an academic unit based on expertise and special considerations attached to individuals or personal educators and education staff involved inside it. The appointed principal can be flexible and flexible both in planning and organizing private educators and educational staff and has visionary goals for realizing the central vision and mission of Widya Pasraman Astika Dharma Karangasem, namely the Realization of the Main Hindu Education Unit Widya Pasraman (SMA) to Become an Educational Institution National Excellence Based on Dharma Teachings and Balinese Local Wisdom in 2040. Based on various considerations from the foundation and its staff, I, Wayan Dharmika Maha Dianto, S.Pd. In organizing education at Main Widya Pasraman Astika Dharma Karangasem, the school principal is assisted by four representatives: the curriculum sector, the student affairs sector, the public relations sector, and the infrastructure sector. They are optimizing the process of providing education. Principals and deputy principals are assisted by heads of administration, dapodik operators, libraries, computer labs, and gardeners.

Actuating management is applied in Main Widya Pasraman Astika Dharma Karangasem, with the principle of managing together (manage together) and awareness of

each other, involving human resources in Main Widya Pasraman Astika Dharma Karangasem, committees, community leaders, parents of students. It is in line with the opinion of Terry (1977) that management is known as the term mobilization. Mobilization in education is an effort to provide direction, guidance, and encouragement to all human resources in an organization so that they can carry out their duties and functions based on sincerity and awareness. The principle of managing together (managing together) is in line with Max Weber's theory (1978), where Max Weber emphasizes that actions based on a person's subjective meaning are called 'social actions' if they relate to other individuals or the social arena in which they interact.

Management of Supervision (Controlling) is carried out with flexible and flexible supervision based on the principle of kinship to realize the educational goals contained in Utama Widya Pasraman Astika Dharma Karangasem. In addition, external control is also carried out periodically by the Ministry of Religion of Karangasem Regency, the Ministry of Religion of the Province of Bali, and the Directorate General of Hindu Community Guidance. It aims to improve and develop the teaching and learning process at Utama Widya Pasraman Astika Dharma Karangasem. The purpose of supervision or supervision of education is not only to improve the quality of teacher teaching but also to foster the growth of the teaching profession, including providing facilities that support the smooth running of the educational process to achieve good quality.

Regarding the main sustainability principles of Widya Pasraman Astika Dharma Karangasem, namely: (1) The support of community leaders in the development of Utama Widya Pasraman Astika Dharma is critical. Based on the interview results, community leaders who support the development of the Main Widya Pasraman Astika Dharma Karangasem are committed to helping and even fighting for the Main Pasraman Widya Pasraman Astika Dharma Karangasem so that it can develop to be the best among the existing Pasramans. In addition to financial support, the support from community leaders is also a motivator, namely providing information related to the implementation of the pasraman program and instilling student character; (2) Government support for the existence of Main Widya Pasraman Astika Dharma Karangasem through the Office of the Ministry of Religion of Karangasem Regency has been carried out optimally. It can be seen from the fact that Main Widya Pasraman Astika Dharma Karangasem takes care of recommendations and administration related to Pasraman simply by the Office of the Ministry of Religion of Karangasem Regency. The Ministry of Religion also supported assistance in the form of buildings through the Directorate General of Hindu Community Guidance.

3.2 Implementation of the School-Based Management System in Utama Widya Pasraman Astika Dharma Karangasem

Winoto (2020) states that the School-Based Management System has several characteristics. These characteristics are expected to become guidelines for schools in implementing School-Based Management. The description of the features is based on the

paradigm of the School-Based Management system model approach: input, process, and output.

