

Achieving the Quality of Education through the Application of Eight National Education Standards using School-Based Management

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ABSTRACT

This study aims to identify and describe the achievement of 8 national education standards in one Madrasah Aliyah in Tebo, Jambi Province, through the application of school-based management (MBS) to improve school quality. This type of research is qualitative with a descriptive approach. The research subjects are school principals and education staff. Data collection techniques are observation, interviews, and documentation. The analytical induction technique used to analyze the data is to develop a theory. Data analysis was carried out using the Miles and Huberman models: data condensation, data display and conclusion drawing. The results of this study explain that School-Based Management (SBM) implemented by one Madrasah Aliyah in Tebo as a school quality management system is able to improve school quality with management that involves the participation of all school components and focuses on programs to improve the quality of graduate students and educators. The achievement of a well-executed SBM management is evidenced by the fulfilment of 8 national education standards. The achievement of 8 national education standards shows a quality improvement in one of the Aliyah madrasas in Tebo with accreditation for five years.

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1. INTRODUCTION

The quality of a country can be seen in the quality of its education. Education is an essential aspect of managing human resources in order to produce potential and valuable individuals. It is not wrong if schools are the spearhead of education because schools are the places where they carry out the learning process, plan and evaluate the curriculum, manage education administration, and manage funds. In this case, the school as an institution that carries out the educational process in a micro setting occupies an essential position because it has an obligation to improve quality and implement quality education. The concept of quality of education, according to Umaedi et al. (2015) in terms of quality in

terms of education in terms of its relevance to the needs of the community, whether or not graduates earn an income or further study, and the ability of students to deal with life's problems. The development of quality achievement must be holistic, starting from the input, process and output (Pradini et al., 2018). For this reason, the quality of education that has been achieved comes from the good continuity of the educational process from existing inputs, producing outputs such as graduates who excel.

Schools, as controllers of quality of education, are important and must get full attention from related parties such as the government and the community. School quality represents the performance of all available resources in schools in carrying out their duties to realize school goals obtained from the overall performance of school components such as principals, educators, education staff, students, and school committees (Rahwati, 2019). Schools as formal educational institutions must achieve quality so that education in this country improves. Even so, many problems occur in achieving school quality, one of which is the quality of graduates. If the quality of the school is low, it will result in the low quality of graduates, which also impacts the low interest and absorption of entry into educational institutions. However, the higher the quality of the graduates produced, the higher the selling point and interest in entering these educational institutions will increase. Values that make quality very important for schools (Umar & Ismail, 2017). Schools with a good quality of education will also be able to adapt to global developments that are changing very quickly.

But in the field, improving quality is not an easy matter. The quality of schools has not yet reached its maximum. Many obstacles result in the low quality of schools. This can be seen from the low distribution of education, the low quality of education, the lack of education management, the minimal allocation of the education budget to the curriculum and teaching patterns that are not in accordance with the times. Education in Indonesia has not been able to produce creative graduates so graduates can only work but cannot build jobs. Various efforts to improve the quality of education start with training to improve teachers' quality, curriculum, facilities and infrastructure to improve education management (Usiono et al., 2021). For this reason, granting broad educational autonomy to schools is the government's concern for the symptoms that appear in the community and efforts to improve the quality of education in general. The granting of this autonomy demands a more conducive management approach in schools to accommodate all desires while effectively empowering various components of society to support progress and the existing school system (Damanik, 2019). Along with autonomy and the principle of decentralization, quality improvement requires participation and empowerment of all components of education and the application of the concept of education as a system (Jansa et al., 2021). With that, all planning can be accommodated properly while simultaneously empowering various components of the school environment effectively to support progress and the existing system in the school. Therefore, school-based management (SBM) as a model of decentralization of education can be used as a quality management system to overcome the problems.

