


Implementation of *Madrasah*-Based Management and The Relationship Between *Madrasah* and Community in Providing Quality Education

***Delima¹, Jibrail Bin Yusuf²**

¹Universitas Muahmmadiyah Ponorogo, Jl. Budi Utomo No.10, Ronowijayan, Ponorogo, East Java, 63471, Indonesia

²University of Cape Coast, New Administration Block, Ghana

²  <https://orcid.org/0000-0002-1150-6037>

*delimade181@gmail.com

Keywords:	Abstract
<i>Madrasah-Based Management, Community, Providing Quality Education.</i>	<i>Progressive steps must be taken immediately to improve the quality of madrasa management. The management hopes that there will be a change in paradigm, approach and creativity that will be realized fundamentally, in the teacher's mentality, systematically and continuously. In improving it, it is indeed difficult to apply the techniques of Islamic institutions, but all efforts to improve the quality of these concepts can have positive implications in the future. To achieve management work goals, create coordination and communicate with representatives in a way that guarantees results, good management requires more practice in relationship management. The policy of implementing madrasa-based management (MBM) to improve the quality of Islamic education is a necessity and must be implemented immediately. MBM has madrasah autonomy in determining decision making. The aim of MBM is to strengthen madrasas. Lastly, madrasas can improve the abilities of all madrasah residents and so that madrasas can take initiative and innovate in the process of improving the quality of learning in madrasah.</i>
Manajemen Berbasis Madrasah, Masyarakat, Menyediakan Pendidikan Bermutu.	Langkah progresif harus segera diambil dalam meningkatkan kualitas pengelolaan madrasah. Pihak manajemen mengharapkan adanya perubahan paradigma, pendekatan dan kreativitas yang terwujud secara mendasar, dalam mentalitas guru, secara sistematis dan berkesinambungan. Dalam memperbaikinya memang sulit menerapkan teknik-teknik lembaga Islam, namun segala upaya untuk meningkatkan kualitas konsep tersebut dapat memberikan implikasi positif di masa depan. Untuk mencapai tujuan kerja manajemen, menciptakan koordinasi dan berkomunikasi dengan perwakilan dengan cara yang menjamin hasil, manajemen yang baik memerlukan lebih banyak latihan dalam manajemen hubungan. Kebijakan penerapan manajemen berbasis madrasah (MBM) untuk meningkatkan mutu pendidikan Islam merupakan suatu keharusan dan harus segera dilaksanakan. MBM memiliki adanya otonomi madrasah dalam menentukan pengambilan keputusan. Tujuan MBM adalah penguatan madrasah. Terakhir, madrasah dapat meningkatkan kemampuan seluruh warga madrasah dan agar madrasah dapat berinisiatif dan

berinovasi dalam proses peningkatan mutu pembelajaran di madrasah.

Received : 12 May 2023; Revised: 3 August 2023; Accepted: 5 August 2023

<http://doi.org/10.55080/jpn.v2i2.120>



This is an open access article under the [CC-BY](https://creativecommons.org/licenses/by/4.0/) license

1. Introduction

In the era of modern world education, schools are the spearhead or center for developing students' abilities in several aspects of knowledge and skills. Schools are spaces whose existence is very necessary, not just simple formal spaces but also the essence of collective learning, which makes schools different and special compared to other intellectual research places (Idris, 2022). No exception for madrasah-certified schools. Madrasah can be interpreted as a school that has a special connotation, which means an Islamic religious school (Nuraeni, 2021). Meanwhile, epistemologically, madrasah is a type of Islamic educational institution that grew in Indonesia and operates side by side with mosques and Islamic boarding schools. In addition, within the scope of Indonesia, educational institutions are modern Middle Eastern madrasahs influenced by Western education, most of which contain religious curricula (Sugiri et al., 2022). Technically, over time, the format of madrasahs has developed until its form is increasingly clear, starting from madrasahs ranging from traditional elements, private, to state and lower levels (Raudlatul Athfal, Bustanul Athfal and Madrasah Ibtidaiyah), to advanced madrasahs (Madrasah Tsanawiyah is the first level and Madrasah Aliyah is a higher level) (Huda, 2022).

All of this is now under the auspices of the Ministry of Religion of the Republic of Indonesia which is in charge of organizing religious education. To achieve its development, madrasahs certainly need tools that support their daily implementation, some of which are related to management aspects such as management and the vision and mission of the madrasah itself. The vision and mission that underlie the direction of the madrasah movement are very important so that the direction of the madrasah movement can be directed (As'ari & Nugraha, 2023). Madrasah management is also important to ensure order in the process of realizing the vision and mission of the Madrasah. The form of cooperation between the two has given birth to a model called madrasah relationship management (Syiddiq & Mujahidin, 2022). National Education is one of the strategic policies based on Law No. 20 of 2003 concerning the National Education System and Madrasah-Based Management MBM. MBM is a management approach applied by madrasahs as an important part of basic education units and is based on minimal efforts. When implementing MBM in a madrasah, the activities of the madrasah must be active, free, open and responsible. Various programs to improve the quality of education must meet the expectations of the school itself and make participatory decisions (Setyaningsih, 2019).