Input Characteristics, namely Quality Policy, Adequate Resources, Commitment and Expectations of High Quality, Quality in Students, and Management Input, as follows:

- a. Quality Policy focuses on achieving customer or consumer satisfaction, emphasizing efforts to create consistent quality through every aspect of organizational activities. Aspects of quality activities at Main Widya Pasraman Astika Dharma Karangasem start from aspects of input, process, and output quality policy. Furthermore, management theory also requires managers to be able to motivate so that all organization members can contribute as much as possible. Product or service quality is the responsibility of the leadership and all organization members. At Main Widya Pasraman Astika Dharma Karangasem, carrying out quality is a shared responsibility by the established strategic plan.
- b. Adequate Resources at Main Widya Pasraman Astika Dharma Karangasem are sufficient to carry out the educational process. Leaders have optimized HR so that it is adequate, namely by their fields, by determining the division of tasks. It is in line with the opinion of Veithzal (2009: 23) that ideally, school principals dare to make innovative changes in their schools, including changes in matters related to the student learning process and the competence of their teachers to optimize the implementation of existing HR management.
- c. Commitment and Expectations of High Quality in Utama Widya Pasraman Astika Dharma Karangasem have been defined in the vision, mission, goals, and long-term plans through strategic plans that have been described concerning 8 (eight) national education standards, namely increasing Content Standards, increasing Process Standards, improvement of Graduate Competency Standards, revision of Standards of Educators and Education Personnel, improvement of Standards of Facilities and Infrastructure, improvement of Management Standards, improvement of Financing Standards and improvement of Educational Assessment standards, as for the vision, mission, goals, and strategic plans at Utama Widya Pasraman Astika Dharma Karangasem.
- d. Quality in Primary Students Widya Pasraman Astika Dharma Karangasem can be carried out by the teacher from the implementation side of learning. It is reflected in the researcher's direct observation of the object of research when the primary teacher, Widya Pasraman Astika Dharma Karangasem, was teaching in class. Regarding the management aspect of the learning process, the primary teacher, Widya Pasraman Astika Dharma Karangasem, has innovatively conducted classroom learning to develop cognitive, psychomotor, and affective elements effectively and efficiently. The quality of students can also be seen from the attitude of students who are disciplined in dress

and respect for anyone. It can be seen when guests are visiting Main Widya Pasraman Astika Dharma Karangasem; students are used to giving respectful greetings. Based on this attitude, character education becomes a habituation for Utama Widya Pasraman Astika Dharma Karangasem students. It is in line with Winaja's opinion (2121: 146), which states that educational institutions, namely pasraman, are a means to make humanity possess purity, wisdom, and beauty. To achieve educational goals as described above, every educational organization (pasraman) requires students to obey the rules of behavior for a student; it is called *siksa sisyakrama*. *Sisyakrama* punishments are in the form of rules regarding good conduct (*astiti silakrama*), rules for listening to teachings from teachers (*gurususrusa*), always praising *susilasthiti*), and the obligation to understand literature (*wruh ing kawi*). Other rules that must be implemented by *sisya* and *acharya* are discipline (*yama*) and obedience (*niyama*).

- e. Management input applied to Main Widya Pasraman Astika Dharma Karangasem shows promising results. It is evidenced by students' achievements in both academic and non-academic fields.

Characteristics of the process in carrying out school-based quality improvement management at Utama Widya Pasraman Astika Dharma Karangasem process characteristics namely: Learning Effectiveness, Effective School Leadership, Effective Education Human Resource Management, Quality Culture, Compact, Smart and Dynamic Work Teams, Authority and Independence, School and Community Participation, Openness, Evaluation, and Continuous Improvement, Responsive to Needs, Accountability. It is explained as follows:

- a. Learning effectiveness is where the characteristics of learning are student-centered, students as learning subjects, the learning process takes place anywhere, and education is oriented towards achieving the institution's goals according to the vision and mission.
- b. Effective School Leadership, namely the leadership style and leadership styles in general, also adheres to Hindu leadership styles such as *Catur Usaha Sandhi* and *Asta Brata*.
- c. Effective Educational Human Resource Management by Mapping Human Resources and tasks according to their fields based on assignment letters
- d. The Quality Culture is carried out through creative and innovative efforts supported by parents, the surrounding community, and the government.
- e. Compact, Smart, and Dynamic Work Team with the principle of *Esprit de corps* (spirit of unity); in this principle, management must always strive to develop and enhance the confidence of work team unity. One of the results of this collaboration is that you can get help from the CSR BRI Center through a computer to increase capacity and skills in the IT field.

