Implementation of School-Based Management in Improving the Quality of State Islamic Junior High School

Zaid Zaid[1], Sagaf S. Pettalongi[2], Nurdin Nurdin[3]

[1,2,3] Postgraduate studies, Universitas Islam Negeri Datokarama Palu, Central Sulawesi, Indonesia

ABSTRACT: This study examines implementing school-based management to improve the quality of State Islamic junior high schools. This study aims to determine the application of school-based management principles (SBM) in improving the quality of State Islamic junior high schools and the implementation of school-based management concepts in improving the quality of State Islamic junior high schools. This study uses a qualitative research method with a case study approach. Data was collected using observation techniques, in-depth interviews, and documentation studies. The data obtained were analyzed by data reduction techniques which were then presented in a table to build themes related to the existing theoretical constructs. Then the independence of State Islamic junior high schools in meeting the availability of facilities and infrastructure is also good. Then the State Islamic junior high school's collaboration has been carried out with various relevant parties internally and externally. Furthermore, stakeholder participation in school management can be seen from the support of stakeholders' funds, facilities, and personnel in implementing work programs in State Islamic junior high schools. Furthermore, the transparency carried out by madrasas has also been carried out through the openness of State Islamic junior high schools in conveying information through meeting activities, State Islamic junior high schools bulletin boards, and websites. The research implication is the need for the principals to socialize the concept of school-based management so that all existing actors have a high sense of responsibility for each task assigned to them to improve the quality of education.

KEYWORDS-school-based management, quality, Islamic school

I. INTRODUCTION

School-Based Management (SBM) is a concept that offers schools autonomy to determine school policies to improve the quality, efficiency, and equity of education to accommodate the wishes of the local community and establish close cooperation between schools, communities, and government(Tansiri & Bong, 2018). State Islamic junior high schools are also a form of education that follows reform guidelines, namely cheap and quality education. Besides that, the educational process in State Islamic junior high schools is more comprehensive compared to general education, especially in students' intellectual, emotional, creative, and spiritual development, which is carried out integrally and supported by a conducive school environment. Education institutions participate in providing nuances in the regional autonomy movement in Indonesia(Amiruddin, Nurdin, & Ali, 2021). One of the education agendas is to give broad autonomy to State Islamic junior high schools, with a set of responsibilities for managing resources and developing strategies according to local conditions (Elyas & Picard, 2013).

In the era of globalization and intense competition in various dimensions of life as it is today, every individual must be able to adapt to every development that occurs. The high demand for continuous development causes the emergence of various new skills in every aspect of life. Indonesia today faces three serious problems in the world of education. First is the moral crisis that is so terrible in society. Second, the learning system is inadequate in State Islamic junior high school. Third, the quality of education is still low, especially at the primary and secondary levels.

However, the government and various groups continuously strive to improve the quality of education. The improvement of Islamic education institutions has been carried out through the development and improvement of the curriculum, evaluation system, educational facilities, procurement of books, learning aids, training, and improvement of the quality of teachers (Pettalongi, 2010; Sutejo, Nurdin, & Syahid, 2021). However, those development policies have not been able to show significant quality improvements in Islamic schools, especially in schools in rural or underdeveloped areas.

Reforming the national education system from centralized to decentralize is a step that needs to be realized. Education decentralization based on madrasah autonomy should be able to reduce or eliminate the government's discriminatory attitude towards public and private State Islamic junior high schools (Tuwor & Sossou, 2008). If Islamic educational institutions are given

greater authority, they are expected to be able to compete fairly, both qualitatively and quantitatively. However, this does not mean that the government relinquishes education responsibility. The government remains responsible as a facilitator, mediator, monitor, and most importantly as a funder of education, as mandated in the 1945 Indonesian constitution (Sumintono, 2006).

The reform movement in Indonesia, in general, demands the application of the principles of democracy and decentralization and upholds human rights in the life of the nation and state. Law No. 32 of 2004 concerning regional government is a milestone in the birth. One of the fundamental changes in education today is a decentralized management system—now known as a new term in education management term School-Based Management. School-based management emerged as a solution to improve the quality of national education. School-based management is an alternative formal choice to manage a decentralized education organization structure by placing State Islamic junior high school as the main education unit.