MBM has a potential model in community participation, effective, even quality/quality management to the madrasah level, he explained that the implementation of MBM has three components, namely: 1) a leadership conversation that is enthusiastically democratic, big-hearted, and free; 2) cultural

and environment in a good organization; 3) upholding high knowledge instructions in the relevant work world (Suyitno et al., 2023).

Management is a science that makes the major and art of managing the business of human influence seeds and other influence seeds constructively and efficiently to the intended target (Hasibuan, 2022). Management cannot be separated from four main elements, namely: programming, organizing, activities, and auditing. (Mulyati & Komariah, 2009) said that governance makes efforts to facilitate and direct the actions of organized races in the internal organization of size to the required target goals. Madrasah is a school based on religion under the auspices of the Ministry of Religion, so that the existence of a madrasah is one of the pride of parents because it is more inclined to teach religious values, thus it can produce a generation that has good morals, and excels in the field of religion so that it also has general academics. Moreover, in today's global era, it really needs normal religious values.

In this case, the desired management to achieve the desired goals can be done through the management of the madrasah. Therefore, the management of madrasahs is one of the important factors in education and the implementation of education. Madrasahs are educational institutions that should provide the best service to the wider community, because their existence cannot be separated from the approach of the wider community (Nurul Hidayah, 2020). The existence of madrasahs is based on their independence from the community, regardless of social status, gender, ethnicity, and culture (Hanum, 2006). As part of Islamic educational institutions in Indonesia, madrasahs have an obligation to participate in efforts to develop a quality and conducive Indonesian society.

(Khiyarusoleh, 2016) revealed that, madrasahs that actualize madrasah-based management have a number of objects including: 1) So that Madrasahs can strengthen their sovereignty by being given full authority and respect in decision-making in all problems. 2) Because madrasah resources need to be utilized and made efficient so that the increasing circulation of madrasahs can flow quickly. 3) so that madrasahs can also increase the participation of other parties such as committees, parents of students, and the general public; Therefore, madrasahs can improve the skills of all madrasah residents, and madrasahs can also take the initiative to carry out innovations in the process of improving the quality of education in madrasahs. The goal of education in Indonesia is to develop the individuality of students and become whole human beings with all their values and aspects. So that the personal values of educators can be applied to morals, religion, ethics, feelings, emotions, etc. In the educational process, we do not only want to convey knowledge about the brain, but also instill the values needed in human life. Social values, national values, egalitarian values, family values, because all of them are very important for development (Setiawan et al., 2021).

The concept of strategy in empowering the madrasa system is required to have educators by working together/cooperatively, with this it can improve the profession of educational staff so that various activities in the madrasa program, educational staff can be involved including: (a) strengthening educational staff by working together, so as to increase professional educational staff in carrying out activities in the madrasa. (b) to improve educational staff we must provide opportunities in their profession in a careful/persuasive manner. (c) Madrasah managers must participate or encourage all teachers to participate in all activities (Mustantri et al., 2023).

Educational management institutions are regulated in Article 1 Paragraph 1 of Government Regulation No. 17 of 2010, and regulations in the field of education management are organized by the government through the national education system, namely the provincial government, district government, and local government. This is described as an educational regulation, ensuring the implementation of the education process in accordance with the direction of national education. Success in implementing MBM can be seen from five aspects including 1) the existence of strong independence; 2) Traditional and effective madrasah relationships. 3) Strong habits of community involvement. 4) Traditional openness regarding broad responsibilities on the part of the madrasah or community. 5) There is responsible accountability in the madrasah. The main causal factor in improving the quality of education is that the teaching and learning process has not run smoothly and the teaching and learning process may still be hampered in learning situations in madrasahs in various disaster areas, so that there is a lack of learning equipment, and in various places there is a lack of teachers (Nasution et al., 2023).

According to the Ministry of National Education (2009) in the sense of MBM is one of the large autonomous management models for madrasahs, and which provides a factor of breadth to madrasahs, thus encouraging direct participation by all madrasah residents and the community in improving the quality of madrasah education towards national policies that apply in statutory regulations. With this autonomy, the granting of authority in the accountability of madrasahs can make decisions according to what is desired, strength, with the demands of madrasahs and the community/stakeholders (Syafii et al., 2023). In increasing madrasah autonomy, madrasah resource management is needed, with all of that it can show an increase in the quality of madrasahs based on national educational wisdom and the enactment of statutory regulations (Susanti et al., 2023).

