The Importance Of School Management Pattern For Quality Control Of Secondary Islamic Schools In Lombok, Indonesia

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Abstract: *This research aimed at finding out the ways the pattern of school management support the quality of education at the Secondary Islamic School (Madrasah Aliyah – MA) Plus of Abu Hurairah, Mataram. This research used qualitative and quantitative approach while the data collection technique was done through questionnaire, interview, observation, and documentation study. The results of the research from each component of SBM suggest that 84.62% of the respondents stated that curriculum management had been well managed and contributed positively in improving the quality of education; 87.56% of them stated that student management had been well managed and gave positive contribution in improving the quality of education; 79.62% stated that the facilities and infrastructure management had been well managed and contributed positively in improving the quality of education; and 80.43% stated that financial management had been well managed and made a positive contribution in improving the quality of education. Thus, overall about 83.06% stated that school management could be well managed and had been in accordance with the principles of SBM application adapted to National Education Standards in supporting the quality of education at the Madrasah Aliyah (MA) in Lombok, Indonesia.*

I. Introduction

Education is a very important human need in its own life. *Education* is a conscious and well-planned effort to create a learning atmosphere and learning process so that the learners actively develop their potential to have spiritual power, self-control, personality, intelligence, noble character, as well as skills needed by him, society, nation and state.

Various efforts have been done by the government to improve the quality of national education. One of them is the implementation of School-Based Management (SBM) which in practice is better known as School-Based Quality Improvement Management (SBQIM). In general, SBQIM is defined as a management model that gives greater autonomy to schools and encourages participatory decision making that directly involves all school citizens to improve the quality of schools based on national education policies.

Shoraku mentions the idea of SBM having a basis in decentralized education. Decentralization means "the transfer of planning, decision-making, or administrative authority from the central government to the school organization. Decentralization of authority from the central government to the school is known as SBM. SBM is the transfer of decision making and / or authority of school governance from the government to the school level.[1] The quality of education is influenced by the extent to which the effectiveness of planning, organizing, implementing, and evaluating, all the potentials, management. The potential is described in the School-Based Management (SBM) pattern consisting of several components, including curriculum management, educational staff management, student management, learning process management, facilities and infrastructure management, financial management, and community relation management.

The implementation of School-Based Management (SBM) components provides opportunities for all parties involved in school management, with the aim of improving the school quality. These objectives, as described by Chapman in Sagala (2013: 84) said that SBM is an approach that aims to design school management by providing power and increasing school and community participation in improving school quality.

Meanwhile, the implementation of SBM aims to: 1) improve the quality through independence and school initiatives in managing and empowering available resources and potentials; 2) increase the awareness of school citizens in conducting education through joint decision making; 3) increase school responsibilities to parents, schools, and government on the quality of school, and 4) improve the healthy competencies among

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schools to achieve the expected quality of education.[2] The scope of each component of School-Based Management (SBM) includes, first, curriculum management, consisting of curriculum planning and development management, curriculum implementation management, curriculum implementation supervision, and curriculum improvement. The second scope covers educational staff management, consisting of employee planning, employee procurement, employee development, promotion and mutation, employee dismissal, compensation, and employee assessment.[3] Meanwhile, the third scope consists of student management, consisting of the analysis of student needs, develop student activity program, student recruitment, student selection, orientation, student placement, class division, student development, and recording and reporting.[3] The fourth scope includes financial management is related to the source of funds, the use of funds, and the financial accountability report. Then the fifth scope covers facilities and infrastructure management consists of planning, procurement, supervision, inventory storage, maintenance, arrangement, omission, and accountability of school facilities and infrastructure.[3] Fnally, the sixth scope includes community relation management is a very instrumental means in fostering and developing personal growth of students at school.

Schools and communities have a very close relationship in achieving school and education goals effectively and efficiently. Among its objectives is to promote the quality of learning and student growth, to strengthen the objectives and quality of life, and to motivate the community to establish relationships with schools. To achieve the goals above, then the role of Islamic school (madrasah) as a public education institution that has special characteristic of Islamic education should be able to change the new paradigm of education that is oriented to the quality of all activities that interact in it. The leaders of Islamic educational institutions, especially in the Islamic boarding schools are motivators, event organizers, and even determinants of school policy direction that will determine how educational objectives can generally be realized.

