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DECENTRALIZATION OF EDUCATION THROUGH SCHOOL/MADRASAH BASED MANAGEMENT (MBS/M)

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ABSTRACT

Decentralization of education through School/Madrasah-Based Management (SBM/M) is a strategy to improve the quality of education by granting schools or madrasas broader authority in managing resources, developing programs, and making decisions according to the needs and characteristics of each institution. This article aims to examine the concept, implementation, and impact of SBM/M implementation in supporting the effectiveness of education management. The study uses a library research method by analyzing various scientific literature, books, and relevant regulations. The results of the study indicate that the implementation of SBM/M can increase school community participation, management transparency, accountability, and the quality of education services when supported by effective leadership, human resource competency, and community involvement. Thus, decentralization of education through SBM/M is a strategic approach in realizing independent, democratic education governance, and oriented towards continuous quality improvement.

Keywords: educational decentralization; school-based management; madrasah-based; management; quality of education.

INTRODUCTION

Education is a strategic instrument in developing quality human resources. A nation's progress is greatly influenced by the ability of its education system to produce graduates with academic competence, character, and skills relevant to current developments. Therefore, education must be able to adapt to social, economic, cultural, and technological changes through an effective and efficient management system oriented toward continuous quality improvement (Fattah, 2022).

For years, Indonesia's education system has tended to adopt a centralized model, with most policies and decision-making determined by the central government. This model was deemed inadequate to accommodate diverse regional conditions, resulting in many schools and madrasas experiencing limitations in developing local potential. This situation prompted the government to implement a policy of educational decentralization as part of governance reforms, granting greater authority to regional governments and educational units in managing education delivery (Tilaar & Nugroho, 2021).

Decentralization of education not only means the delegation of administrative authority, but also an effort to build the independence of schools and madrasas in planning, implementing, and evaluating educational programs according to community needs. Through this approach, each educational unit is given space to develop innovation, improve service quality, and strengthen the participation of various stakeholders, including teachers, parents, and the wider community. school committee and community (Mulyasa, 2022).

One concrete implementation of the education decentralization policy is the implementation of School/Madrasah-Based Management (SBM/M). This model grants schools or madrasas greater autonomy in managing human resources, finances, curriculum, infrastructure, and participatory decision-making. SBM/M positions the principal or madrasah head as a strategic leader capable of building collaboration with the entire school community to achieve educational goals effectively and accountably (Rohiat, 2021).

The implementation of SBM/M has had various positive impacts on improving the quality of education. Several studies have shown that schools that consistently apply SBM/M principles tend to have a better organizational culture, increased management transparency, higher community participation, and optimal academic performance. However, the successful implementation of SBM/M still faces various challenges. such as limited managerial competency of school principals, low human resource capacity, suboptimal monitoring systems, and unequal community support for school development (Qomar, 2022).

According to Usman (2021), the implementation of Madrasah-Based Management (MBS/M) in Islamic educational institutions has more complex characteristics because it is not only oriented towards achieving academic quality, but also towards character building, strengthening Islamic values, and developing religious culture. Therefore, the implementation of MBS/M in madrasas requires visionary leadership, transparent governance, and harmonious collaboration between the foundation, government, teachers, students, and the community so that the goals of Islamic education can be optimally achieved.

According to Bush (2020), global developments, advances in information technology, and increasing demands for quality education increasingly emphasize the importance of strengthening decentralization through SBM/M. Schools and madrasas are required to become adaptive, innovative, and responsive learning organizations to environmental changes. Thus, education management is no longer bureaucratic, but oriented toward public service, quality improvement, and sustainable performance.

Based on this description, a study of educational decentralization through School/Madrasah-Based Management (SBM) is crucial. This article aims to examine the concept, implementation, benefits, and challenges of implementing SBM/M in supporting improvements in educational quality. The study's findings are expected to provide theoretical contributions to the development of educational management science and provide practical recommendations for school and madrasah administrators in optimizing effective, participatory, and quality-oriented educational governance (Sugiyono, 2022).

RESEARCH METHODS

This study uses a qualitative approach with library research. This approach was chosen because the research focuses on conceptual studies of educational decentralization through School/Madrasah-Based Management (SBM/M), utilizing various relevant scientific sources.

Research data was obtained from books, national and international journal articles, laws and regulations, and other scientific documents related to educational decentralization and school/madrasah-based management.

The data sources in this study consist of primary and secondary data. Primary data were obtained from literature specifically discussing the concepts of educational decentralization, School-Based Management (SBM), and Madrasah-Based Management (MBM). Meanwhile, secondary data were obtained from previous research, proceedings, and government policy documents supporting the analysis of SBM/M implementation in improving education quality.