From several of the statements above, it can be defined that MBM is one of the models for implementing an educational management model that directs authority (autonomy) which has a very large influence on the internal management of madrasahs so that they regulate and manage madrasahs with the community so as to achieve the vision and ideals of madrasahs, thus realizing the framework for madrasah transformation with national educational wisdom. When there is a significant, planned, or ongoing change, then a transformation is needed to improve student learning outcomes so that they can contribute to and peace of the social economy or country (Amelia et al., 2024). Therefore, progressive steps to improve the quality of madrasah management must be taken immediately. In management, it is expected that there will be a change in paradigm, approach and creativity that is carried out fundamentally mentally, teacher mindset, systematically, and sustainably. In terms of improvement, the institutional aspect of madrasah is certainly difficult to implement, but any effort to improve quality, even whatever the concept, will have a positive impact in the future.

2. Methods

The method used in this study is literature study research, namely conducting various research results to collect information about MBM madrasah-based management in public relations to apply the MBM management concept related to certain school institutions. This type of research is qualitative research with a phenomenological approach (Sugiyono, 2019). The purpose of this qualitative

research is to gain a general understanding of the methodology being studied. The writing of this journal is based on various data that is carried out through the process of sorting, comparing, and selecting appropriate data.

3. Result and Discussion

3.1. Definition of implementation

According to Webster's dictionary, the word implementation has an etymology in the English word implement. According to its definition, implementation is the process of giving someone a tool to carry out a task and see the results. While implementation means implementation or application in the Big Indonesian Dictionary. Giving someone the means to do something that affects or influences something else is another way to define implementation. Implementation is a series of activities that aim to make policies available to the community so that they can provide the expected results. a series of activities include, First, the preparation of a set of regulations followed by policy interpretation. Second, providing resources to direct implementation activities, both facilities, infrastructure, financial resources and of course determining who will be responsible for implementing the policy. Third, how to convey wisdom specifically to the community (Setyaningsih, 2019). From this point of view, we know that an implementation process in policy does not only involve the behavior of administrative institutions that are responsible for implementing programs and requesting compliance from target groups, which also involves a network of political institutions, economic and social actors. Direct or indirect power that can directly influence the behavior of all stakeholders to determine the direction of achieving public policy goals through government activities (Amelia et al., 2024).

3.2. Definition of management

Regarding the management of various discourses, in English to manage, namely managing or organizing. In a special sense, it means leading and leadership, which is carried out to manage an agency and organization. Especially mobilizing and running in leading the organization. In organizational leadership it is called a manager (Saihu & Aziz, 2020). According to (Machali, I., & Hidayat, 2016) management is a process that contains planning, leadership, organizing, and controlling organizational members by balancing the empowerment of all organizational resources in an effective and efficient manner with predetermined achievement goals. So the author defines management as an ongoing process for organizational members to organize various activities by using resources to carry out organizational tasks in the best way. Therefore, the management process includes several activities such as planning, organizing, implementing, motivating, and controlling. In the planning to control process, it is usually called management functions.

Educational management includes consultation cycles and structures. In carrying out the right teaching and learning process, the school plans to introduce counseling training. With strong human resources, it will guarantee the success of management. Thus the consulting approach involves organizing, structuring, coordinating and directing the work of frontline people and the use of various resources to achieve the school's vision and goals. Workforce management and regulatory management, which focus on determining the goals of an organization, coordinating or supervising ongoing training to achieve those goals, are two types

of management work creating coordination, and communicating with representatives in a way that convinces the results, good management requires more practice in relationship management (Suzetasari et al., 2023).

3.3. *Definition of madrasah*

When the word "madrasah" is used to refer to a school, it often has the connotation of an Islamic religious school. A madrasah is a place or method of teaching that is intended for the younger generation to undergo a guided, supervised, and directed learning process. Linguistically, the word madrasah refers to a place to eat and comes from the word darasa which refers to a place where people study. This basic concept has developed into the expression we use to refer to educational institutions, especially those with an Islamic nuance (Bruno, 2019). Madrasahs are technically considered more than just schools in the formal education system in Indonesia. The term "Religious School" is used to refer to facilities where students learn about Islam and other religions, but it also has a more specific meaning. A madrasah is an educational institution intended for and for the community rich in Islamic culture in which it is located. It is an institution that is always evolving (As'ari & Nugraha, 2023). Whether we admit it or not, madrasahs have experienced a long and complex journey of civilization along with their understanding of the development of the dynamic personality of the nation. However, madrasahs are still hesitant to deviate from their original meaning, which is in line with their cultural ties, namely Islamic culture.