MA Plus Abu Hurairah Mataram is one of the religious-oriented educational institutions in Lombok, Indonesia, where the importance of religious knowledge is used as the basis of thinking. The institution is used as a forum to facilitate as well as to meet the needs of society of Islamic educational institutions.

To answer as well as to meet the needs of the community on the existence of MA Plus Abu Hurairah Mataram, then MA Plus Abu Hurairah Mataram continues working as much as possible to improve the quality of education. One of the efforts to improve the quality of education at MA Plus Abu Hurairah Mataram is the application of School-Based Management. How the pattern of School-Based Management is implemented at MA Plus Abu Hurairah Mataram will be elaborated in the discussion of the results of the research.

II. Material and Methods

The research approach used in this research was qualitative and quantitative approach. Quantitative research is a research procedure that produces simple numerical data in the percentage form whose data source is questionnaire. While qualitative research is a descriptive data analysis in the form of words and writing whose data source consists of interviews, observation and documentation study.

The research process was conducted by collecting data through several techniques, including questionnaires, interviews, observations, and documentation studies. The data collection techniques was by interview, observation, documentation, questionnaire, and the combination of the four. The questionnaire is a list of questions that should be answered by the respondent as a source of data, respondents' answers are analyzed based on quantitative descriptive and reinforced with qualitative descriptive through in-depth interviews, observation and documentation study. The data and information that have been collected then were grouped and analyzed, from the results of this analysis the meaning of the behavior of the research subjects was found, in this case it was the head of *madrasah*, teachers, and other relevant parties at MA Plus Abu Hurairah Mataram.

The location of this research was at MA Plus Abu Hurairah Mataram located at Majapahit Street No. 54 B Mataram. The interaction among fellow boarders of MA Plus Abu Hurairah Mataram, head of *madrasah*, the teachers who were under the supervision of the academic field of Abu Hurairah Islamic boarding school was as a working team in the quality assurance of education at MA Plus Abu Hurairah Mataram. This research was conducted from August to October 2017.

The sample in this research was determined by consideration of information. Determination of sample unit (respondent) was considered to be sufficient if it had reached the level of "redundancy" (the data had been saturated, addition samples do not provide any new information), it meant that by using the next data source it could be said that no additional information obtained.[4] The limitations of the samples in qualitative research could not be established, but in quantitative research the number of respondents was determined to facilitate the researchers to plan who became the source of data in research later. Determination of the number of respondents used as a source of data in this research was as many as 23 people consisting of the head of *madrasah* and all teachers at MA Plus Abu Hurairah Mataram.

The technique of data analysis in this research was done through stages consisting of reducing the data, presenting the data and making conclusion. The group of data presented was the answer or the response of the respondents from the questions presented in the questionnaire related to the implementation of School-Based

Management pattern. The answer was analyzed and presented in the form of quantitative descriptive in the form of percentage. From the respondents' answer, it could be classified the percentage of respondents who answered "Yes", "Partially Yes ", and the percentage of respondents who answered "No" equipped with the reasons.

To strengthen the analysis of data obtained from the respondents' answers related to the implementation of SBM, then it had been conducted a descriptive qualitative analysis through interview. Observations and documentation studies were conducted to examine more deeply and to obtain confirmation of data on respondents' answers regarding to the implementation of SBM components as a research study, whether the answer had been in accordance with the actual situation or not.

It is argued that quality is the strength of product used as a proof of its success in offering its appearance in accordance with customer demands that can include fairly reasonable prices and constant performance in delivering the promised benefits.[5] Quality here means something judged by the level of excellence. Quality in an absolute concept means to be *high quality* or *top quality*. Absolute quality is high quality idealism and must be fulfilled, high standard, expensive, very luxurious, and rarely owned by people. For example, luxury houses, luxury cars, luxury jewelry and luxury furniture.