School-Based Management (SBM) is a new paradigm of education that provides broad autonomy at the school level (community involvement) within the framework of national education policies so that schools are free to manage resources and funding sources by allocating them according to priority needs (Aziz & Utomo, 2014). SBM is one of the steps in supporting the improvement of school quality. In essence, the SBM model is management that gives schools greater autonomy and encourages schools to make participatory decision-making to meet school quality goals within the framework of national education (Nurokhim, 2017). The principal of one Madrasah Aliyah in Tebo Regency applies SBM as a quality management system to improve school quality. Based on observations, this Madrasah has implemented SBM since the beginning, and 80% has been running well. In general, schools have planned well, but there are often problems with implementation in the field. In the organizing phase, it has been managed properly. In fact, these obstacles appear in the actuating phase, where there are staff or employees who have problems with the ability to carry out tasks, knowledge, and time management. So that the performance of the staff is less than the maximum and the work in the field is not in accordance with the time that has been set. Another thing also means that the results achieved are less than optimal, which determines the quality of Madrasahs. One of them is in the learning

process. Teachers with poor competence are advised to improve competence by innovating and developing creativity. Teachers also need to take part in programs that are being pursued by the school, such as training and other programs to improve the quality of educators and education personnel, especially in the field of learning. For the quality of student graduates, the school seeks superior programs that can improve the quality of schools by meeting student expectations, making changes such as improving infrastructure and completing everything related to what students need for the learning process.

The National Education Standards that have been set will be achieved by the school with good cooperation between the components within the school. According to Nasyirwan (2015), National Education Standards are the main reference that regulates the minimum standards that must be met in school management by all school administrators, namely teachers and school principals. National education standards are the minimum criteria for various relevant aspects in implementing the national education system and must be met by education providers and education units (Wahyuni et al., 2020). Government Regulation Number 19 of 2005 concerns 8 educational standards that must be achieved in a school including Content Standards, Process Standards, Graduate Competency Standards, Educators and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, Financing Standards, and Educational Assessment Standards. The setting of education quality standards is intended to measure and assess the fulfilment of the education standards that have been set. The education quality assurance system in Indonesia is regulated by the Government Regulation. The long-term strategic efforts that have been carried out by the government to realize the vision and mission of national education, among others, are manifested in the establishment of clear educational standards and a system of guaranteeing and improving the quality of education that can build cooperation and collaboration among various related institutions (Rahwati, 2019). To realize quality of education at the national level, these eight standards serve as the basis for planning, implementing and supervising education (Cahyono et al., 2015).

The National Education Standards (SNP) are not only applied by public schools but are also applied to religious-based schools such as Madrasah aliyah or equivalent. As one of the madrasa aliyah selected in Tebo, it is sufficient to meet the criteria for applying the 8 National Education Standards. This Madrasah has achieved 'A' accreditation with satisfactory scores in meeting 8 national education standards. In the provision of education, this Madrasah has sought to improve its internal quality so that it can produce graduate students who are truly qualified and can compete academically and non-academic, as well as educators and education staff who have the potential and are able to innovate in carrying out their duties. The implementation of quality assurance can be seen from the commitment of school management. Each department involved in the implementation of education has good and structured coordination. The right team units always carry out various educational programs and activities and work closely together to achieve good quality in the educational process. Each result of this quality assurance process becomes an evaluation material for madrasahs to improve the quality of education (Komsiyah, 2021). The quality of education achieved through the application of national education standards cannot be separated from school-based management, which is a must for every school to solve its own problems according to the characteristics of the school.