- f. Authority and Independence that the curriculum is adjusted to the Independence of the pasraman, which includes local wisdom and policies in financing education at Main Widya Pasraman Astika Dharma Karangasem.
- g. Participation of School Citizens and Communities uses the concept of joint management (manage together). It is proven that the implementation and implementation is a synergy between foundations, committees, and community leaders who care about education.
- h. Openness in the Main Widya Pasraman Astika Dharma Karangasem is implemented through routine meetings between the Main Manager of Widya Pasraman Astika Dharma Karangsem and the school committee to discuss problems, plans, and finances.
- i. Continuous Evaluation and Routine Improvement evaluations are held by Utama Widya Pasraman Astika Dharma Karangasem, and periodic evaluations from the government, namely Computer-Based National Assessment (ANBK).
- j. Responsiveness to the needs of the Main Widya Pasraman Astika Dharma Karangasem can be seen from analyzing the existing problems, looking for solutions, and following up.
- k. Accountability is implemented in that accountability for financial management is by plans determined according to applicable regulations. Accountability is conveyed through meetings of hostel management, committees, foundations, and community leaders.

Output Characteristics of Main Widya Pasraman Astika Dharma The realization of a young generation with a character who has soft skills in informatics and is based on Hindu culture, and can compete in the world of work in the fields of entrepreneurship and tourism. They are supported by implementing the pasraman curriculum with subjects based on Hinduism and additional knowledge of tourism and entrepreneurship so that graduates (output) can compete in the world of work. The result also affects students' Academic and Non-Academic Achievements.

3.3 Implications of Implementing a School-Based Management System in Utama Widya Pasraman Astika Dharma Karangasem on School Quality

Implications of Implementing a School-Based Management System in Utama Widya Pasraman Astika Dharma Karangasem for School Quality: Implications for Continuous Quality Improvement, Community Behavior, and Student Motivation.

- a. Implications for Continuous Quality Improvement. National Education has the aim of educating the nation's life, forming a religious society, upholding diversity, democracy, and dignity, advancing civilization, and prospering humanity. National education aims to educate the nation's life, form a religious society, uphold diversity, democracy, and dignity, promote civilization, and prosper humanity. In Law Number 20 of 2003 concerning the National education system, article 3 it is explained that national

education functions to develop capabilities and form noble national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God. God Almighty has a noble character, is healthy, knowledgeable, capable, creative, and independent, and has become a democratic and responsible citizen. Implications for Continuous Quality Improvement are carried out with the determination of pasraman development plans, which are evaluated periodically. If there are problems, improvements are made by involving leaders, HR at the pasraman, foundations, committees, parents of students, and community leaders.

- b. Implications for Community Behavior. Law Number 20 of 2003, article 56, paragraph 1 states that the community plays a role in improving the quality of education by including planning, monitoring, and evaluating educational programs. The community cares about the pasraman seen from the built concept that schools are shared property with shared management.
- c. Implications for student motivation at Main Widya Pasraman Astika Dharma Karangasem, namely students feel comfortable because of the hostel and supervision; students feel enthusiastic because they are often given constructive causes from teachers, committees, and community leaders; students feel benefits such as getting expertise according to their wishes contained in the curriculum such as tourism and entrepreneurship.