The definition of quality in the context of education refers to the process of education and educational outcome. Quality education process involves input such as teaching materials, teaching methods, school facilities, administrative support, and infrastructure and other resources to create a conducive school atmosphere. Quality in education is to ensure the input quality, processes, products/ output, and school outcome, so as to improve the school accountability. Educational input is considered qualified if they are ready for processing. Quality education process is able to implement effective PAKEM. Output is considered qualified if the result of academic and non-academic learning of the student is high. Outcome is considered qualified if the graduates are quickly absorbed in the industrial world, reasonable or appropriate salaries, and all parties recognize the greatness of the graduates and are satisfied with the competencies of the graduates.[6]

School-Based Management (SBM) and the Quality of Education

School-Based Management is the whole process of planning, organizing, developing and controlling all school stakeholders and school resources to achieve the specific goals and the objectives of education in general. The enactment of regional autonomy brings an implication for changes in the implementation of education. The implementation of SBM aims to: 1) improve the quality through independence and school initiatives in managing and empowering available resources and potentials; 2) increase the awareness of school citizens in conducting education through joint decision making; 3) increase school responsibilities to parents, schools, and government on the quality of school, and 4) improve the healthy competencies among schools to achieve the expected quality of education.[7]

Thus, in general School-Based Management (SBM) can be interpreted as a management model that gives greater autonomy to schools and encourages participatory decision-making that directly involves all school citizens (students, teachers, principal, employees, parents, and communities) to improve school quality based on national education policy. With such autonomy, schools are given the authority and responsibility to make decisions in accordance with the needs, capabilities and guidance of schools and existing communities.[8]

In the context of education, the definition of SBM in the effort to improve the quality of education includes, among others: Input, process and the output of education. The input of education is everything that should be available because it is needed for the process. Everything here means the form of resources and software as well as expectations as a guide for the ongoing process. The input of resources includes human resources such as principals, teachers including counsaling teachers, employees, students and the others include the resources such as equipment, money, and materials. The input of software includes school organizational structure, legislation, job descriptions, plans, programs and so on. The input of expectations is in the form of vision of the mission, goals and objectives to be achieved by school.

The Components of School-Based Management (SBM)
a. Curriculum and Teaching Program

Curriculum management and teaching programs are part of SBM. Curriculum management and teaching programs include curriculum planning, implementation, and assessment activities. The planning and development of the national curriculum has generally been undertaken by the Ministry of National Education at the central level. Therefore, for the school level, the most important thing is how to realize and adapt the curriculum to the learning activities.

b. Student Management

Student management is one of the areas of SBM operations. Student management is the arrangement of activities related to the students; starting from the student enters the school until they graduate from the school. Student management is not only in the form of recording the data of the learners, but covers a broader aspect that can operationally assist the effort of growth and development of the learners through education process at school. It is also mentioned that the scope of student management includes: analysis of the student needs,

develop student activity program, student recruitment, student selection, orientation, student placement (class division), student coaching and development, and recording and reporting.[3]

c. Financial Management

Finance and financing are among the resources that directly support the effectiveness and efficiency of education management. This is more pronounced in the implementation of SBM, which demands the ability of school to plan, implement, and evaluate and account for transparent management to communities and governments.

Financial resources and financing in a school can be broadly grouped into three sources, namely (1) government, either central or regional government or both, which is general or specific, and is intended for educational purposes; (2) Parents or students; (3) the community, whether it is binding or non-binding.

d. Education Facilities and Infrastructure Management

Education Facilities and Infrastructure Management is in charge of organizing and maintaining education facilities and infrastructure in order to contribute optimally and meaningfully in the course of education process. The facilities and infrastructure management is the whole process of procurement planning, utilization, and supervision of facilities and infrastructure used for the purpose of education at schools can be achieved effectively and efficiently. Activities (scope) of facilities and infrastructure management include: Planning of school facilities and infrastructure, provision of facilities and infrastructure, inventory, maintenance of education facilities and infrastructure, dismissal of education facilities and infrastructure.[3]

III. Results

School (madrasah) management in this research referred to several components that existed in SBM (School-Based Management) such as curriculum management, student management, facilities and infrastructure management, and financial management.