School-based management makes the role of State Islamic junior high school principals very important in developing and advancing educational institutions, education personnel, and their outputs. On this side, school-based management is a way to motivate school principals to be more responsible for the quality of students(Bandur, 2012). For this reason, State Islamic junior high school heads develop comprehensive educational programs to serve all the needs of students in State Islamic junior high school (Zine, 2001). All school personnel should welcome formulating a more operational program because they are the ones who know best about the needs of their students. This is the most basic philosophy of school-based management concept.

Quality is the only thing that matters in education, business, and government (Dahlberg, Moss, & Pence, 2013). Schools are one of the three educational centers that are required to be able to produce superior output. The effort in designing the school organization consists of several school administration teams comprising a group of people who work. School-based management is positioned as an alternative, as well as a critique of the implementation of education which has been centralized so far. Centralized education does not educate schools to learn independently in leadership management, institutional development, curriculum development, provision of learning resources, allocation of resources, and community participation to participate in developing State Islamic junior high schools. Increasing the influence of State Islamic junior high school needs the support of stakeholders, including local governments and school committees (principals, teachers, students, parents, and community leaders) (Pettalongi, 2017).

School-based management is implemented to build effective and efficient State Islamic junior high schools in Indonesia (Bandur, Hamsal, & Furinto, 2022). The granting of greater autonomy to State Islamic junior high schools has greater authority in managing their school which makes the school more independent. As such, the schools can be implemented in a more creative to improve the education quality. However, the relationship between the school-based management implementation with the improved quality of the Islamic schools is limited known. This study, therefore, focused on the relationship between school-based management implementation with state junior Islamic high school quality improvement in Indonesia.

II. LITERATURE REVIEW

A. Understanding School-Based Management

School-Based Management (SBM) is a term that first appeared in the United States when people began to question the relevance of education to the demands and developments of local communities. School-Based Management is a new paradigm of education that provides broad autonomy at the school level within the framework of national education policies (Tee Ng & Chan, 2008). Autonomy is given so that schools are free to manage resources and funding sources by allocating them according to priority needs and being more responsive to local needs. Community involvement is intended to understand better, assist and control the management of education (Enders, de Boer, & Weyer, 2013).

In general, School-Based Management can be interpreted as a management model that provides greater autonomy (Tee Ng & Chan, 2008) to State Islamic junior high schools and encourages participatory decision-making that involves all State Islamic junior high school residents (headmasters, teachers, employees, parents of students, and the community) directly to improve the quality of school based on national education policies. With greater autonomy in managing their school, State Islamic junior high schools are more independent.

State Islamic junior high schools, with their independence, can try to develop programs that are more in line with their needs and potential. Likewise, with participatory decisions, namely the direct involvement of school residents in decision making, the sense of belonging to State Islamic junior high school residents can increase. This increased sense of belonging will lead to an increased sense of responsibility and will increase the dedication of school citizens to their school.

School-Based Management is one form of education reform that offers schools to provide more and adequate education for students. Autonomy in management has the potential for schools to improve staff performance, offer direct participation of relevant groups, and increase public understanding of education. In line with the spirit and spirit of decentralization in the field of

education, school authority also plays a role in accommodating the consensus that believes that as far as possible, decisions should be made by those who have the best access to local information, who is responsible for implementing the policy, and who are affected by the policy. Things like this are as follows: (1) School policies and authorities have a direct influence on students, parents, and teachers, (2) Aiming at how to utilize local resources, (3) Effective in coaching students such as attendance, results learning, repetition rate, dropout rate, morale, teachers and school climate, and (4) There is a common concern for decision making, empowering teachers, school management, school redesign, and planning changes.