4. CONCLUSION

Based on the results of the discussion in this study, several conclusions can be drawn as follows:

The School-Based Management System is implemented at Utama Widya Pasraman Astika Dharma Karangasem because of the governance principles and sustainability principles from the existence of Utama Widya Pasraman Astika Dharma Karangasem. These principles namely: (1) The management principle refers to the management of planning both from physical planning and carrying capacity, arranging for financing, and planning for preparing human resources (educators and education staff). Management of the organization, namely optimizing the process of providing education. Each other. Management of Supervision (Controlling) objective supervision consisting of internal and external supervision; (2) From the principle of sustainability, namely the support of community leaders and government support through the Ministry of Religion of the Republic of Indonesia, in this case, the Directorate General of Community Guidance for Hindus, Ministry of Religion of the Republic of Indonesia, who cares deeply about education, answers the sustainability aspect of the Main Widya Pasraman Astika Dharma Karangasem. Support from community leaders at Utama Widya Pasraman Astika Dharma Karangasem, in addition, to support in the

form of funds and facilities, is also in the form of motivation, namely providing information related to the implementation of the pasraman program and instilling student character.

Implementing the School-Based Management System at Utama Widya Pasraman Astika Dharma Karangasem refers to input, process, and output characteristics. The three characteristics are: (1) Characteristics of educational inputs at Main Widya Pasraman Astika Dharma Karangasem: quality policy leads to information, process, and output quality policies. Adequate resources The leadership has optimized Human Resources to be OK in their fields by determining the division of tasks. Commitments and expectations for high quality have been defined in the vision, mission, goals, and Main Strategic Plan of Widya Pasraman Astika Dharma Karangasem and are applied to the educational process at Utama Widya Pasraman Astika Dharma Karangasem. The quality of students can be seen from the implementation and habituation of character education. Management input can be seen from the achievements in both academic and non-academic fields achieved by students; (2) The characteristics of the process are seen from the effectiveness of learning, namely in student-centered learning as learning subjects, the learning process takes place anywhere. Education is oriented towards achieving the goals of the institution according to the vision and mission; Effective School Leadership by implementing leadership patterns, the dimensions of the initiation of the structure regarding the principals, the main points of behavior concerning the relationship between the principal and the teacher as a working group in seeking clear organizational patterns, lines of communication, and work methods or procedures. Effective Educational Human Resource Management by preparing Human Resources to support the educational process at Main Widya Pasraman Astika Dharma Karangasem by mapping the number and duties of each field of teachers and employees. Quality culture through creative and innovative efforts supported by parents, the surrounding community, and the government in implementing education. A Compact, Smart, and Dynamic Work Team with the principle of developing and enhancing the spirit of work team unity. Authority and Independence, namely the curriculum adapted to the Independence of the pasraman, incorporates local wisdom and policies in education financing. Participation of School and Community Citizens with the principle of management and implementation is to integrate the concept of joint management (manage together) so that involvement from anywhere is possible. Transparency with the delivery of activities and accountability for pasraman always involves Yayasan, committees, teachers and staff, community leaders, and parents of students. Continuous Evaluation and Improvement: routine evaluations held by Utama Widya Pasraman Astika Dharma Karangasem and periodic evaluations from the government. Responsive to Needs by analyzing existing problems, looking for solutions, and following up. Accountability is transparent with long-term interests; (3) Output Characteristics The realization of a young generation with a character who has soft skills in the field of informatics and is based on Hindu culture, and can compete in the world of work in the tourism sector.

Implications of implementing the School-Based Management System in Utama Widya Pasraman Astika Dharma Karangasem for school quality, namely: (1) Implications for Continuous Quality Improvement by increasing Content Standards, increasing Process Standards, increasing Graduate Competency Standards, increasing Educator and Education Personnel Standards, increasing Standards of Facilities and Infrastructure, improvement of Management Standards, improvement of Financing Standards and improvement of Educational Assessment standards and all obstacles and problems are followed up and solutions are sought so that the implementation of Pasraman in quality improvement can be realized properly, so that Law Number 20 of 2003 can be appropriately achieved; (2) Implications for Community Behavior where community concern for education in Utama Widya Pasraman Astika Dharma Karangasem is active in improving the quality of Pasraman with the concept that schools are shared property to advance Pasraman in the future; (3) Implications for student motivation, namely students feel excited because they are often given constructive motivations from teachers, committee members, community leaders. In addition, students also experience benefits such as gaining expertise through the wishes contained in the curriculum, such as tourism and entrepreneurship.

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