

# **Democratization of Islamic Education Through School-Based Management**

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## **Abstract**

This research raises democratization of Islamic education through application of Islamic Education Institution Management, SBM as a tool for educational institution to realize democratic Islamic education. Law No. 20 of 2003 concerning National Education System and quality assurance through 2005 Law on National Education Standard which all demonstrate the democratization of education. This study uses a qualitative approach by describing application of School-Based Management in Islamic educational institution, and analyzing that application of School-Based Management is a way of realizing democratic Madrasah. The results of the study showed that the reference of implementation of SBM in Madrasah starts from Law no. 2 of 1989, No. 20 of 2003, PP No. 19 of 2005 and PP No. 55 of 2007. The strategy of SBM implementation is autonomy, empowerment, independence and flexibility. While the stages of its implementation are by way of socialization, formulation of vision and mission goals, identification of challenges, identification of functions, SWOT analysis, alternative solutions, quality improvement plan, implementation of quality improvement, and evaluation and monitoring. Implementation of School-Based Management strongly shows the existence of democratization in education, this is reflected in principles of a democratic form of Islamic education including respect for the potential of Madrasah, dynamic curriculum and the creation of synchronization of educational institutions with community as customer.

**Key Word:** Islamic Education, SBM, Democratization

## Introduction

Human resource is the key of success in managing Islamic educational institution, the better of the human resources, the greater the opportunity to make Islamic educational institution more qualified. The fact, there are many Islamic educational institutions that have weak human resource become separate note how good human resources will have an impact on a good Madrasah as well.<sup>1</sup> These conditions are also increasingly embedding public perceptions of Indonesian human resources, especially human resource of Madrasah which are considered not ready to face global dynamics, so there must be continuous steps taken to improve the quality of human resources. One of the efforts is to improve the quality of human resources with education and training in accordance with the patterns and talents of human resources in order to create a democratization system in Islamic education.

Democratization in Islamic education is very necessary to image people who are democratic and non-discriminatory. Effort to maximize democratization of education must go through a total reform, there are three aspects of cultivation that must be considered, namely regulation, professionalism and management.<sup>2</sup> **The regulatory aspect** here in the sense of how there is an effort to formulate competency-based education goals according to the dynamics of contemporary life, education must be the answer to problems in form of employment-based scientific qualifications so that many schools apply *double tracks* in their education system. *Double track* is the school's effort to provide additional skills in form of creativity and innovation deals with the world of work in addition to academic abilities inherent in students<sup>3</sup>, so students do not only master science-based knowledge but in form of practices that are relevant to the needs of community. **The professionalism aspect** is an effort to democratize education through educational reform by ensuring that human resources in it are professional and qualified, the professionalism of educators and educational personnel must be developed through education and training, the balance of income obtained by PTK is also a prerequisite for the emergence of professionalism, this effort requires politic teachers through the struggle for the rights attached to them, including the promotion of their class. While the **Management Aspect** is an effort to control education in this case

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<sup>1</sup> "Madrasah di Kalsel Banyak yang Tutup, Ini Penjelasan Kemenag."

<sup>2</sup> Zamroni, *Pendidikan untuk Demokrasi: Tantangan Menuju Civil Society*.

<sup>3</sup> Bennour dan Crestani, "FROM THE COMPETENCIES TO THE PERFORMANCE."

the educational institutional sector and the educational community. Educational institutions take form of school-based management while the educational community provides opportunities for managing educational community such as non-formal education, *Majlis Taklim* and education developed by community organizations such as Nahdlatul Ulama and Muhammadiyah.

Democratization of Islamic education in aspect of institutional management is an important aspect for Islamic educational institution to actualize potential of institution, and this will be the subject of discussion and analysis by researchers in this study, which will discuss policies and guidelines for implementing school-based management, implementation strategies and stages. Its implementation and ultimate goal of implementing school-based management is the **democratization of education**.