The quality of education can be seen in two ways: referring to the educational process and educational outcomes. A quality education process if all components of education are involved in the education process itself. Factors in the educational process are various inputs, such as teaching materials, methodologies, school advice, administrative support and infrastructure and other resources, and a conducive atmosphere. Meanwhile, the quality of education in the context of educational outcomes refers to the achievements of schools in each specific period.

b. Benefits of School-Based Management

School-based Management (SBM) is a manifestation of better and good education reform for students(Ulfatin, Mustiningsih, Sumarsono, & Yunus, 2022). School-Based Management (SBM) gives State Islamic junior high schools great freedom and power in managing the school according to their needs. With the autonomy that gives responsibility for managing resources and developing school-based management strategies (SBM) following local conditions, State Islamic junior high schools can further improve the welfare of teachers so that they can concentrate more on their tasks. The flexibility in managing resources, including the community to participate, encourages the professionalism of the State Islamic junior high school principal in his role as manager and school leader. Given the opportunity for State Islamic junior high schools to develop curricula, teachers are encouraged to innovate by conducting experiments in their school environment. Thus, School-Based Management (SBM) encourages the professionalism of teachers and school principals as educational leaders in State Islamic junior high schools. Carry out effective curriculum development, increase school responsiveness to local needs and ensure educational services follow the demands of students and the school community.

The application of school-based management provides many benefits (Nir, 2002). For example, the SBM gives schools great freedom and flexibility, accompanied by responsibilities. With the autonomy that provides this flexibility, schools can further improve the welfare of teachers so that they can concentrate more on tasks. In addition, implementing SBM can also encourage the professionalism of teachers and principals as school leaders. This is because the SBM concept requires freedom for teachers and principals in preparing school curricula and programs. There is an opportunity to develop curricula and programs for teachers and principals. Of course, the curriculum formed will follow the community's needs (right on target). Thus, the school's sense of responsiveness to the needs of the community increases and guarantees educational services following the demands of students and the community.

SBM emphasizes the maximum involvement of various parties, such as private schools, thereby ensuring the participation of staff, parents, students, and the broader community in the formulation of decisions about education. Such participation opportunities can increase their commitment to the school. Furthermore, these aspects will ultimately support effectiveness in achieving school goals. With the existence of control from the community and monitoring from the government, school management becomes accountable, transparent, egalitarian, and democratic, and eliminates monopoly in education management.

III. METHODOLOGY

The type of research used in this research is using qualitative research methods (Nurdin, Stockdale, & Scheepers, 2014; Yin, 2011). Qualitative research is a type of research that uses descriptive data in the form of written or spoken words from people or observable behavior. Qualitative research is also often termed naturalistic or natural inquiry. Interviews with informants were conducted in-depth to find out information directly on the object under study (Nurdin, 2017). The case of this study is a state Islamic junior high school in Palu city, Indonesia. The informant of this study included the principal of the school, vice principal of student affairs, deputy head of curriculum, teachers, chair of the school committee, students, and parents. Data was gathered through field observation, in-depth interviews, and written material. The data, then, was analyzed using a thematic approach in which themes were developed from the data.

IV. RESULTS AND DISCUSSION

a. Implementation of School-Based Management in State Islamic Junior High School

Implementing school-based management to improve school quality at the State Islamic junior high school is adjusted to the era of educational autonomy. The principles of implementation focused on, the participation, transparency, and accountability of the State Islamic junior high school. School-Based Management requires the State Islamic junior high school to manage available resources independently. The principle of State Islamic junior high school's independence focused on two indicators: the

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authority to manage educators and education, and the fulfillment of school facilities and infrastructure. In meeting the availability of human resources, which include educators and education staff, they must pay attention to applicable regulations or standards and adjust to the needs of the State Islamic junior high school. The availability of educators at State Islamic junior high school 1 Palu has met the government qualification standards. A participant said as follows:

"The minimum standard for our State Islamic junior high school education staff is a minimum bachelor's degree. There are no teachers without a bachelor's degree."

The participant's statement reflects that the availability of teaching and academic staff at the State Islamic junior high school has met the government standards. Namely, 70% have met the qualification standards for a bachelor's degree, and 30% have a master's degree. This is confirmed in "Government Regulation No.19 of 2005 concerning National Education Standards. The standards for Educators and Education Personnel states that education at State Islamic junior high school or other equivalent forms has educational academic qualifications with the minimum bachelor's degree. The qualification of the teachers is described the following participants as follows:

"The number of staff here is 55 people, and that already meets the standards as well as the education staff. Our laboratorian is a bachelor, and the librarian is also a bachelor's. Overall, we have met the existing criteria, where the aim is to improve the quality of education, especially Islamic education, and create optimal and efficient services."

