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Reconstruction of School Quality Management System: School-Based Management Theoretical Study

Nanang Khosim^{1*}, Romelah

¹Universitas Muhammadiyah Malang, Indonesia

²Universitas Muhammadiyah Malang, Indonesia

*Corresponding author(s).

E-mail address: nanangkhosimbinhamzh03@gmail.com

Abstract. The implementation of a quality management system in education is a real solution that hopes to be able to manage education quality indicators to work together in an effort to improve the quality of education. This study aims to find out how the theoretical concepts of quality management systems use school-based management (SBM). This study uses a qualitative approach with the type of literature review research. The results of this study indicate that using school-based management (SBM), curriculum management and learning processes can be carried out effectively and efficiently, build student character, improve learning achievement, and can improve the quality of education. Educational institutions no longer need to make a new standard system, schools/madrasahs can adopt the system to suit the service model and conditions of educational institutions. The positive impact for educational institutions, namely improving and guaranteeing the quality of the products or services (scope of education) produced so that in the end it will increase the level of consumer satisfaction (students/society) with the products provided and will improve the quality of graduates.

Keywords: Quality Management System; School; School-Based Management (SBM)

INTRODUCTION

Since the beginning of the 21st century, intense international competition, economic globalization, advances in information technology, and drastically increasing local socio-political demands have affected the education system in almost every countries in the world. Efforts to prepare superior human resources (HR) who can deal with this dynamic process have led to the incessant reform of national and local government education to increase the effectiveness of school systems in most countries around the world (Cheong Cheng and Mo Ching Mok 2007).

Human resources who are superior and have high competitiveness are demands that must be responded seriously by educational institutions, both formal and non-formal, in the midst of the current strong currents of globalization, both in terms of

opportunities and challenges (Mahmudi 2021; Pertiwi 2019). Therefore, the demand for quality and quality education are a great hope for all levels of society, because of course all parents expect their sons and daughters to be able to study in quality and excellent educational institutions (school/ madrasah) (Munirom 2021).

Something is said to be of quality or quality if it is able to meet the standards and or even exceed the standards set. Law (UU) No. 20 Year (2003) Concerning the National Education System, article 35 (paragraph 1) states that "National education standards consist of content standards, processes, graduate competencies, educational staff, facilities and infrastructure, management, financing, and educational assessment which must be improved plan and periodically. Therefore, schools or madrasahs as education providers, quality and quality can be seen in the aspects of content, process, graduate competence, educational staff, facilities and infrastructure, management, financing, and educational evaluation(Pertiwi 2019).

As for plans to improve the quality and excellent of school or madrasah, of course through gradual efforts (step by step) by involving all school or madrasah residents and involving all relevant stakeholders, starting from implementing proper management in improving the quality of education(Munirom 2021). Management in running an organization is something that is absolutely necessary, as well as management educational institutions which are very important in managing institutions and people (school residents), in order to give birth to quality human beings(Fadhli 2017).

Fadhli (2017) explains that quality and quality school/madrasah indicators must have: 1) high moral/character values; 2) excellent test results; 3) support from parents, the business community and the local community; 4) abundant resources; 5) implementation of the latest technology; 6) strong leadership and have a purpose (vision); 7) care and concern for students; 8) a balanced and relevant curriculum.

According to (Kuntoro 2019) the quality of school/madrasah can be seen from four types of assessment, including: 1) student achievement which is related to national and religious norms by using a value scale; 2) student achievement related to abilities; 3) quality of teaching and learning; and 4) school/madrasah performance.

Meanwhile, according to Asmuni (2013) a school/madrasah is said to be of good quality if it has eight criteria, namely: 1) students who enter are strictly selected and can be accounted for based on academic achievement, psychological tests and physical tests; 2) educational facilities and infrastructure are fulfilled and conducive to the learning process, 3) climate and atmosphere are supportive for learning activities, 4) teachers and education staff have high professionalism and an adequate level of well-being, 5) improvise the curriculum so that it meets the needs of students who generally have a high motivation to learn compared to students of their age, 6) student study hours are generally longer due to curriculum demands and student learning needs, 7) the learning process is of higher quality and can be accountable to students and parents, and 8) superior schools are beneficial to their environment.

To limit the study in this research, the quality management system that the reseracher will examine is school-based management. Therefore, the formulation of the problem in this study is as follow how does the concept of school-based management improve the quality of schools or madrasah.

|| METHOD

This research uses a qualitative approach with the type of literature review research, where this type of research is research that analyzes a problem with literacy data objects such as references, theoretical studies, scientific articles, and other references related to the quality management system (QMS), in the form of quality school-based management (SBM). The same thing was said by Afiyanti (2014) that the use of a literature review serves to provide an overview of things that are known and unknown about a particular phenomenon.