1. Curriculum Management

The respondents' responses related to curriculum management in improving the quality of education at MA Plus Abu Hurairah Mataram are presented in Table 1.

Table 1: Distribution of respondents' responses to the elements of curriculum management

Elements of Curriculum Management	N	% respondent		
		Yes	Partially Yes	No
Curriculum Planning and Development Management	23	84,35	13,04	2,61
Curriculum Implementation Management	23	83,48	10,43	6,09
Curriculum Implementation Supervision	23	84,78	10,87	4,35
Curriculum Improvement	23	85,87	11,96	2,17
Average		84.62	11.58	3.80

It is clearly indicated that 84.62% of the respondetns stated that curriculum management had been well managed and gave a positive contribution in improving the quality of education at MA Plus Abu Hurairah Mataram. A small percentage (3.80%) stated that, curriculum management could not be properly managed. This means that curriculum management was developed through the planning, implementation, and assessment of work program and curriculum development. This finding is in line with Mulyasa[3] in the sense that curriculum management in teaching included curriculum planning, implementation, and assessment activities as part of SBM.

2. Student Management

The respondents' responses related to student management in supporting the quality of education at MA Plus Abu Hurairah Mataram are described in Table 2.

Table 2: Distribution of respondents' responses to the elements of student management

Elements of Student Management	N	% respondent		
		Yes	Partially Yes	No
Analysis of the student needs	23	86,96	8,70	4,35
Develop student activity program	23	91,30	4,35	4,35
Student recruitment	23	84,06	13,04	2,90
Orientation and student placement	23	89,13	6,52	4,35
Student Development	23	84,78	10,87	4,35
Recording and reporting	23	89,13	8,70	2,17
Average		87,56	8,70	3,75

Based on the average in the table above, it showed that mostly (87.56%) stated that, student management had been well managed and gave a positive contribution in improving the quality of education at

MA Plus Abu Hurairah Mataram. A small part (3.75%) stated that, student management had not been able to be well managed.

3. Facilities and Infrastructure Management

The respondents' responses related to the facilities and infrastructure management in improving the quality of education at MA Plus Abu Hurairah Mataram are presented in Table 3.

Table 3: Distribution of respondents' responses to the elements of facilities and infrastructure management

Elements of Facilities and Infrastructure Management	N	% respondent		
		Yes	Partially Yes	No
Analysis of the needs of school (madrasah) facilities and infrastructure	23	78,26	13,04	8,70
Procurement of school (madrasah) facilities and infrastructure	23	82,61	13,04	4,35
Inventory of school (madrasah) facilities and infrastructure	23	73,91	21,74	4,35
Utilization and maintenance of school (madrasah) facilities and infrastructure	23	83,70	13,04	3,26
Average		79,62	15,22	5,17

It is obvious that 79.62% of the respondents stated that the facilities and infrastructure management had been well managed and gave positive contribution in improving the quality of education at MA Plus Abu Hurairah Mataram. A small percentage (5.17%) stated that the school facilities and infrastructure management had not been managed properly.

4. Financial Management

The respondents' responses related to how the financial management supported the quality of education at MA Plus Abu Hurairah Mataram are presented in Table 4.

Table 4: Distribution of respondents' responses to the elements of financial management

Elements of Financial Management	N	% respondent		
		Yes	Partially Yes	No
Budget planning	23	84,78	10,87	4,35
Strategy of searching for school (madrasah) fund resources	23	69,57	17,39	13,04
The use of school (madrasah) fund	23	78,26	13,04	8,70
Budget monitoring and evaluation	23	89,13	4,35	6,52
Accountability	23	80,43	15,22	4,35
Average		80,43	12,17	7,39

The table above showed that mostly (80.43%) stated that, financial management had been well managed and gave positive contribution in improving the quality of education at MA Plus Abu Hurairah Mataram. A small number of respondents (4.35%) stated that school (madrasah) financial management had not been managed properly.

Thus, the budget usage that is distributed effectively, efficiently and accountably would have an impact on the availability of supporting facilities that could support the achievement of education quality improvement.