Madrasah is an educational institution that plays an important role in the lives of Muslims. Society to provide Islamic religious education to students. Here are some aspects that can be discussed regarding madrasah (Permatasari & Miyono, 2024). History and development of madrasah: The discussion can start from the history and development of madrasah from time to time. This includes the origins of madrasah, its role and contribution to the development of Islam, and the transformation of madrasah from the past to the present. Goals and Philosophy of Madrasah Education: Madrasah has a specific goal in providing Islamic religious education services. Discussing the goals and philosophy of madrasah education, such as instilling religious values, forming Islamic character, understanding and applying Islamic teachings in everyday life, and preparing students to become responsible individuals in society (Hasan et al., 2021). However, for the purposes of this article, the definition of madrasah is limited to educational institutions in organizing Islamic religious education at elementary and secondary school levels. The term madrasah in Indonesia emerged on the one hand as a result of tensions between Islamic boarding schools, as well as indigenous (traditional) educational institutions and western (modern) education.

3.4. *Madrasah management*

Madrasah management is a group of human resources in carrying out activities in the madrasah based on the division of tasks that have been determined and working together to achieve the educational goals expected by the community (Nurdiansyah & Hudriyah, 2021). This explanation allows to summarize the idea that madrasah management is the use of management functions and principles to achieve the intended process. The purpose of school management is to meet the demands of stakeholders; Therefore, all procedures and stages, including organizing, directing, planning, and controlling, are designed to accommodate the expectations of the school or stakeholders (Amir, 2019). The organization of the

madrasah includes all aspects of education in the madrasah, including curriculum, student affairs, and infrastructure and facilities to meet the needs of students. Simple madrasah administration includes the implementation of several aspects of the basic tasks of the madrasah or involves collaborative decision-making. Basic madrasah management involves decision-making either as a group or by accepting special management tasks for a number of basic madrasah tasks (Tajudin & Aprilianto, 2020).

The majority of elementary madrasah teachers are responsible for running their schools. According to (Amelia et al., 2024) it is stated that teachers must carry out several basic madrasah management roles including the following: 1) contribute together with the madrasah principal and other teachers in preparing and developing the development of teaching materials, programs, methods and assessments; 2) participate in meetings related to the madrasah curriculum or madrasah management and organization; 3) contribute to the choice of professional development of other teachers; 4) coordinate or organize the work of other teachers; 5) manage activities related to the program and participate in a mandatory manner in the review and development of madrasah functions; 6) participate in administrative tasks to support teachers, by allocating equipment and materials.

3.5. Madrasah-based management

In terms of madrasah-based management, it is school-based management, the term first appeared in the United States when society questioned the relevance of education to the development of society. Linguistically, MBM consists of three words, namely management, based and madrasah. Management is the process of using effective resources to achieve goals. Based has the basic word basis which means basis or principle. While madrasah is an institution of learning and teaching and a place to receive and provide knowledge. Based on the explanation above, madrasah-based management has the meaning of using resources based on the school in the learning and teaching process. According to (Anam, 2024), madrasah-based management can be defined as a form of educational reform that has offered educational institutions to provide more efficient and adequate education for students. In other words, madrasah-based management is a process of integrating, coordinating utilizing and involving all elements that have been determined in the madrasah to achieve the desired vision (quality of education) efficiently. Thus, MBM is a strategy to demand education in important decisions that have given authority from the government to implement decisions in Madrasahs (Nurdiansyah & Hudriyah, 2021).

The implementation of school-based management requires a long-term and participatory process. This transition requires adjustments, both systematically (structurally), culturally and quantitatively, to the new demands of school-based management. So we think this change will not happen forever and bring good results. Therefore, to open a new path for the implementation of school-based management, it is very important to encourage experimentation and flexibility. The Madrasah-Based Management (MBM) policy must be implemented immediately to improve the level of Islamic education. Madrasah autonomy combined with participatory decision-making is the core of MBM (Amelia et al., 2024). MBM seeks to strengthen madrasahs. The main goal of MBM is to improve equity, effectiveness, and quality of education. The ultimate goal of all this is to

empower or make schools autonomous by providing autonomy and encouraging school participation in decision-making related to improving educational standards. Therefore, it makes sense that in order to improve the quality of education, the head of the madrasah at the organizational level must be able to maximize the available resources.