In line with Rosy's research (2018), implementation of learning in a high school was graded as very effective. It is proven that through the implementation of School-Based Management, the learning process prioritizes student activity as the centre of learning through strategy selection, methods, media, and learning resources developed and adapted to student characteristics. Apart from curriculum effectiveness, the teacher role or teacher performance is very important because the teacher is implementing the curriculum in the teaching process so that the quality of education in Indonesia is increasing. The implementation of SBM will help schools achieve national education standards on graduate quality standards and the standards of educators and education personnel. According to Aprilliawati et al. (2022), one of the MI in Malang in implementing -based management schools to improve the quality of education seen 3 national education standards and quite successful. The 3 standards resulting from the implementation of SBM can improve performance: content standards,

process standards, and educational staff standards. This standard can be implemented better and more optimally because of implementing MBS. This results in the school's educational goals being able to be achieved and increased achievement both from teachers, students, and schools as well. However, there are some aspects that need to be improved again. In addition, Hasan et al. (2022) revealed that the principal of a public elementary school in Central Sulawesi uses school-based management in his leadership. As a result, the achievement of the national education standard carried out by the school principal is in the "good" category, including management standards included in the "good" category, the standards of educators and education personnel included in the "less" category, and the standard of facilities and infrastructure included in the "good" category. "

However, Arifin's research (2019) shows that the value of accreditation is not comparable to the achievement of national education standards. The evidence is clear that almost all or most junior high schools in the city get an A for accreditation, but the achievement of national education standards is still very far from the government's expectations. National school standards are only considered as a school label to improve the school's image in the eyes of the community. In addition, schools have not handled the management of the implementation of achievements with a structured and focused strategy. Education decentralization has not yet improved due to excessive interference from political elites, such as BOS disbursement, which is often delayed, especially after disbursement. The results show that the financing standard is the largest gap compared to other standards. The next most significant gap in the sequence is the standard of facilities and infrastructure, process standard, assessment standard, the standard of educators and education personnel, management standard, content standard, and the smallest average gap value is the competency standard of graduates. Mashuri et al., (2021), researched that school-based management implemented in schools is actually the basis of quality given authority to schools.

However, it is still not able to provide optimal results in every school, even though it is currently the best solution in managing the quality of schools. Several problems arise when school-based management is implemented in schools, such as the lack of school understanding about school-based management, schools do not innovate, the education office does not care, and school staff only doing routine work and a serious lack of control or guidance from the authorities. For rural elementary schools, the achievement of implementing national education standards is not yet in accordance with the SNP. The average fulfilment of national standards is 83,62 % . If you look at the standard criteria for applying the SNP, the achievements are almost approaching the national standard. This condition means that it does not provide a positive value for improving the quality of elementary schools in rural areas.

The problem of this research is how the achievement of the National Education Standards shows the quality of schools using school-based management. In general, this study aims to describe the achievement and implementation of 8 national education standards at one Madrasah aliyah in Tebo in improving the quality of schools using SBM as its quality management system. The gap analysis results between the national education standards (SNP), and school quality are then used for the role of school-based management (SBM), which is carried out with a focus on the goals and problems of this Madrasah. The results of achieving the SNP will be the output of this research. The novelty of this research is seen from the quality of one Madrasah Aliyah in the Tebo district that uses the MBS, namely, managing the school itself. It will focus on mistakes and shortcomings so that it can improve and even improve the quality of students and teachers for the better through the policies used by the school, in line with that. Standards will also be met. MBS has brought the quality of a school to be the strengths and characteristics of the school that stand out so that it becomes an attraction for the community to send their children to school. So the two are complementary and related. With the achievement of 8 school standards and quality in the eyes of the community, the school can get a good predicate from both internal and external schools. It is evident that this Madrasah has always developed well and earned the community's trust. For this reason, the importance of this research is that SBM does not only meet the achievements of national education standards but can also improve the internal and external quality of schools.

2. METHODS

This study focuses on achieving national education standards that apply school-based management (SBM) to improve the quality of education in one Madrasah Aliyah in Tebo Regency. This type of research is qualitative with a descriptive approach. This method is used to determine the quality of the data obtained and can be generalized. This research was carried out in one Madrasah Aliyah in Tebo Regency in April 2021 because the time chosen was near the end of school. This Madrasah is accredited A and will enter a new period for the implementation of school accreditation. The instruments used in this research are observation, interviews, and documentation. These three instruments are used because they are in accordance with research needs, namely being able to explore research data with the breadth and depth of the data results. Observations were carried out by taking into account the Madrasah environment and little communication with the principal, teachers, and administrative staff. Interviews were conducted using question sheets and recordings of interviewees when speaking. As well as documentation in the form of documents and photos that support the required information.