There are 55 educational employees at the State Islamic junior high school with 40 of them being civil servants, 15 non-permanent teachers, and 4 education staff are short contracted staff. From the description above, it can be explained that all educators and education staff have bachelor's degrees, some have master's degrees, and all have supported quality education programs. The State Islamic junior high school's independence in meeting the needs of school facilities and infrastructure is one of the efforts to meet school resources. Implementing school-based management gives the State Islamic junior high school authority to manage its facilities and infrastructure but is adjusted to the applicable regulations. The availability of facilities and infrastructure at State Islamic junior high school is complete. The infrastructure can support learning and the work of employees. A higher-ranking official of the school said as follows:

"The availability of related school facilities and infrastructure for complete education is all there. The books in the library are all complete, ranging from fiction and non-fiction books to reference books. All of them are complete. Then, there are also science and computer laboratories as well. There are also teaching facilities such as projectors, laptops, then computers. Then, the facilities for employees are also complete, and each table has a computer, printer, and so on."

From field observation, we also found that the State Islamic junior high school has excellent and adequate facilities and infrastructure to support teaching and learning activities. All the facilities and infrastructures have been provided following the Regulation of the Minister of National Education of the Republic of Indonesia No. 24 of 2007 concerning Standards of Facilities and Infrastructure for Elementary school, junior high school, and senior high school. It says that a junior high school/State Islamic junior high school, at least has the following infrastructure: classrooms, library rooms, science laboratory rooms, computer laboratory rooms, language lab rooms, leadership rooms, teachers' rooms, administration rooms, worship rooms, counseling rooms, School Health Unit room, student organization room, latrine, student warehouse, warehouse, circulation room, and playground/sports area (Mursidi, Salain, Ngr, Kumbara, & Sukardja, 2019).

Based on the description above, it can be explained that overall, the State Islamic Junior High School has been good in applying the principle of school independence to meet its resources. The resources include the availability of human resources, learning facilities, and infrastructure. Educators and education staff at the State Islamic junior high school have also met the qualification standards and are professional in their fields. Standard in schools human resources and infrastructure have been found to be important elements in the success of school-based management systems (Anderson & Dexter, 2005). Previous studies also found that one of the characteristics of school-based management (SBM) is that schools have the authority to independence(Moradi, Hussin, & Barzegar, 2012). To be independent, the State Islamic junior high schools have had sufficient resources to carry out their duties.

b. State Islamic junior high school partnerships
When the state Islamic junior high school implement School-based management, the school applied strong cooperation or partnerships, with both internal and external actors (Skoglund, 2020). As such the school has a mission to build internal and external partnerships. The target of the work program is to be able to bridge the involvement of all members of the school community, teachers, employees, students, parents, environment, and government and private institutions to participate in optimizing abilities and cooperation according to their respective abilities and assisting the head of State Islamic junior high school in school management activities. The target to be achieved by this program is the establishment of good relations between members of the school community, the public, the environment, universities, community leaders, alumni, and the mass media to create harmonious and well-established relationships and mutual understanding in the 2019/2020 school year. The State Islamic junior high school cooperation is focused on two indicators, namely internal and external harmony collaboration.

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Internal collaboration is carried out between the State Islamic junior high school residents, including the school principal, teachers, employees, and students. The relationship between cooperation and internal school communication is good, and there are no problems at State Islamic junior high school 1 Palu. This can be seen by every school resident synergizing with each other and carrying out their duties and responsibilities in their respective. A higher ranking informant said as follows:

> "The cooperation between school residents I think is fine, there are no problems. Because in general we already trust each other. Such cooperation is called synergy when people work in their respective fields, what is not synergized is when people take care of other people while their tasks are neglected. We also have our duties and responsibilities."