This research analysis uses similar steps taken by Thoifah & Biantoro (2021) which starts with identifying problems surrounding the quality management system of educational institutions (schools/madrasas). Then collect national and international articles related to management concepts, quality concepts, school/madrasah concepts, school-based management systems. The next step is to sort the data by entering the keywords of this research through Google Scholar (<https://scholar.google.com/>) and <https://sinta.kemdikbud.go.id/> which are indexed by Sinta and Scopus both through the [https://pages. www.sciencedirect.com/](https://pages.www.sciencedirect.com/), <https://www.scimagojr.com/>, or <https://www.tandfonline.com/>. Then the screening results obtained by researcher are analyzed and concluded.

|| RESULTS & DISCUSSION

The second important element in school-based management (SBM) is the component or field. Mustiningsih & Subarkah (2013) explain the components/fields of SBM in detail as follows:

1) School-Based Management of Curriculum and Learning

The basic concept in curriculum management and school-based learning is curriculum and learning management which includes planning, organizing, implementing, and evaluating curriculum and learning in schools, guided by the principles of implementing school-based management. Meanwhile, the basic concept of school-based learning refers to the Regulation of the Minister of National Education of the Republic of Indonesia No. 19 of 2007 concerning Education Management Standards by Elementary and High Education Units, that learning activities are based on Graduate Competency Standards, Content Standards, and implementing regulations, as well as Process Standards and Assessment Standards (BSNP: Badan Standar Nasional Pendidikan 2007).

So that the quality of learning in school is developed by; 1) models of learning activities that refer to Process Standards; 2) involve students actively, democratically, educate, motivate, encourage creativity, and dialogue; 3) the goal is for students to achieve a mindset and freedom of thought so that they can carry out intellectual activities in the form of thinking, arguing, questioning, studying, finding, and predicting; 4) the understanding that the active involvement of students in the learning process is carried out seriously and deeply to achieve conceptual understanding, not limited to the material provided by the teacher.

The headmaster is responsible for learning activities in accordance with the regulations set by the government. Meanwhile, each teacher is responsible for the quality of planning learning activities for each subject they teach so that students are able to: 1) increase their curiosity; 2) achieve success in learning consistently in

accordance with educational goals; 3) understand the development of knowledge with the ability to find sources of information; 4) processing information into knowledge; 5) use knowledge to solve problems; 6) communicating knowledge to other parties; and 7) developing independent and group learning in reasonable proportions.

Each teacher is responsible for the quality of learning activities for each subject they teach by: 1) referring to the development of the latest learning methods; 2) using varied, innovative and appropriate learning methods to achieve learning objectives; 3) use the available facilities, equipment and tools effectively and efficiently; 4) pay attention to the nature of the curriculum, students' abilities, and various previous learning experiences as well as the special needs of students from those who are able to learn quickly to those who are slow; 5) enrich learning activities through cross-curriculum, research results and their application; 6) directing to a competency approach in order to produce graduates who are adaptable, motivated, creative, independent, have a high work ethic, understand lifelong learning, and think logically in solving problems.

The scope of curriculum management and school-based learning includes: 1) Planning for making syllabus and lesson plans; 2) Compilation of school calendars; 3) Distribution of teaching tasks and preparation of teaching schedules; 4) Implementation of learning (preliminary activities, core learning and closing); 5) Assessment of learning (implementation of assessment, analysis of assessment results and follow-up of assessment results); 6) Supervision through learning supervision; 7) Formulation of academic regulations (attendance requirements, tests, remedial, exams, grade increases, graduation, student rights, consulting/guidance services); 8) Determination of learning load (learning system, learning load); 9) Selection of Active, Creative, Effective, and Fun Learning Strategies; and 10) Monitoring and evaluation as well as reporting.

2) School-Based Management of Student

The basic concept of school-based student management is student management which includes planning, organizing, implementing, and evaluating student activity programs in schools, guided by the principles of implementing school-based management (Mustiningsih and Subarkah 2013). Based on Regulation of Minister of National Education Number 19 of 2007 concerning Education Management Standards by Elementary and High Education Units it is stated that schools compile and establish operational implementation guidelines regarding the process of accepting students which include criteria for prospective students, procedures for accepting students at school, and orientation of new students (BSNP: Badan Standar Nasional Pendidikan 2007).

The scope of school-based student management includes: 1) Data collection of prospective students, 2) Acceptance of New Students (PPDB), 3) School introduction/student orientation, 4) Grouping students, 5) Student character development, 6) Implementation of special services, 7) Supervision, evaluation and reporting. In addition to this scope, in Regulation of Minister of National Education Number 19 of 2007 concerning Education Management Standards by Elementary and High Education Units, the scope of student management is added, namely: 1) providing counseling services to students; 2) carrying out extra and co-curricular activities for students; 3) conduct superior achievement coaching; 4) tracking alumni (BSNP: Badan Standar Nasional Pendidikan 2007).