### **Reference of School-Based Management in Islamic Educational Institution**

Total education reform is based on the issuance of Law on National Education System number 20 of 2003 which includes democratization of education, improving quality of education, eliminating discriminatory education and improving management of education system. The law on National Education System 2003 which contains quality, then elaboration of this is contained in Government Regulation no. 19 of 2005 concerning National Education Standard that apply to every component of education, both public and private. The SNP includes standard of content standard, process, competency, educator and education personnel, facilities and infrastructure, management, financing, and educational assessment. Meanwhile, to guarantee and control the quality, evaluation, accreditation and certification are carried out.<sup>4</sup>

Meanwhile, institutionally of Islamic education has been fully justified since issuance of Law No. 2 of 1989 concerning national education system which contains recognition of Madrasah as part of national education system. The Indonesian Islamic community in terms of education prior to existence of this law had actually implemented education in form of Madrasah, even since 1918 long before Indonesia's independence.<sup>5</sup> This shows that the issuance of acknowledgment from government in form of Law Number 2 of 1989 is a proper and good thing, although it is very late but

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<sup>4</sup> "PP\_No\_19\_Th\_2005\_ttg\_Standar\_Nasional\_Pendidikan\_[Compatibility\_Mode].pdf."

<sup>5</sup> Hidajati dkk., "Madrasah dan Sejarah Sosial Pendidikan Islam."

presents its own challenges for Madrasah to always strive to create superior resources beyond the efforts made before there was recognition.

In addition to government's acknowledgment of Islamic educational institution, Article 9 of Law Number 2 of 1989 provides opportunities for community to be involved in development of education sector. The development includes planning, implementing, monitoring and evaluating educational programs. Of course the development in education sector carried out by community is part of the democratization of education. Namely the implementation of education must be carried out democratically and fairly.<sup>6</sup> This Law concerning SISDIKDAS No. 2 of 1989 before being perfected with the issuance of Law no. 20 of 2003 provides a breath of fresh air for the advancement of education, both in-school and out-of-school education.

More specific rules that lead to Islamic educational institution in form of *Madrasah Diniyah* and *Pesantren* are contained in Government Regulation no. 55 of 2007 concerning religious and religious Education is equalized with general educational institution in terms of quality and opportunity to obtain state facilities in form of educational assistance is a burden and a big responsibility for Islamic educational institutions.<sup>7</sup> At least, there are three opportunities owned by Islamic educational institution as a result of Government Regulation no. 55 of 2007, namely the standardization of Islamic educational institution from process and quality through accreditation, to accommodate the interests of community as education customers who are starting to be dynamic and competitive such as their need for a diploma with perfect grade, and efforts to restore the dignity of Islamic educational institution which should not only focus on one scientific fan but also universal science.<sup>8</sup> The following is a list of policies that are oriented towards democratization of education, especially in Islamic education, until finally school-based management is a solution to be implemented optimally.

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<sup>6</sup> Sihono, "Upaya Menuju Demokratisasi Pendidikan."

<sup>7</sup> Sobri, "POLITIK DAN KEBIJAKAN."

<sup>8</sup> Abdussyukur, "Pendidikan Diniyah Pasca PP Nomor 55 Tahun 2007 (Studi Analisis PP No.55 Tahun 2007 Tentang Pendidikan Agama Dan Pendidikan Keagamaan)."

Table 1  
Policy overview on democratization of education

No	Form of Policy	Orientation	Note
1	Law No. 2 years 1989	Institutional recognition	Initial Policy on National Education System
2	Law No. 20 year 2003	Institutional strengthening, democratization, eliminating discriminatory education, optimizing quality	Completion of Law. National Education System No. 2 of 1989, which emphasizes the democratization of education
3	Government Regulation No. 19 year 2005	National Education Standard	Quality assurance of educational institutions
4	Government Regulation No. 55 year 2007	Religious and religious Education	The specialty of religious educational institutions

The table above starts from emergence of policies in form of National Education System Law No. 2 of 1989 until Government Regulation no. 55 of 2007 has aim of improving education system for better, making Madrasah more independent and democratic. Self-actualization for educational institution to become democratic requires self-actualization in form of implementing school-based management, because logically schools will never be independent and democratic when management system is still centralized and depends on power of center.

School-Based Management is an offer for schools to provide better and more education for our students.<sup>9</sup> Autonomy in education management is the potential for schools to improve the performance of staff, teachers and other stakeholders in offering direct participation to groups, communities and most importantly increasing public understanding of education so as to create democratic education.<sup>10</sup>

### Strategy of Implementing School-Based Management

In outline, the condition of schools in Indonesia is classified into three parts, namely advanced school, medium school and less school. These three groups will have an impact on implementation of full, moderate or minimalist implementation of School-

<sup>9</sup> Dionisio Chavez, "Compliance with School-Based Management Standards: An Assessment for Policy Formulation."

<sup>10</sup> Tansiri dan Bong, "The Analysis of School-Based Management (SBM) Implementation to the Educational Quality Service of State Junior High School."