The research subjects are school principals and education staff. The principal was chosen to be the research resource or key informant because the principal knows the depth and breadth of information in the form of school conditions and situations well based on school management experience at the Madrasah. Education staff were chosen as resource persons because researchers wanted to see the teacher's point of view on the school environment while the teacher was on duty at this Madrasa. The subjects were taken through a purposive sampling technique, namely digging data to expert informants related to research so that the interviews were carried out in accordance with the research objectives.

The technique used to analyze the data is the analytical induction technique to develop theory. There are three concurrent flows of activity in the analysis: (1) data condensation, (2) data display, and (3) conclusion drawing/verification (Miles et al., 2014). The data that has been successfully collected from the field is then typed into a detailed report description. The reports that have been collected are then reduced by selecting data that are considered important and related to research needs. After the data is reduced, then the data is classified and presented in a form that is easier to understand and related to the research topic. After the data is presented, conclusions are drawn, which are always verified during the research.

3. FINDINGS AND DISCUSSION

This Madrasah Aliyah in Tebo meets the 8 National Education Standards well according to the school's accreditation criteria. This good achievement is followed by good school quality with evidence of accreditation. The school development program implemented is a form of school-based management (SBM) which is carried out to the maximum extent possible so that schools can improve the quality of their education. The following is research data based on observations, interviews and documentation at one of the Madrasah Aliyah in Tebo District.

3.1. Management standards

Based on the results of observations and documentation, the school's Vision, Mission and Goals have been clearly designed and implemented in the RKKL and RKAS at the end of each semester and one year. This planning is carried out by the school principal, who involves the deputy head of curriculum and the school treasurer. The principal fully carries out the leadership duties involving the deputy heads and school stakeholders. This task includes the task of translating the vision into the mission that is carried out when the new school principal is appointed to serve in the school. Then, formulate quality goals and targets, then analyze challenges, opportunities, strengths, and weaknesses. After that, make a strategic and annual work plan carried out every year in the RKKL, RKAS and other documents. This task also involves the teacher and the committee because these parties understand the real situation.

The principal is also in charge of increasing the work motivation of teachers and employees by providing training, workshops, webinars, and so on to enhance the learning process. Principals must also create an effective learning environment, improve quality, and set an example for schools. The principles of lesson leadership carried out by the head of the Madrasah Aliyah in Tebo Regency include building common goals by increasing creation and innovation in curriculum development, developing teacher motivation by providing sufficient learning suggestions and infrastructure and encouraging teachers to be able to make the learning atmosphere more interesting. This is discussed with the vice principal for curriculum on a regular basis in view of educational developments. Ensure the implementation of the quality of the learning process every semester and develop an objective assessment system with the teacher as the actor of the learning process. After that, the Principal also makes decisions based on accountable data. The management of curriculum and learning activities which includes KTSP, educational calendar, learning programs, assessment of student learning outcomes, and academic regulations, has also been carried out by Madrasahs. However, in student activities, schools only carry out four activities, namely New Student Admissions (PPDB) activities, counselling services, extracurricular activities, and achievement development.