Data collection techniques were conducted through documentation studies by identifying, classifying, and reviewing various references relevant to the research focus. All collected data was then selected based on its credibility, novelty, and suitability to the research objectives, ensuring adequate academic validity for the information used (Sugiyono, 2022).

Data analysis used content analysis techniques , conducted systematically through the stages of data reduction, data presentation, interpretation, and drawing conclusions. This analysis aims to identify key concepts, identify relationships between variables, and provide a comprehensive understanding of the implementation of educational decentralization through School/Madrasah-Based Management.

To ensure data validity, the study employed source triangulation techniques by comparing various references from scientific books, reputable journal articles, and education policy documents. This process yielded a comprehensive synthesis of the concept, implementation, benefits, and challenges of School/Madrasah-Based Management in supporting educational quality improvement. Therefore, the research findings are expected to provide theoretical contributions and serve as practical references for developing more effective, participatory, and sustainable education governance (Usman, 2021).

RESULTS AND DISCUSSION

Educational decentralization represents a paradigm shift in management from a rigid centralized system to a flexible decentralized one. Through School/Madrasah-Based Management (SBM/M), the government transfers some of its operational authority directly to educational units. This autonomy allows schools to make decisions independently, quickly, and appropriately without having to navigate lengthy bureaucratic processes. Thus, schools have full authority to formulate visions, missions, and achievement targets that align with the characteristics of their students and the real needs of their institutions.

In terms of internal management, MBS/M provides schools with significant flexibility in managing human resources, infrastructure, and especially finances. Budget allocations, such as the School Operational Assistance Fund (BOS) and community donations, can be directed toward priority programs that directly impact learning quality. Principals, along with development teams, can develop more transparent and targeted School Activity and Budget Plans (RKAS). This bottom-up approach has proven to be far more efficient than centralized procurement systems, which often do not reflect actual needs.

The most significant impact of the implementation of MBS/M is the significant opportunity to improve the quality and relevance of education through curriculum development. Schools are no longer merely implementing the national curriculum, but are able to contextualize it within a local curriculum based on regional potential. Teachers are encouraged to be more creative in developing active, innovative, and enjoyable learning methods. This academic flexibility makes the teaching and learning process more dynamic, adaptive to technological developments, and able to address the challenges and needs of the workplace in the school's environment.

According to Munajat (2016), Madrasah-based management comes from three words: management, based, and madrasah. Management is the coordination and alignment of resources through a number of management inputs to achieve goals. "Based" means "based on." Madrasahs are places where Islamic knowledge and other specialized knowledge develop over time (Irawan, 2017).

Madrasah describes a formal learning process and has specific connotations. While opinions vary regarding the definition of madrasah, in this book, the author will discuss madrasah in the context of educational institutions. In Indonesia, madrasah is the equivalent of school. Both are places of learning, both formal and informal. Technically, there is no difference between schools and madrasahs; the only differences are the curriculum content and the institutions that oversee them

(Sopwandin, 2023). Therefore, this should also be the case in management, especially in the implementation of SBM or MBM.

When viewed from its birth, madrasa-based management is school-based management, where this is a form of effort in realizing the educational reform agenda to determine the direction of school development so that it is in line with the demands, needs of society and existing potential (Sumual, 2023).

Madrasah-based management is defined as the coordination and harmonization of resources carried out by schools/madrasahs independently by involving all interest groups related to the school/madrasah (stakeholders) directly in the decision-making process to meet school quality needs or achieve school/madrasah quality goals within the framework of national education policy (Wahyuningrum, 2006). Meanwhile, according to David, the essence of madrasah management is madrasah autonomy plus participatory decision-making (Munajat, 2016).

Madrasah autonomy is the authority of a madrasah to manage and develop itself without violating applicable education laws and through open and democratic decision-making. Madrasah-Based Management (MBM) adheres to the principles of independence, cooperation, participation, openness, and accountability to improve quality in madrasahs. Madrasah management is a strategy for realizing effective and productive madrasahs. Of course, this requires effective leadership (Fauziah et al., 2020).

Effective madrasah management is the management, arrangement, and implementation of madrasahs that are programmed, well-planned, coordinated, integrated, monitored, and evaluated as well as organized in a well-integrated manner, smoothly, and implemented quickly, with appropriate techniques, methods, and strategies and implemented by the right people (Alwi et al., 2021).