3.6. *Management of relations between madrasahs and the community*

Talking about education cannot separate the reality and ideals of education. Because education is an effort to develop the potential that is owned to achieve the goals that have been set. The relationship between the madrasah and the community is a communication process that aims to build together in the formation of the character of educators to understand the needs of education and the work of the madrasah in the interests and responsibilities of the community in its development (Husni Hamim, 2021). Madrasahs must use internal and external communication channels to apply uniform norms to build mutual understanding and collaboration with the community. To help the public relations management department pay attention to and capture opportunities, obstacles, or community developments, it is necessary to identify and respond to community comments in accordance with the policies set by the educational institution (Sulhan, 2020). The relationship between the madrasah and the community is very necessary, because to establish interaction, the environment needs to be revitalized to realize the vision and mission of the madrasah in accordance with the management model in modern education. Thus, it requires community support and input to implement related programs. Many people do not understand how schools and communities can work together, so that partnerships are only shown in the context of child care. The relationship between schools and the community also aims to change the learning process applied in schools, from the learning process to the delivery of learning materials absorbed by teachers, so that the learning process is innovative, especially predictive and participatory learning.

There are several ways that educational institutions can use to build relationships with the community, including: *First*, Providing reports to parents, By using this strategy, schools provide information to parents about their children's growth, achievements, and weaknesses. By using this method, parents will get a good assessment of the work done by teachers at school and the results of their children's work. *Second*, School journal. Published once a month, this school magazine is managed by parents and teachers at the school. The editorial board, parents, students, and even alumni lead this publication. The contents of this magazine include announcements, instructor writings, parent and student essays, and explanations of school events. *Third*, Newspapers. If a school produces a newspaper, this shows that the school can provide wider access to information to parents and the community. *Fourth*, School exhibitions. Exhibitions at schools are a useful method for informing the community about the state and results of educational programs. Schools hold exhibitions, for example by organizing or producing student artwork completed on school property or elsewhere. If this action is implemented, the school exhibition will be successful again (Hidayah et al., 2024). In order to maintain harmonious relations between the madrasah and the community, (Mulyasa, 2015) explained that one way to achieve this is by providing education to the wider community about the programs in the madrasah. This will provide a clear understanding to the community about the programs that

have been or will be implemented in the madrasah. The current MBM era makes harmonious relations between the madrasah and the community increasingly important.

3.7. *Principles of community relations with madrasah*

a. integrity

In this idea, activities related to schools and communities must be integrated, meaning that information on activities related to academic and extracurricular activities must be combined when explained, disseminated, and provided by the general public. Often there is a hiding or disclosure of problems in schools to ask for help and support from parents. In order to be accepted logically by the community, the school should prepare the information to be provided. Because public trust in schools is very high (Nurafni et al., 2022).

b. continuity

The idea of interaction must be regular between the community and the school. Therefore, establishing relations between schools and the community is a routine thing that schools do and only when they need funds from the community by parents, such as every semester or a year. This is what makes people believe that every time they get a call from the school inviting them to go to school, they will assume it is for money. As a result, the community always rejects the invitation, they choose to act normally. So that schools find it difficult to get support from the outside community. So regular updates must be given to parents of students so that they understand how important it is for them to be involved in improving the level of education of their children (Hasibuan, 2022).

4. The role of community participation in improving the quality of schools/madrasah

Although regional autonomy and decentralization policies have emerged in the education sector to create opportunities for students to acquire skills, knowledge and attitudes to contribute to society, it is not surprising in the management of madrasahs. In fact, schools survive better in conditions where the school curriculum changes very quickly, because school life does not follow the national curriculum. Decentralized management gives schools the authority to carry out teaching and learning activities according to local needs. So that madrasahs can organize activities without being burdened by central government intervention aimed at improving the quality of their activities. The increasing involvement of the government in education directs madrasah administrators to focus on additional programs as a suggestion to improve quality (Education et al., 2020).

The programs and courses in question, namely improving the cognitive, social and emotional development of students with low economic and academic achievement levels, are compensation programs, and existing programs are not replaced. In addition, the role of parent-based organizations is often limited to raising funds needed by each school, especially those related to meeting physical needs and other facilities (Khiyarusoleh, 2016). The concept of community participation in the Parent-Student-Teacher Association (POMG) and/or BP3 is very good when viewed from the real responsibility towards teachers. All of these organizations run well. Schools with BP3 and students who understand the mission and vision of education can achieve real progress (Nurdiansyah & Hudriyah, 2021). Unfortunately, there are several POMGs and/or BP3s whose

existence is solely to meet the needs of the service, so that their existence is merely to meet formal needs. For example, MIN Malang 1, although BP3 is led by someone who is very dedicated to the development of madrasahs, the role carried out is not only limited to fundraising and efforts to meet the needs of the institution, teaching facilities, but also able to meet the expectations desired by the school/Madrasah committee.