3.2. Standards of educators and education personnel

Based on documentation study data, the educators at one of the Madrasah Aliyah Tebo District who teaches the subject are 31 out of 35 teachers according to their educational background and due diligence and equality based on results of the documentation study. Teachers who have educator certificates are 12 people out of 35 teachers. Linearity between majors and subjects taught by teachers and the existence of educator certificates are useful for demonstrating teacher professionalism and as formal evidence in fulfilling pedagogic, personality, social and professional competencies. The Principal meets all the criteria for academic qualification requirements, namely the Master's academic qualification. Under 56 years of age, whose condition is in good physical and mental health. The head of the Tebo District, Madrasah Aliyah has also never been subject to disciplinary punishment, such as being caught in a criminal case or related to bad behaviour. The Madrasah head must have an educator certificate and a school/madrasah principal certificate. The head of the Madrasah also has teaching experience of more than 10 years, so he has received grade IV/a and is already a civil servant. The Principal of Madrasah Aliyah Tebo has also received good marks for performance appraisal in the last 2 years.

3.3. Standard of facilities and infrastructure

Based on the data obtained, Madrasah Aliyah Tebo has a building consisting of the principal's room, vice principal's room, teacher assembly room, administration room, BK/BP room, UKS room, PMR, OSIS room, 12 class study room, computer laboratory room, library, 4 teacher toilets, 3 student toilets, school caretaker's house, prayer room, sports field/ceremonial field with a total land area of 10,000 square meters. The standards for the buildings at the school have been set by the government and on average all the buildings are in good condition and fit for use. It's just that the buildings for physics, chemistry and biology laboratories do not yet exist. The vice principal for facilities and infrastructure said that all the buildings met the safety requirements set by the government. The building conditions at Madrasah Aliyah Tebo have a stable and strong construction that is not easily damaged by natural conditions or disasters. Have a fire hazard prevention system as a form of anticipation. Existing facilities are also child-friendly, which means they are not easily accessible to small children and are not dangerous for the school community. Also accompanied by a lightning rod to keep the electricity safe. Madrasahs also perform routine maintenance less than once every 5 years. This maintenance includes repainting faded buildings, repairing windows and doors, floors, roof coverings, and ceilings so that they become fit for use again, and repairing water and electricity installations so that school operations run smoothly.

3.4. Content standard

Based on the results of observations and documentation of teacher and staff attendance recapitulation, the number of teachers and staff entering during working hours with attendance above 90% in the March 2021-2022 report. The diligence and discipline of the employees at Madrasah Aliyah Tebo will result in good progress in work effectiveness. As for absent teachers, they were always orderly in giving news about the condition of the reason for their absence so that their work on that day could be replaced by another colleague. This is done so that the learning process continues to run smoothly. In addition, Madrasah Aliyah in Tebo District always develops learning tools according to the level of competence and the scope of learning materials at each grade level. The teacher carries out this development at the beginning of each semester of the new school year. As for developing the curriculum, Madrasahs also involve 4 or more elements, namely counsellors, school/madrasah supervisors, resource persons, school/madrasah committees, and organizers of educational institutions by the KTSP development guidelines.

3.5. Process standard

Based on observations, interviews and documentation, the Madrasah Principal supervises the learning process objectively and transparently for continuous quality improvement and supervises almost all teachers in the learning process every year. In class management, the teacher carries out good classroom management by carrying out 10-11 criteria, including exemplary spiritual attitudes, namely by praying before and after learning and associating lessons with religion. Then exemplary in social attitudes, namely students learn in groups and discussions as well as to cultivate social attitudes. Furthermore, setting learning places such as classes, parks and others, sound settings such as intonation and emphasis when speaking in explaining lessons, using polite, straightforward, and easy-to-understand words by students, paying attention to each student's learning ability, maintaining class order during the lesson, and use reinforcement and feedback to measure the level of students' understanding of the lessons presented. In addition, increasing student activity, keeping students dressed politely, cleanly and neatly, explaining the syllabus of subjects at the beginning of each semester, as well as the appropriate use of time so that learning can be effective and not boring. Process standards with a series of implementations have also been carried out by all components of Madrasah Aliyah Tebo.