Implementation Of Madrasah-Based Management In Financing

In its management process, madrasas can explore themselves or exercise autonomy in various fields, one example of which is madrasa-based management implemented in the financial or financing sector, both in terms of management and strategies for finding sources of funding.17 In this case, one example of a madrasa that is considered good in its financing is the Ciputat Tangerang Development Madrasah.

In its management in 2016, this Madrasah established 5 sources of funding, namely:

1) determine a certain amount of donation for students accepted at the madrasah, this fee is allocated for investment funds in building construction and procuring durable infrastructure;
2) Requiring students to pay higher monthly tuition fees than those at nearby madrasas. These funds will be used for monthly operational costs, and more specifically to cover the honoraria/salaries of educators and educational staff;
3) receive financial assistance from the government in the form of BOS funds;
4) Every new academic year, students are required to pay a new academic year fee. This fund is allocated for uniforms, books, and extracurricular activities.
5) aid package funds (tentatively depends on the sponsor providing the program assistance).

Through the implementation of SBM, it is believed that the principal, teachers, school administration staff, as well as parents and the local community are the ones who determine the strategies that best suit the needs of their students or children. Therefore, SBM is not only accepted in developed countries such as America, Australia, New Zealand, Hong Kong but also in developing countries such as Thailand and Indonesia. Research findings in the last two decades show that the implementation of Community-Based Management in schools can empower and increase the participation and partnership of parents and the community (Bandur, 2012).

Law No. 20, Article 51, paragraph (1) also explicitly mandates the management of educational units, including madrasas, with the MBS/M principle as follows: "Management of early childhood education units, basic education, and secondary education is carried out based on minimum service standards with the principle of school/madrasa-based management." In the explanation of Article 51, paragraph (1) "the form of autonomous education management in educational units, in this case the principal/madrasa and teachers are assisted by the school/madrasa committee in managing educational activities." The mandate for the implementation of MBS/M is also contained in Government Regulation Number 17 of 2007, Article 49; "Management of educational units at the elementary and secondary education levels applies school-based management."

Admodiwirio stated that improving school quality can be done through school autonomy. Therefore, the implementation of school-based management needs to be given the trust to organize and manage itself according to environmental conditions and customer needs in order to achieve educational goals. Admodiwirio (2000). This thinking encourages the emergence of a new approach, namely school-based education quality management. Priscilla Wohltetter and Albert Mohram explain that in essence, School-Based Management is based on Self-Determination Theory. This theory states that if a person or group of people have the satisfaction to make their own decisions, then that person will have a great responsibility to carry out what has been decided.

According to Levacic in Bafadal, there are three characteristics of school/madrasah-based management (MBS/M) that must be prioritized, including: first, power and responsibility in decision-making related to improving the quality of education are decentralized to school stakeholders. Second, the domain of education quality improvement management which covers all aspects of improving the quality of education including curriculum, personnel, finance, facilities and infrastructure and new student admissions. Third, although the entire domain of the school, it is regulated which regulates the control function over the overall implementation of government authority and responsibility, (Bafadal, 2006).

Mulyasa (2009) explains that MBS is an alternative form of schooling within the educational decentralization program, characterized by broad autonomy at a broad level, community participation, and a national education policy framework. This autonomy is granted so that schools can freely manage resources, allocate them according to priority needs, and respond to the needs of the local community. Community participation is required to better understand education and help control education management. In this regard, schools are required to have a high level of responsibility, both to parents, the community, and the government.

It is clear that decentralization through School-Based School Management is very important to improve the quality of education in Indonesia both in the learning process, school culture, and student learning achievement.

CONCLUSIONS

Decentralization of education grants full authority to educational units to manage their own programs and budgets. This system aims to cut through bureaucratic red tape, allowing schools to make quick and accurate decisions. Through this policy, regional and central governments act as facilitators, while operational control rests with the school or madrasah. The implementation of School/Madrasah-Based Management (SBM/M) is a concrete manifestation of this decentralization, granting institutions broad autonomy. Schools have the freedom to manage human resources, develop local content curricula, and allocate budgets according to specific needs. This creates independence and flexibility for schools to independently improve the quality of learning. The success of MBS/M relies heavily on the active participation of the entire school community, parents, and community committees. This collaboration ensures transparency and accountability in the management of funds and the implementation of educational programs. When the community feels ownership of the school, moral and material support for educational progress increases significantly. Despite its numerous advantages, the implementation of SBM/M still faces challenges in the form of gaps in principal leadership capacity and teacher competency. Furthermore, the availability of infrastructure and uneven understanding of regulations often present obstacles in the field. Therefore, ongoing training and government support are needed to ensure the goal of improving education quality is achieved equitably.

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