3.8 Management of educational staff

One of the elements that influences the quality of education is teachers. Along with the advancement of science and technology, the responsibilities and duties carried out by educators also increase. One of the key elements of the education system is educators, who are sometimes referred to as professional teachers (educators) and must be able to follow the advancement of science and technology that occurs in society. In addition to being instructors, educators also act as mentors, trainers, and positive role models for their students. Moreover, by using multimedia learning tools, the teaching methods used by educators in delivering subjects to students are diverse, fun, or often called active learning of innovation, creativity and pleasure so that students do not become monotonous and bored during the learning process in class (As'ari & Nugraha, 2023). According to Article 1 paragraph 5 of Law Number 20 of 2003 on the National Education System, education officers are dedicated members of the community and are appointed to support the implementation of education. Thus, educators will work directly with students to continue to want the support of other education personnel to be able to carry out their duties properly (Setyaningsih, 2019).

Because it will be difficult for educators to carry out their duties if they are in a vacuum, if there are no clear regulations, if not supported by the infrastructure used, if not equipped with library services, facilities and other learning support. For this reason, educators and education personnel have an equally important role and position in the context of organizing education (learning). For this reason, educators and education personnel essentially have the same role and task, namely carrying out various activities aimed at creating comfort and success for students in learning. The objectives of managing education and education personnel in general are: 1. Helping organizations obtain and fight for competent, reliable, and highly motivated workers 2. Increasing employee capacity building and enhancement 3. Developing high-performance work systems including strict recruitment and selection procedures, in performance-related compensation systems, relevant management development and training activities and organizational and individual needs 4. Developing highly committed management practices by considering that teaching and education staff are valuable internal stakeholders of the ministry and contribute to developing an environment of cooperation and mutual trust 5. Creating a harmonious working atmosphere.

5. Conclusion

Madrasah is a religious-based school under the auspices of the Ministry of Religion, which is more inclined to teach religious values so that it can produce a generation with noble character, and excel in the field of religion so that it also has general academics. Actualizing madrasah-based management has a number of objects including: 1) So that Madrasah can strengthen its sovereignty by being given full authority and respect in decision-making in all problems. 2) Because

madrasah resources need to be utilized and made efficient so that the increasing circulation of madrasahs can flow quickly. 3) so that madrasahs can also increase the participation of other parties such as committees, parents of students, and the general public; Therefore, madrasahs can improve the skills of all madrasah residents, and madrasahs can also take the initiative to carry out innovations in the process of improving the quality of education in madrasahs. MBM is one model of educational management that directs authority (autonomy) which has a very large influence on the internal management of madrasahs in order to regulate and manage madrasahs with the community so as to achieve the vision and ideals of madrasahs. Thus, the framework of madrasah transformation with national education wisdom is realized. In this case, teachers must carry out several basic madrasah management roles, including the following: 1) contribute together with the madrasah principal and other teachers in preparing and developing the development of teaching materials, programs, methods and assessments; 2) participate in meetings related to the madrasah curriculum or madrasah management and organization; 3) contribute to the choice of professional development of other teachers; 4) coordinate or organize the work of other teachers; 5) manage activities related to the program and participate in a mandatory manner in the review and development of madrasah functions; 6) participate in administrative tasks supporting teachers, by allocating equipment and materials.

6. References

- Amelia, B., Hartati, S., & Aslamiyah, N. (2024). Implementasi Manajemen Berbasis Madrasah (MBM) dalam Meningkatkan Mutu Pendidikan di Madrasah Tsanawiyah Hidayatul Mubtadiin Sidoharjo Jati Agung Lampung Selatan. *Journal on Education*, 6(4), 19584-19595. <https://doi.org/10.31004/joe.v6i4.5984>
- Amir, A. (2019). MEMBANGUN BUDAYA MUTU PADA LEMBAGA PENDIDIKAN ISLAM MENUJU MADRASAH UNGGUL. *AL-TANZIM: JURNAL MANAJEMEN PENDIDIKAN ISLAM*, 3(2), 1-12. <https://doi.org/10.33650/al-tanzim.v3i2.676>
- Anam, A. K. (2024). IMPLEMENTASI MANAJEMEN BERBASIS MADRASAH DALAM UPAYA PENINGKATAN MUTU PEMBELAJARAN MATA PELAJARAN AQIDAH AKHLAK DI MI MASDARUL ULUM TELUK KECAPI KECAMATAN PEMULUTAN KABUPATEN OGAN ILIR PALEMBANG SUMATRA SELATAN TAHUN PELAJARAN 2023. *UNISAN JURNAL: JURNAL MANAJEMEN DAN PENDIDIKAN*, 03(05), 293-300. <https://journal.an-nur.ac.id/index.php/unisanjournal/article/view/2588>
- As'ari, A., & Nugraha, E. (2023). Perkembangan Madrasah dan Tingkat Kepercayaan Publik. *J-MPI (Jurnal Manajemen Pendidikan Islam)*, 8(1), 41-53. <https://doi.org/10.18860/jmpi.v1i1.19749>
- Bruno, L. (2019). Upaya Peningkatan Pendidikan. *Journal of Chemical Information and Modeling*, 53(9), 1689-1699.
- Education, N., Training, T., Lambe, H., & Widyastuti, E. (2020). *NineStars Education: Jurnal Ilmu Pendidikan dan Keguruan Implementasi Manajemen*