The communication between teachers and employees at State Islamic junior high school 1 Palu is very regular and programmed. The purpose of being organized and programmed is that before the beginning of the school year, teachers and employees gather to hold work meetings and briefings. In addition to meeting face-to-face at the school, the objective is o improve communication between teachers and employees. Of course, utilizing the sophistication of technology or social media, one of which is by creating a WhatsApp group. These groups have facilitated indirect communication relationships and made it easier for teachers to share information. Another effort made by State Islamic junior high school 1 Palu to strengthen internal school relations is by holding gatherings to maintain togetherness between teachers and school employees. A participant from the school public relations department said:

> "At the State Islamic junior high school one Palu, we try to establish regular and programmed communication. Quite programmed, starting from, for example, at the beginning of the school year, we have a gathering, preparations must be made, and there must be good communication. Of course, we use gadgets to establish communication, such as creating WhatsApp groups to communicate and convey information. Then we also make gatherings so that there will still be togetherness to make the atmosphere melts between the teachers."

Based on the statement above, it can be concluded that all the informants said the State Islamic junior high school made many efforts to build internal cooperative relationships with all school citizens. Namely dividing tasks according to their division, holding work meetings at the beginning of the school year, holding briefings before starting work, and utilizing social media such as WhatsApp groups for coordination is very efficient (Al-Rahmi, Alias, Othman, Marin, & Tur, 2018). In this case, we argue that the school's internal cooperation relationship is good because the school builds strong synergies between school communities.

Implementing School-Based Management emphasizes State Islamic junior high school to establish partnerships with external school parties. The purpose of establishing partnerships with related parties, of course, is to assist the implementation of school programs that have been planned. Through the coordination of the Deputy Head of Madrasah Public Relations, the State Islamic junior high school establish partnerships with external parties such as school committees, education offices, and private institutions.

The management of the Islamic junior high school is currently under the control of the Palu city Educational Office which is coordinated by the Ministry of Religion for State Islamic junior high school. To improve communication relations and partnerships with the provincial education office and the Ministry of Religion of Palu city, the State Islamic junior high school often held an official meetings. Due to the Covid 19 Virus, the State Islamic junior high school also establishes communication through social media, such as creating WhatsApp groups and Zoom Meetings.

The collaboration carried out by the State Islamic junior high school with the school committee is expected to increase parents' participation in supporting the school program's implementation. The involvement of students' parents in schools program has been found as a major factor in school success(LaForett & Mendez, 2010). This collaboration is carried out through school committee meetings, usually held at the beginning of the school year, as stated by the following participant:

> "We cooperate with the school committee, thank God it goes smoothly and we always maintain good communication. We always involve the guardians of students in meeting activities that are often held at the beginning of the new school year, then the guardians of students also help the school program. Yes, we try to keep our communication relationship with the guardians of students always good, right?"

In addition to collaborating with the education office and school committee, the State Islamic junior high school also establishes partnerships with companies or private institutions. Establishing partnerships with these parties is intended to assist in implementing school programs, including students' learning process, training of teachers and employees, and utilization of graduates. A participant said that maintaining cooperative relations with related institutions was realized in a memorandum of the understanding document.

c. The State Islamic junior high school participation
Before the implementation of SBM in the State Islamic junior high school, the participation of stakeholders had not yet played an active role in the implementation of education. The role of school stakeholders is considered to have minimal contribution to

developing State Islamic junior high schools because of low awareness towards l a shared sense of belonging and care for the school. To increase stakeholder participation, the State Islamic junior high school held more discussions and focus groups regarding the school program implementation.

Support from government and private institutions will make it easier for the school to implement its programs. The SBM strategy is expected to make schools more independent both in empowering their resources and solving problems, which are focused on three indicators: financial support, facility support, and personnel support. The financial support received by the State Islamic junior high school comes from two sources. The sources of the funds are from the Indonesian Ministry of Religion and the school committee through an agreement between the parents of students and the school. However, crowdfunding from students' parents is limited and the major source of funding is from the central government through the Ministry of Religion Affairs. A participant justified as follows:

> "The first funding support is from the School Operational Assistance fund from the central government which is used for student activities such as extra-curricular activities, then training or workshops, then mid-semester examination, and the grade promotion is funded from School Operational Assistance. Besides that, there are also school committee funds, the amount of which is according to needs and the agreement of parents in committee meetings."