3) School-Based Management of Educator and Staff

The basic concept of management of school-based educator and staff is the arrangement of educator and staff which includes planning, organizing, implementing, and evaluating activity programs related to educators and staff in schools, guided by the principles of implementing school-based management (Mustiningsih and Subarkah 2013). Based on the Education Management Standards by the Elementary and High Education Units, schools develop programs to empower educator and staff. Programs for empowering educator and staff must be prepared by taking into account the standards of educator and education personnel, and developed in accordance with school conditions, including the division of tasks, overcoming when there is a shortage of staff, determining a reward system, and professional development for each educator and staff to implement it professionally, fair and open.

In the management of educators and staff, school needs to support the following efforts: 1) promotion of educators and staff based on the principles of expediency, appropriateness and professionalism; 2) development of educators and staff identified systematically according to individual aspirations, curriculum and school needs; 3) the placement of staff is adjusted to the needs of both the number and qualifications by setting priorities; and 4) the transfer of staff from one position to another is based on job analysis followed by a task orientation by the school's highest leadership which is carried out after four years, but it can be extended based on justifiable reasons, while for additional staff there is no transfer.

The scope of management of school-based educator and staff includes: 1) Needs planning, 2) Recruitment/procurement, 3) Coaching, 4) Providing motivation, 5) Job rotation, 6) Termination, and 7) Supervision, performance evaluation and reporting.

4) School-Based Management of Facilities and Infrastructure

The basic concept of management of school-based facilities and infrastructure is the regulation of facilities and infrastructure which includes planning, organizing, implementing, and evaluating programs for facilities and infrastructure activities in schools, guided by the principles of implementing school-based management (Mustiningsih and Subarkah 2013).

Regulation of the Minister of National Education of the Republic of Indonesia No. 19 of 2007 concerning standards for management of education by Elementary and High Education Units states that the program for management of facilities and infrastructure refers to standards of facilities and infrastructure in the following cases; 1) planning, fulfilling and utilizing educational facilities and infrastructure; 2) evaluate and carry out maintenance of facilities and infrastructure so that they continue to function to support the educational process; 3) complete learning facilities at each grade level in school; 4) develop a priority scale for the development of educational facilities in accordance with the educational goals and curriculum of each level; 5) maintenance of all physical facilities and equipment with due observance of environmental health and safety. All educational facilities and infrastructure management programs are disseminated to educator, staff and student.

The management of school infrastructure can be planned systematically so that it is aligned with the growth of academic activities by referring to the Standards of Facilities and Infrastructure, and set forth in a master plan which includes buildings

and laboratories and their development. The scope of management of school-based facilities and infrastructure includes: 1) Needs analysis and planning, 2) Procurement, 3) Inventory, 4) Distribution and utilization, 5) Maintenance, 6) Elimination, and 7) Supervision, evaluation and reporting (BSNP: Badan Standar Nasional Pendidikan 2007).

5) School-Based Management of Financing

The basic concept of school-based financing management is a financing arrangement that includes activities to plan, organize, implement, and evaluate programs of financing activities in schools, guided by the principles of implementing school-based management (Mustiningsih and Subarkah 2013). Regulation of the Minister of National Education of the Republic of Indonesia No. 19 of 2007 concerning Education Management Standards by Elementary and High Education Units mandates that school/madrasah prepare guidelines for managing investment and operational costs that refer to the Financing Standards..

Guidelines for managing school investment and operational costs regulate the following matters: 1) sources of income, expenditure and amount of funds managed; 2) budget preparation and disbursement, as well as fundraising outside investment and operational funds; 3) the authority and responsibility of the school principal in spending the education budget according to its designation; 4) bookkeeping of all receipts and expenditures as well as the use of the budget, to be reported to the school committee, as well as the institutions above it (BSNP: Badan Standar Nasional Pendidikan 2007).

Guidelines for managing school investment and operational costs are decided by the school committee and determined by the school principal and obtain approval from the institution above them. Guidelines for managing school investment and operational costs are disseminated to all school members to ensure transparent and accountable fund management is achieved. The scope of school-based financing management includes: 1) Preparation of School Work Plans/ Medium Term Work Plans and Annual Work Plans, 2) Preparation of School Work Plans and Budgets, 3) Sourcing of resources, 4) Bookkeeping, 5) Use in accordance with laws and regulations, and 6) Monitoring, evaluation and reporting.