Based Management because it involves available resources.<sup>11</sup> When the school category is advanced, the implementation of School-Based Management is carried out in total, for medium school category, the implementation of School-Based Management is also moderate, as well as in schools that are lacking, the implementation will also be lacking. Even the geographical location of school will also affect implementation of School-Based Management; the grouping can be categorized as follows:

Table 2  
An overview of groups in application of MBS

<b>School ability</b>	<b>Head and Teacher</b>	<b>Society participation</b>	<b>Regional income and parents</b>	<b>School budget</b>
High Management	High Competency	High	High	High
Medium Management	Medium Competency	Medium	Medium	Medium
Low management	Low Competency	Low	Low	Low

The table above shows that there is a significant difference between advanced school and medium as well as low school. For advanced school, the indicators are that the head and educators as well as education staff have high competence, community participation including financial support is also high, this also indicates that regional and school income is also high as well as the institutional budget. The low participation of school stakeholders will affect the quality of school, and this is what often happens in Islamic educational institutions.

In organizing school-based management schools, the important things that must be considered are (a) implementing all school and Madrasah activities must be based on a vision that is carried out consistently and is goal and target oriented. (b) Expansion of partnerships outside of its internal organization, because the more relationships and networks the institution will be recognized and the more contributions of thought and funding to support the institution's progress. (c) redefining the relationship between partners, this is based on the dynamics that occur (d) there is an exchange of insights and experiences to strengthen academics (e) reorientation of main tasks and functions of each team component (f) providing limits on authority and accountability of each actor (

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<sup>11</sup> Sri Nurabdiah Pratiwi, "Manajemen Berbasis Sekolah dalam Meningkatkan Kualitas Sekolah."

g) prepare the necessary tools (h) meet information needs in schools (i) distribute authority and responsibility to subordinates.<sup>12</sup>

Underlining what has been exposed, the key strategies in implementing School-Based Management<sup>13</sup> *the first* is **autonomy**, Madrasah must have ability to manage in accordance with the agreed vision, mission and goals. Autonomy provides opportunities for Madrasah to develop the potential of Madrasah. One example of the flagship program of Ministry of Religion of East Java Province on Let's Build Madrasah Movement (GERAMM)<sup>14</sup> to build Madrasah in accordance with the potential of Madrasahs they have. The GERAMM program includes **Innovative Madrasah Movement** in form of a Madrasah development movement through exploring potential of Madrasah itself so that it becomes a specialty of Madrasah, such as procurement of *double track* majors for students who are academically capable but want additional competencies other than the path taken previously. *The second* is **Madrasah Literacy Movement**, a movement that aims to explore the potential of Madrasah in the field of literacy, the vulnerability of students in arguing and constructing understanding buildings due to the lack of knowledge possessed by students, it is necessary to reconstruct Madrasah literacy program. *The third* is **Healthy Madrasah Movement**, a movement that ensures the creation of clean and healthy Madrasah, both physically and mentally. *The fourth* is **Furudhul Ainiyah Movement**, a movement to instill habituation in students in carrying out activities prescribed by religion. These movements reflect that Madrasah are required to innovate to develop Madrasah competitively by exploring the potential of Madrasah independently.

The second strategy of implementing school-based management is **empowerment**, by ensuring all components so that all potentials can be optimally empowered. Ensure that all components can be carried out based on management theory in form of careful planning, consistent implementation, continuous monitoring and comprehensive evaluation, which are carried out consistently and continuously. It is the hallmark of an advanced institution when it always carries out visionary innovations, looking beyond what institution must do to answer the challenges of times and needs of

<sup>12</sup> Ismail, "Manajemen Berbasis Sekolah."

<sup>13</sup> Aminah, Ar, dan Usman, "Implementasi Manajemen Berbasis Sekolah dalam Meningkatkan Mutu Pendidikan pada MTsN Kota Lhokseumawe."

<sup>14</sup> "Kantor Wilayah Kementerian Agama Provinsi Jawa Timur."

community<sup>15</sup>. One of the differences between central-based management and school-based management is that the empowerment of bureaucratic resources is not a professional approach, because the essence of knowing in detail about capabilities of these resources is that someone is not only psychologically close but also physically who is constantly monitoring the development of the institution.

The third strategy is **independence**, Madrasah must be able to control Madrasah management independently, there is no need for dependence and intervention from center, because ideally Madrasah are main person in charge of education, Madrasah must be at the forefront in managing Madrasah independently. So when there are still Madrasah that are in suspended animation due to weak support from center in terms of institutional financial supply, for example, their independence is questioned.