The implementation of school-based management certainly gives the school authority in managing funds, including the financial assistance provided by parents of students in the form of committee funds. The State Islamic junior high school demands parents of students who are capable of assisting in the form of cross-subsidies.

d. State Islamic junior high school transparency

The implementation of school-based management upholds the implementation of various school programs transparently. Transparency includes delivering information related to school finances and programs. Transparency within a school environment has been found to increase mutual trust between the school leaders and their teachers (LaForett & Mendez, 2010). To increase school transparency, the State Islamic junior high school seeks to involve all school residents, including teachers and employees, and committees in preparing school budgets and programs. An informant stated as follows:

> "The parties involved in the formulation of school finances are all school management from the vice principal, principal, administration, and the school committee. All school management participate in determining the State Islamic junior high school Revenue and Expenditure Budget Plan. The school committee is also included because it is also responsible for the State Islamic junior high school Revenue and Expenditure Budget Plan".

In promoting the school programs, the State Islamic junior high school conducted it through committee regular meetings. The aim is to increase the sense of concern and belonging of all school stakeholders in managing school programs. Overall, the State Islamic junior high school has successfully implemented the SBM implementation strategy to make new innovations. This can be seen from the efforts of the school to involve school stakeholders and committees in implementing school programs. Therefore, the efforts made by the school leader in realizing a transparent State Islamic junior high school are in line with the theory of management of administration and educational organizations(Newton & Riveros, 2015).

e. Monitoring and Evaluation

Monitoring and evaluation were carried out intensively and continuously to produce information that can be used for decision-making. The essence of supervision is to prevent deviations and waste of activities in achieving goals as early as possible (Adu, Akinloye, & Olaoye, 2014). One of the roles of the school principal is to supervise which is carried out in the form of evaluation. The supervision matches implementation and plans made, starting from planning, organizing, and implementing.

Supervision is carried out openly and continuously by all parties. Various things planned at the State Islamic junior high school embodied school management with openness, responsibility/accountability, and participatory elements. This starts with planning, implementing, and monitoring openly, involving all elements within the scope of the school and the community. The state Islamic junior high school conducts school program evaluations objectively, responsibly, and sustainably. The school management monitoring is carried out by school principals, teachers, and school committees on a regular and ongoing basis to assess the efficiency, effectiveness, and accountability of education management.

The evaluation of academic management supervision is carried out by the school principal and school supervisor in a planned manner, per the supervision program that was prepared at the beginning of the school year to carry out the duties and functions of the school principal. Supervision is one of the duties of a school principal. Class teachers and subject teachers evaluate learning which includes minimum completeness achievement, criteria that determine teacher evaluations, and learning assessments. Daily tests are carried out when one basic competency has been taught, mid-semester tests, end-of-semester tests, and incremental tests during class and graduation. Regarding the implementation of the evaluation and monitoring, a participant said as follows:

> "The evaluation and monitoring are carried out by the school principal, the Ministry of Religion, teachers, school committees, and the community. Evaluation and monitoring are carried out to determine the implementation of the

> program that has been determined. Specifically, evaluation and monitoring carried out by the school principal are carried out every day by supervising the implementation of the teaching and learning process. Besides that, regular meetings every Saturday are a means of communication between teachers and school principals to solve various problems."

The evaluation and monitoring are carried out every month and focused on the school program implementation. Challenges and barriers were also identified in the evaluation process. The school committees are also involved in the monitoring process, they only focused on monitoring the school's budgets, especially those sourced from the community.

V. CONCLUSIONS

The principles of school-based management (SBM) in improving the education quality in the State Islamic junior high school include the school's independence in recruiting teaching and academic staff. Then, the school is also independent in meeting the availability of facilities and infrastructure. The school also can build partnerships and cooperation with relevant stakeholders. As such, the school's success can be seen from the internal relations of the school that have been well established through regular meetings, briefings, and subject teachers' meetings. While the school has established partnerships with external parties with several institutions, the school also collaborated with several institutions. The evidence of participation can be seen through the support of funds, facilities, and personnel from stakeholders in implementing the school program. School transparency is good which shows the school's openness in delivering valid information during meetings, on the school bulletin boards, and on websites. School accountability is shown in financial management accountability, by providing accountability reports.

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