From the explanation above, a comprehensive description of how the school (madrasah) management improved the quality of education at MA Plus Abu Hurairah Mataram is presented in Table 5.

Table 5: Average distribution of respondents' responses to each component of school (madrasah) management.

Components of School (Madrasah) Management	N	% respondent		
		Yes	Partially Yes	No
Curriculum Management	23	84,62	11,58	3,80
Student Management	23	87,56	8,70	3,75
Facilities and Infrastructure Management	23	79,62	15,22	5,17
Financial Management	23	80,43	12,17	4,35
Average		83,06	11,92	4,27

Table 5 suggests that the average value indicated that mostly 83.06% stated that school (madrasah) management at MA Plus Abu Hurairah Mataram had been well managed and could give positive contribution in supporting the quality of education, while a small part (4. 27%) stated that school (madrasah) management had not been managed effectively.

IV. Discussion

The findings in the case of curriculum development as presented in Table 1 suggest that it was determined based on a local curriculum program that was defined in accordance with the characteristics of MA Plus Abu Hurairah Mataram adapted to the hope and needs of society in general. As revealed by the headmaster of MA Plus Abu Hurairah Mataram that curriculum here is developed in addition to the general curriculum was

Islamic boarding school (kepondokan) curriculum as a flagship program whose implementation was partly integrated into the local content curriculum, such as *Tahfidzul* Qur'an, Arabic, English, and Hadith, and the rest was integrated through extracurricular activities in the form of recitation with *halakoh* system".

Local content was a strategic step in developing curriculum adjusted to the local needs and the characteristic of MA Plus Abu Hurairah Mataram. This was in line with the constitution of National Education System Article 38 verse 1 that said "The implementation of education in educational units is based on curriculum that nationally applicable and curriculum adapted to the circumstances and needs of the environment and the characteristics of the educational units. As a result, local content has been used as a key strategy to improve skills relevant to local needs and to the extent involving community participation in planning and implementation.

The facts that are presented in Table 2 indicate that one of the operational areas of School-Based Management at MA Plus Abu Hurairah Mataram was student management, that was an arrangement of activities related to the registration of new students, starting from the analysis of student needs by considering the availability of room capacity in dormitories, the availability of supporting facilities and infrastructure, and the availability of classes to accommodate new students, up to the orientation activities of the new students. In this case, it is confirmed that student management was the arrangement and regulation of activities related to the registration of new students that needed to be managed in such a way, ranging from planning the determination of school capacity or the number of new students who would be accepted, creating PSB committees, grouping and orientation to prepare the new students physically, mentally and emotionally.

The orientation period of new students at MA Plus Abu Hurairah Mataram was conducted for one month with the aim that the students would be ready physically and mentally. The headmaster of the *madrasah* revealed that the orientation of new students was held for one month, character planting, self-reliance, strong mental character building, responsible, as well as planting morality to the students as the main provision in facing the education period at MA Plus Abu Hurairah Mataram.

The results of the analysis as they are outlined in Table 3 above, it can be imposed that the facilities and infrastructure management at MA Plus Abu Hurairah Mataram had been managed effectively in supporting the achievement of improving the quality of education. These management activities included: planning, procurement, supervision, inventory and removal of facilities and infrastructure. In this case, it is stated that facilities and infrastructure management activities included activities of planning, procurement, supervision, storage inventory, removal and organizing. In other word, the principle of efficiency in the procurement and utilization of facilities and infrastructure was done through a periodical improvement program. The headmaster of the *madrasah* maintained that to improve the efficiency of the budget, then the procurement of facilities and infrastructure should not have bought brand new things, but together with the head of facilities and infrastructure section, we utilized goods that were not worthy to use and repaired them in accordance with the necessary needs.

From the finding presented in Table 4, it could be seen that the financial management of MA Plus Abu Hurairah Mataram is quite effective and efficient in the management of education. Financial management began with planning of RAB, transparent, accountable, effective and efficient use of school (madrasah) budget, evaluation and improvement of finance and financial system, conducting financial audit through internal audit of existing finances to avoid irregularities, and transparent financial accountability to the government, the leader of Islamic boarding school, or society in general.