In accordance with contents of Government Regulation No. 19 of 2005 concerning National Education System, describes the criteria for independent educational institution, this characteristic is when educational institution has met National Education Standards<sup>16</sup> in form of; standard of content and competency that contain components required by National Education Standard Agency in form of 2013 Curriculum and achievement of competency assessment in form of the specified KKM. Furthermore, standard of process includes planning, implementation, monitoring, and assessment that is carried out consistently by educational institution. Furthermore, standard of management for implementing school-based management are demonstrated by independence, partnership, participation and openness or accountability. Facilities are the hallmarks of independent educational institution by utilizing them as much as possible for the benefit of learning with routine and continuous maintenance. Furthermore, the workforce is supported by qualified, professional and obedient human resources in total performance. Furthermore, financing that accommodates all educational needs with clear and accountable sources, financing can also be done openly by providing opportunities for other parties to contribute in driving the economy of institution in the sense that there is community participation. The last is an assessment that is continuously carried out by educators, education units and the government. This assessment is carried out not only assessing cognitive power but self-

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<sup>15</sup> Ali Ridho, dkk. Evaluasi Program Gerakan Furudhul Ainiyah (Gefa) dengan Menggunakan Model Kirkpatrick.

<sup>16</sup> "PP\_No\_19\_Th\_2005\_ttg\_Standar\_Nasional\_Pendidikan\_[Compatibility\_Mode].pdf."



actualization in form of student attitudes and psychomotor so that it draws a comprehensive picture of student success.

The fourth, **flexibility**, the problems faced by Madrasah both in terms of learning and management in general, Madrasah better understand the core of problem so that solutions are easy to find. For this reason, Madrasah will be able to adapt and work effectively in any situation, including being able to adapt conservatively to extreme events that occur in Madrasah.

### **Implementation Steps of School-Based Management**

Implementation steps of school-based management<sup>17</sup> first, implementation of socialization related to policy of implementing School-Based Management. The socialization covers about what SBM is, why SBM and how SBM is, the purpose is to understand system as a whole including culture and resources of Madrasah that are oriented towards implementation of School-Based Management. This socialization is carried out to equalize the perceptions of all Madrasah stakeholders, so that the targets of this socialization are teachers, students, madrasa leaders, employees, guardians, supervisors and all components that take part in moving madrasas.<sup>18</sup>

Second, formulate vision, mission and goals as well as objectives of Madrasah in order to Madrasah development plan. This formulation is in order to face challenges ahead which are competitive and dynamic, thus requiring a serious, in-depth and comprehensive formulation. Problem identification must lead to solutions and short-term and long-term programs and prioritize all verified programs.

Third, identify the real challenges of Madrasah which are generally related to outputs of Madrasah, namely quality, productivity, effectiveness and efficiency. Quality is a description of results of process that is shown based on needs, in this case the description of students' academic results in form of final grades contained in the diploma. While productivity is related to the *balance* between the output of Madrasah and their inputs, the input is the number of teachers, students, capital and school components, while the output is related to graduate students. Meanwhile, the effectiveness and efficiency of the extent to which the objectives in quality, quantity and time can be achieved and the extent to which the ideals that become expectations with

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<sup>17</sup> Sri Nurabdiah Pratiwi, "Manajemen Berbasis Sekolah dalam Meningkatkan Kualitas Sekolah."

<sup>18</sup> Sahibuddin, "Aktualisasi Manajemen Peningkatan Mutu Berbasis Madrasah."

reality that become reality are all based on clear calculations, while efficiency relates to how much capital is spent compared to the results obtained.<sup>19</sup>

Fourth, identify the functions needed for further implementation in order to achieve the desired goals. This identification is carried out in an effort to determine the function of all sectors involved to achieve the target and according to the level of readiness. The identification implementation technique must be in accordance with the target to be achieved, the level of accuracy between the tool and the object identified is synchronous, this is done by; determine the implementation of learning such as curriculum development, planning and evaluation. Determining manpower and staffing programs, determining student programs, determining financial allocations, determining the academic climate, determining the development of learning facilities, determining madrasa relations programs with the community.

Fifth, perform a SWOT analysis. This analysis is very important to do to measure level of Madrasah readiness in implementing School-Based Management; the function of each component is functioning and ready for its implementation. Activities that can be carried out in this analysis are to identify and determine internal and external factors that support Madrasah program. With a SWOT analysis, you can also choose what steps can be a solution to the problem at hand, everything that initially becomes a weak point can be managed so that it can become an opportunity and even strength.