- Pendidikan Berbasis Sekolah dalam Meningkatkan Mutu Pendidikan Agama Islam*. 1(2), 105–114.
- Hanum, F. (2006). Pentingnya Implementasi Pendidikan Multikultural di Sekolah. In *Cakrawala Pendidikan* (Vol. 25, Issue 3, pp. 335–354).
- Hasan, M., Rahmatullah, Fuadi, A., Inanna, Nahriana, Musyaffa, A., Rif'ati, B., Tahrir, T., Tanal, A. N., Baderiah, Nursyamsi, Alinuridin, M., Arisah, N., Susanti, Sabariah, H., Khasanah, U., & Jayanti, D. . . (2021). Strategi Pembelajaran. In *Penerbit Tahta Media Group*.
- Hasibuan, E. (2022). The Effect of Public Accountability, Internal Control and Organizational Commitments on Managerial Performance in the Office of Industry and Trade Serdang Bedagai District. *International Journal of Economics (IJEK)*, 1(1), 148–156.
- Hidayah, N., Suhadi, S., & Sulistyowati, S. (2024). MASYARAKAT DI DESA GUNUNG LANANG TEGALREJO BAYAT KLATEN TAHUN 2023. 20(1), 39–46. <https://doi.org/https://doi.org/10.54090/mu.301>
- Huda, M. (2022). Analisis Faktor Kinerja Guru Untuk Meningkatkan Mutu Pendidikan Madrasah. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 5(01), 1. <https://doi.org/10.30868/im.v5i01.2083>
- Husni Hamim, A. (2021). Pengembangan Potensi Manusia Dalam Perspektif Pendidikan Islam. *HAWARI : Jurnal Pendidikan Agama Dan Keagamaan Islam*, 2(1). <https://doi.org/10.35706/hw.v2i1.5288>
- Idris, M. A. (2022). MULTIKULTURALISME DAN DINAMIKA PENDIDIKAN ISLAM DI INDONESIA (DARI MASA PENJAJAHAN HINGGA REFORMASI). *Ta'allum: Jurnal Pendidikan Islam*, 10(1), 79–100. <https://doi.org/10.21274/taalum.2022.10.1.79-100>
- Khiyarusoleh, U. (2016). KONSEP DASAR PERKEMBANGAN KOGNITIF PADA ANAK MENURUT JEAN PIAGET. *DIALEKTIKA JURUSAN PGSD*, 5(1), 3.
- Machali, I., & Hidayat, A. (2016). *The Handbook of EDUCATION MANAGEMENT Teori dan praktik pengelolaan sekolah/madrasah di Indonesia* (1st ed.). Prenadamedia Group.
- Mulyasa, E. (2015). *Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi*. PT. Remaja Rosdakarya.
- Mulyati, S. Y., & Komariah, A. (2009). Manajemen Sekolah. *Bandung: Alfabeta*.
- Mustantri, M., Fauzi, A., & Zohriah, A. (2023). Konsep Dasar Organisasi Pendidikan Islam Dalam Pemberdayaan Madrasah. *Jurnal Perndidikan Dan Konseling*, 5(2). <https://doi.org/https://doi.org/10.31004/jpdk.v5i2.14386>
- Nasution, I., Safitri, M., Halawa, S., Zuchairunnisa, Z., Khotimah, N., & Ramadhan, S. (2023). Peranan Supervisi Pendidikan dalam Meningkatkan Mutu Pendidikan. *Sublim: Jurnal Pendidikan*, 1(1), 17–26. <https://doi.org/10.33487/sublim.v1i1.5606>
- Nuraeni, W. (2021). Integrity Reinforcement Management in Madrasah Tsanawiyah Negeri (MTsN) 2 Tasikmalaya. *MANAGERIA: Jurnal Manajemen Pendidikan Islam*, 5(2), 241–256. <https://doi.org/10.14421/manageria.2020.52->