6) School-Based Management of School and Community Relations

The basic concept of school-based management of school and community relations is the arrangement of school and community relations which includes activities to plan, organize, implement, and evaluate school and community relations activity programs, guided by the principles of implementing school-based management (Mustiningsih and Subarkah 2013). Schools involve residents and the community as school supporters in managing education. The school community is involved in academic management. School support communities are involved in non-academic management. The involvement of school and community participation in management is limited to certain specified activities.

Each school establishes partnerships with other relevant institutions, with regard to input, process, output, and utilization of graduates. School partnerships are carried out with governmental or non-governmental institutions. The school partnership system is determined by a written agreement. The scope of school-based school and community relations management includes: 1) needs analysis, 2) program

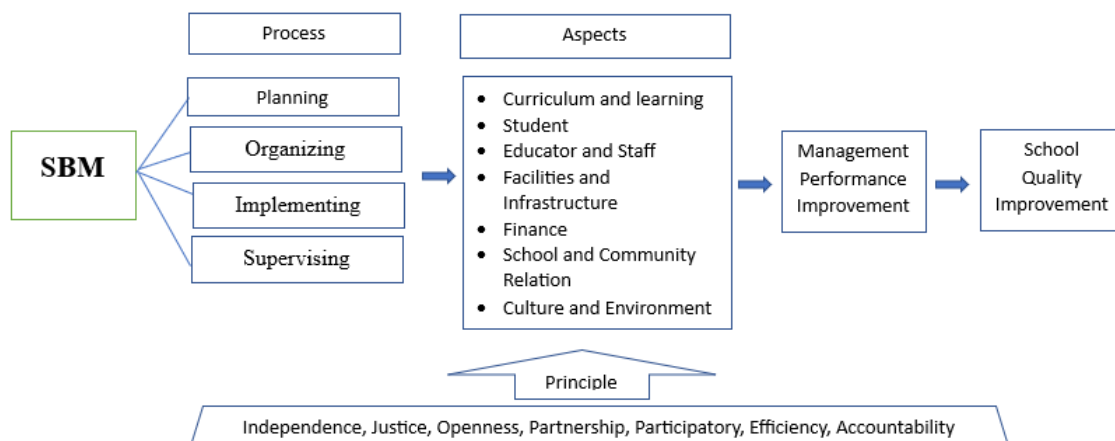
development, 3) division of implementing tasks, 4) implementation of activities, and 5) monitoring, evaluation, and reporting.

7) School-Based Management of Culture and Environment

The basic concept of school-based management of cultural and environmental is cultural and environmental regulation which includes planning, organizing, implementing, and evaluating school-based cultural and environmental activity programs, guided by the principles of implementing school-based management (Mustiningsih and Subarkah 2013). School is required to be able to create an atmosphere, climate, and educational environment that is conducive to efficient learning in implementation procedures. Where the procedure for implementing the creation of an atmosphere, climate and educational environment includes: 1) contains written procedures regarding information on the minimum important activities to be carried out, 2) contains titles, objectives, scope, responsibilities and authorities, as well as explanations, and 3) decided by the head school in a board of educators meeting.

In addition, the school also stipulates a code of conduct that contains: 1) rules of conduct for educator, staff, and student, including in terms of using and maintaining educational facilities and infrastructure, and 2) instructions, warnings, and prohibitions on behavior in school, as well as the provision of sanctions for citizens who violate the rules. While the scope of school-based school culture and environmental management includes: 1) Activity program planning, 2) Activity program socialization, 3) Activity program implementation, and 4) Activity program monitoring, evaluation and reporting.

To achieve successful implementation of SBM, each component/field of school management is organized professionally through 4 school-based management processes to produce a quality school management unit. The four school management processes and the seven school management components/fields constitute a system, which is elaborated in the following figure.



Picture 1: System of School-Based Management (SBM)

|| CONCLUSION

School-Based Management (SBM) based on the elements of planning, organizing, implementing, and supervising indicates the existence of school curriculum planning by emphasizing the importance of aspects of the school's vision and mission, changes that occur in the educational process, and adjustments to curriculum programs. Organizing is done through the assignment of tasks and authority by the school principal to personnel. The implementation of the learning curriculum is carried out according to

plan and involves all school members. Supervision is carried out by examining learning tools, such as teaching materials, lesson plans, and learning media. Supervision is also carried out through supervision of learning and assessment of teacher performance in the teaching and learning process in the classroom. With SBM, curriculum management and learning processes can be carried out effectively and efficiently, building student character, increasing learning achievement, and improving the quality of education. This literature review on the application of SBM in the curriculum and learning process has a social contribution, because it provides evidence of the importance of all SBM principles. Principals and teachers in Indonesia are part of the social structure and can apply SBM principles, such as selecting professional teachers, participating in decision-making, responsibility for change, and improving the quality of education.

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