Sixth, alternative problem solving steps after conducting a SWOT analysis. There must be steps taken to change the function that was initially not optimal to be maximal, which is not ready to be ready, from problematic to useful and makes work of organization more effective. Because basically when one component does not work, it will hinder the achievement of desired goals, and will slow down the movement of organization's machinery. A reliable manager will make weaknesses and threats into strengths and opportunities to make the organization's movement better.

Seventh, implementing plans related to improving the quality of Madrasah, there must be continuous efforts to upgrade the quality of Madrasah so that they continue to be in accordance with the wishes of customers. One of the qualities of Madrasah is Human Resources, this implementation can be done through education or

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<sup>19</sup> Sahibuddin.

training<sup>20</sup> carried out independently or collectively. Through education, it can be done by subsidizing the cost of further studies or even full scholarships and this is carried out by institutions that are advanced and independent. In making plans to improve the quality of Madrasah, it must be clear between short, medium and long term plans complete with programs to realize these plans.

Table 3  
Important aspects of developing a quality improvement plan

Quality aspect to be achieved	Name of Activities	Person Responsible
Time of Implementation	Place of Implementation	Budget

Making a quality improvement plan must pay attention to quality aspect to be achieved, because from this the name of activity will emerge so that it will be in sync between desire and action to fulfill these desires, this activity must be controlled by person responsible for implementation of the program, it is necessary to form a committee. Implementation time needs to be arranged so that there is no miss time between one activity and another, including the place where the plan will be implemented and supported by an adequate, factual and rational budget plan.<sup>21</sup> The most important thing in making an activity plan in school-based management is transparency and accountability of funding, both source of funds and realization of budget use, because talking about SBM will talk about the involvement of all parties including the community.

Eighth, implementing a quality improvement plan. The design that has been approved by all parties, both from teachers, students, community and other stakeholders, must be implemented as well as possible, Madrasah must be proactive in an effort to achieve the targets and goals to be achieved with the ability of their

<sup>20</sup> Ali Ridho dkk, *Manajemen Sumber Daya Manusia*.

<sup>21</sup> Sahibuddin, "Aktualisasi Manajemen Peningkatan Mutu Berbasis Madrasah."

resources, Madrasah must strive to fulfill them, so this is where the need for Madrasahs make various choices of work plans so that all are properly accommodated.

Ninth, carry out evaluation and monitoring of all implementation carried out by institution, ensuring that all implementation is in accordance with technical guidelines, rules and the wishes of madrasa education stakeholders.

Implementation of School-Based Management in Islamic educational institution will be successful when it is supported by five aspects, namely a conducive Madrasah climate, Madrasah autonomy, democratic and professional Madrasah leadership and strong participation from the community.<sup>22</sup> Regarding the point, the existence of a conducive Madrasah climate is one of the keys to the success of implementing School-Based Management, if Madrasah is supported by adequate facilities and infrastructure and qualified learning resources will support the creation of a conducive Madrasah climate. This condition clearly supports the creation of an enjoyable teaching and learning process based on learning to know, learning to do, learning to be, and learning together. If a conducive environment has been created and maximizes all potential, an optimal teaching and learning process will be created so that this reflects an institution that can become a center for cultivating knowledge, developing students' cognition, affection and psychomotor (attitude and skill values).

While the realization of Madrasah autonomy must be supported by qualified human resources both from leaders and those led, there is good communication and transparent sharing of activities. Madrasah autonomy was initiated by leaders who supported the creation of autonomy, so based on the results of research published by East Java statistical center in 2003<sup>23</sup> that a transformational leadership model is needed, this is because majority of Madrasahs are under the auspices of a foundation that is thick with a paternalistic leadership model or is focused on one person so there needs to be an effort to change the pattern to be transformational, this will also reflect a democratic leader.

The implementation of School-Based Management will be realized maximally if in its journey there is a balance of participation from the community as connoisseurs of educational institution products, the better synergy between the two, the greater the

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<sup>22</sup> Za, "Kebijakan Pemerintah dalam Pengelolaan Satuan Pendidikan Keagamaan Islam (Tantangan Terhadap Implementasi Manajemen Berbasis Sekolah)."

<sup>23</sup> Za

chance of creating a school-based management pattern. Conversely, when there is no synergy between the two, it will become a threat to the organization of educational institutions.