- Nurafni, K., Saguni, F., & Hasnah, S. (2022). Pengaruh Kinerja Komite Sekolah dan Kepemimpinan Kepala Sekolah Terhadap Peningkatan Mutu Pembelajaran Pendidikan Agama Islam. *Jurnal Integrasi Manajemen Pendidikan*, 1(1), 44–68. <https://doi.org/10.24239/jimpi.v1i1.901>
- Nurdiansyah, N. M., & Hudriyah, H. (2021). Policy and Implementation of Education Management Based on Madrasah. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 5(1), 14–27. <https://doi.org/10.33650/al-tanzim.v5i1.1416>
- Nurul Hidayah. (2020). DAMPAK SISTEM PEMBELAJARAN DARING TERHADAP KEGIATAN BELAJAR MENGAJAR PADA MASA PANDEMI COVID 19 DI SDN 3 SRIMINOSARI. *As-Salam: Jurnal Studi Hukum Islam & Pendidikan*, 9(2), 189–206. <https://doi.org/10.51226/assalam.v9i2.180>
- Permatasari, P. D., & Miyono, N. (2024). Implementasi Total Quality Management (TQM) pada Sekolah Berbasis Blended Learning. *JOURNAL SYNTAX IDEA*, 6(3).
- Saihu, & Aziz, A. (2020). Implementasi Metode Pendidikan Pluralisme Dalam Mata Pelajaran Pendidikan Agama Islam. *Belajea: Jurnal Pendidikan Islam*, 5(1), 1–23. <https://doi.org/10.29240/belajea.v5>
- Setiawan, F., Ramadhan, A. S., Julianti, T., Widodo, S., & Silvira, U. (2021). IMPLEMENTASI KONSEP DASAR KEBIJAKAN PENIDDIKAN ISLAM DI INDONESIA. *Al Ulya: Jurnal Pendidikan Islam*, 6(1), 87–98. <https://doi.org/https://doi.org/10.36840/ulya.v6i1.442>
- Setyaningsih, R. (2019). IMPLEMENTASI MANAJEMEN BERBASIS MADRASAH/ SEKOLAH (MBM/MBS) BERDASARKAN UU No. 20 TAHUN 2003. *Akademika*, 15(1), 98–110.
- Sugiri, R. A. H., Syarifudin, E., & Fauzi, A. (2022). Peran Gaya Kepemimpinan Dalam Meningkatkan Mutu Pendidikan Madrasah Di Provinsi Banten. *Tadbir: Jurnal Manajemen Pendidikan Islam*, 10(1), 34–48. <https://doi.org/10.30603/tjmpi.v10i1.2497>
- Sugiyono. (2019). Metode Penelitian Kuantitatif, Kualitatif, dan R&D (2nd ed). In *Data Kualitatif*.
- Sulhan, A. (2020). Manajemen Hubungan Masyarakat dalam Meningkatkan Partisipasi Masyarakat sekitar di Ma At-Tahzib Kekait Gunungsari. *JURNAL PENELITIAN KEISLAMAN*, 13(2), 131–151. <https://doi.org/10.20414/jpk.v13i2.784>
- Susanti, S., Fakhrol Uman, A., Aida fitriyah Ridwan, S., & Maf'ulah, S. (2023). MANAJEMEN PERAN KEPALA SEKOLAH DALAM MENINGKATKAN MUTU PENDIDIKAN. *Jurnal Impresi Indonesia*, 2(6), 574–581. <https://doi.org/10.58344/jii.v2i6.2916>
- Suyitno, S. D., Yahiji, K., Anwar, H., & Otaya, L. G. (2023). Ulumul Hadis Dalam Konteks Manajemen Pendidikan. *Al-Minhaj: Jurnal Pendidikan Islam*, 6(2), 249–258.
- Suzetasari, M. V., Hidayati, D., & Zakiyah, R. H. (2023). Manajemen Pendidikan

- Program P5 Dalam Kurikulum Merdeka Belajar. *Jurnal Basicedu*, 7(5), 2968–2976. <https://doi.org/10.31004/basicedu.v7i5.6106>
- Syafii, A., Bahar, B., Shobichah, S., & Muharam, A. (2023). Pengukuran Indeks Mutu Pendidikan Berbasis Standar Nasional. *Jurnal Multidisiplin Indonesia*, 2(7), 1697–1701. <https://doi.org/10.58344/jmi.v2i7.332>
- Syam, A. R. (2017). Urgensi Budaya Organisasi Untuk Pengembangan Lembaga Pendidikan Islam. *Educan: Jurnal Pendidikan Islam*, 1(2).
- Syiddiq, J., & Mujahidin, E. (2022). Program pendidikan karakter disiplin siswa Madrasah Aliyah Daarul 'Uluum Lido melalui organisasi di Era pandemi Covid-19. *Tawazun: Jurnal Pendidikan Islam*, 15(1), 15. <https://doi.org/10.32832/tawazun.v15i1.6347>
- Tajudin, A., & Aprilianto, A. (2020). Strategi Kepala Madrasah..dalam Membangun Budaya Religius Peserta Didik. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 1(2), 101–110. <https://doi.org/10.31538/munaddhomah.v1i2.34>