Radzi explained in the journal *Financial Decentralization in Malaysian Schools: Strategies for Effective Implementation* that school budget must be managed strategically to ensure the best education outcomes through effective resource allocation. Managing school budget required transparency. The Government of Malaysia had a high priority in transparency in performing its duties and required all public workers to uphold high integrity.[9] In addition to accountability, integrity had become one of the important characteristics cultivated by the Malaysian Government for all civil servants. Everyone should avoid and free himself from involvement in corruption, bribery, abuse of power and so on.

Budget transparency was done by involving all elements either in budget preparation or in budget usage and reporting, as stated by the head of the *madrasah* that school (madrasah), when preparing the budget, involved all parties so that in the realization of the use of the budget, the head of the *madrasah* also conveyed to the school citizens, as long as its usage was appropriate and in accordance with the needs that could support the quality of learning in general"

From to the results presented in Table 5 above, to answer the formulation of the problem "how the pattern of school management improve the quality of education at MA Plus Abu Hurairah Mataram". By simple quantitative calculations illustration it is known that school (madrasah) management could be well managed and provided a positive contribution in improving the quality of education at MA Plus Abu Hurairah Mataram.

The results of qualitative descriptive analysis indicated that the pattern of School-Based Management applied by MA Plus Abu Hurairah Mataram had been in accordance with the principles of SBM application adapted to the National Education Standards. Implementation of SBM was considered potentially and

contributed positively in developing and improving the quality of education. This meant that the better the application of school (madrasah) management patterns adjusted to the SNP, then the better the quality of education at MA Plus Abu Hurairah Mataram.

The results above were similar to the research conducted by Gamage[6] , *Decentralization and School-Based Management in Thailand*. From the findings of empirical surveys and interviews, mostly (about four-fifths or 80%) school board members appreciated the established structures, procedures and processes and expressed their satisfaction with the operational effectiveness of the SBM Process. However, a small percentage (20%) of the school board members felt that it needed longer periods of time for SBM reform in order to work more effectively.

Reinforced by the results of research conducted by Waluyo[7], it showed that the implementation of school-based management had a strong relationship to improve the quality of education. The relationship was statistically 59.3%, indicating a strong relationship. As for the r determination indicated the number 35.1%. This showed that the better implementation of school-based management would further strengthen its influence on the achievement of the quality of education. Meanwhile, the results of research conducted by Indubri et al.[5] indicated that there was an influence of school management variable (Y2) on the quality of education (Y1) with the value of standardized direct 0.483, indirect 0.086, p-value 0.000. If the variable of school management (Y2) was improved then the quality of education (Y1) would increase, otherwise if school management (Y2) decreased then the quality of education (Y1) would decrease as well too.

Mulyasa[3] also revealed that education management was a strategic alternative to improve the quality of education. This confirms with the confirmation from Fattah[10] that school management is one of the factors affecting the quality of education. School management would directly influence and determine the effectiveness of the curriculum, the various learning instruments, study time, and learning process. Thus, efforts to improve the quality of education should begin with the improvement of school management, in addition to improving teacher quality and developing learning resources.

V. Conclusion

The pattern of School-Based Management was able to be applied and managed well, thus it could give positive contribution in improving the quality of education at MA Plus Abu Hurairah Mataram. It was shown by the result of general research from each component of school (madrasah) management equal to 83,06%. These results illustrated that the better the pattern of school (madrasah) management, the better the quality of education at MA Plus Abu Hurairah Mataram would be.

The pattern of School-Based Management implemented by MA Plus Abu Hurairah Mataram had been in accordance with the principles of SBM implementation adapted to National Education Standards in supporting the quality of education improvement at MA Plus Abu Hurairah Mataram.

Then, it is suggested that school (madrasah) keep maintaining the implementation of School-Based Management pattern in improving the quality of education at MA Plus Abu Hurairah Mataram. To overcome the weaknesses continuously in several components, such as the preparation of learning instruments that had not been adapted to the needs of school (madrasah) and learners, weak commitment in determining the number of new student acceptance quotas, and the use of technology and information and other learning resources that had not been optimal in supporting creative, innovative, and fun learning.

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