### **Democratization of Islamic Education through School-Based Management**

National Education System Law No. 20 of 2003 in Article 4 paragraph (1) that the substance of the implementation of education is one of the democratization of education, so in a more detailed meaning it is an effort to appreciate diversity of potentials of each individual. In Surah Al-Hujurat:13 Allah gives an explanation about the creation of different creatures not to kill each other, but to know and love each other, because in fact such an effort is a way to achieve the highest degree of piety in the sight of Allah SWT. From the objectives contained in this law, the value of Islamic education is very strong, so that its existence further strengthens the achievement of the goals of Islamic education, namely maintaining and developing human nature and human resources attached to it towards the formation of a complete human being or *insan kamil*.<sup>24</sup>

The application of School-Based Management in Islamic educational institution illustrates the creation of democratization of Islamic education itself, this is based on the principle that a democratic form of Islamic education must respect the potential of individual, dynamic curriculum, synchronization of educational institution with the community environment and reformulation carried out in order to respond community needs for output of Islamic educational institutions must continue to run dynamically.<sup>25</sup> So from this principle, it shows that the application of School-Based Management in Islamic education will have an impact on the democratization of Islamic education itself. *The first*, the democratization of Islamic education must respect individual potential. In implementing School-Based Management, Madrasah must have ability to manage in accordance with the agreed vision, mission and goals. Autonomy provides opportunities for Madrasah to develop the potential of Madrasah. One example is the flagship program of the Ministry of Religion of East Java Province on the Let's

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<sup>24</sup> Muhajarah, "Konsep Doa."

<sup>25</sup> "Pemikiran Prof. Dr. Azyumardi Azra tentang Demokratisasi Pendidikan Islam - UMS etd-db."

Build Madrasah Movement (GERAMM).<sup>26</sup> This shows that SBM is a tool for creating democratization in Islamic education.

*The second*, the curriculum must be dynamic. The dynamics in curriculum are shown by the flexibility of curriculum itself and not rigidity. Flexible to the problems faced by Madrasah both in terms of learning and management in general, Madrasah better understand the core of the problem so that it is easy to find solutions to solve them, including in curriculum. In today's context, for example, the issue of radicalism becomes a national problem that continues to provide a sense of concern for all parties including educational institutions that will be exposed to radicalism, and then institutions must respond by including a hidden curriculum by countering radicalism with inclusive learning that has an impact on students' understanding and behavior.

*The third* is synchronization of Islamic educational institutions with surrounding community. The application of school-based management provides a huge opportunity for community to take part in building, developing, supervising and evaluating educational institution, this is because in the concept of *community based education* or "privatization" movement in education, the role of community must be greater. In it, especially in areas of funding, program planning, monitoring, evaluation, quality control, accountability. While the community empowerment framework for Islamic educational institution in particular, because majority of community-based educational institutions in today's context are Madrasah, the framework is: *first*, increasing accountability in organizational management and funding. *Second*, is participation in the development of quality of education which in the end encourages the development of Madrasah into centers of knowledge and technology as well as increasing the faith and piety of students. *Third*, there is a balance of roles in managing resource management, including students who incidentally are their sons and daughters, so that there is a principle that weight is equal to be carried and light is to be carried. The orientation of all this is the creation of democratization in Islamic education<sup>27</sup>

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<sup>26</sup> "Kantor Wilayah Kementerian Agama Provinsi Jawa Timur."

<sup>27</sup> Ali Ridho, peningkatan Mutu Manajemen Madrasah (Kajian Minat Masyarakat dan Prinsip Dasar Manajemen Lembaga Pendidikan Islam)

## **Conclusion**

Efforts to create democratization of education, there must be revolutionary steps in form of reforming aspects of education as a whole, namely regulatory, and professional and management aspects. In terms of management, there are two aspects of cultivation, namely school-based management and community-based education. The reference in the implementation of School-Based Management is Law no. 2 of 1989, Law no. 20 of 2003, Government Regulation no. 19 of 2005, and Government Regulation No. 55 of 2007 all of which are related, including its application to Islamic educational institutions.

There are several strategies to implement School-Based Management, but broadly it can be mapped into four parts, namely Autonomy, empowerment, independence and flexibility, all of which are interrelated and complement each other for the creation of an independent and democratic education. Of course, this strategy requires stages of implementation which must be continuously pursued and maximized so as to create a Madrasah that totally implements school-based management.

School-Based Management is a tool for the creation of democratization of Islamic Educational Institution, from all the principles concerning the implementation of SBM such as respecting the potential of individuals, dynamic curriculum, synchronization of educational institutions with the community environment, shows and negates that Islamic educational institutions are maximally implementing School-Based Management said to be a democratic educational institution.

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