3.6. Graduate competence standard

Based on the results of observations and interviews, Madrasah Aliyah in Tebo has implemented graduate competency standards according to procedures. The competencies of these graduates are academic and non-academic. During the learning process, students are taught by the teacher about activities that reflect a commendable attitude. This attitude, among other things, reflects social attitudes with honest and responsible characters, such as doing homework assignments that must be done at home, fulfilling class picket assignments, and upholding sportsmanship during exams, competitions and so on. In addition, students are also equipped with a sense of caring and mutual cooperation, where students are invited to help anyone in trouble so that work can be completed quickly. Of course, growing awareness from within the students themselves without coercion. Then students are taught to be democratic, confident, and nationalistic from activities such as being given responsibility as ceremonial officers, being given a position to manage classes, organizations and so on. All these activities are obtained through learning and habituation activities carried out at school as long as students are educated.

Students also have behaviours that reflect the attitudes of true lifelong learners according to child development, which is obtained from learning experiences and habituation through the school/madrasah literacy movement. The school library is always open to students who want to add to their scientific insights, and even subject teachers often guide students in their subjects to understand literacy. Students carry out activities which include planning and assessing literacy programs, sufficient

time for literacy activities, reading books, competitions related to literacy, displaying written works such as at art exhibition stands, periodic awards for students, and literacy training conducted during lessons or finished. All of these activities are carried out to maintain the quality of school graduates because the quality of graduates is an important target in school quality improvement programs.

3.7. Rating standard

Based on data obtained from the school principal, Madrasah Aliyah in Tebo sets assessment standards that have been set by the government and are applied according to school conditions while still following legal regulations. Schools carry out assessments of student learning outcomes in 4 forms: daily assessments, end of semester assessments, end-of-year assessments, and school/madrasah exams. Daily assessments are carried out by the teacher on each subject in progress. The final semester assessment is carried out every 6 months after the learning process is carried out at the end of the semester. This assessment is commonly called a semester exam. As for the year-end assessment, namely the assessment of semesters 1 and 2. As well as school exams, namely the final exam to determine student graduation from school. Madrasahs also determine the Minimum Completeness Criteria (KKM) for all subjects by taking into account the characteristics of students, subject characteristics, the conditions of the educational unit, and analysis of the results of the assessments which are carried out periodically by the principal, deputy head of curriculum and teachers so that the learning process at school can run according to conditions. School especially the condition of students. The teacher carries out a knowledge competency assessment using 3 types of tests, namely written tests, oral tests, and assignments. The written test is in the form of an essay or answer that fulfils the literacy element. Oral tests can be a practice, or students only describe and explain the science being tested. As for the assignment test, namely giving assignments for students to solve learning problems, it can be done in groups, in discussions or working at home. All types of tests are useful for measuring students' abilities to the extent that students are able to understand the lessons given. This assessment standard is carried out in order to produce qualified and competitive graduates if they have graduated from school.

3.8. Financing standard

Based on the results of the documentation study and interviews, Madrasahs have had a Work Plan and Budget (RKA) for the last 3 years, which contains 3 out of 4 budget allocations for this investment which include the development of facilities and infrastructure, development of educators, development of educational staff, and working capital. Madrasahs also have a Work Plan and Budget (RKA) for the last 3 years, which contains budget allocations for non-personnel operating costs, which include 9 components which include school stationery (ATS), consumable materials and tools (BAHP), light maintenance and repairs, power and services, transportation/business travel, consumption, insurance, student/extracurricular coaching, and reporting. The Madrasah Treasurer explained that Madrasahs spent most of their costs on the development of educators and educational staff based on the RKA for the last 3 years. In addition, there is planning in the RKKL and RKAS, personnel expenditure needs, boss funds, and office operations. This financing management requires stakeholders, such as committees, to approve documents related to BOS funds. Sources of funds that are operated in schools are obtained from various sources, including DIPA, APBN School Operational Assistance (BOS), parents/guardians, the community and other non-binding donations, which are managed properly by the responsible school.

The eight National Standards have been implemented in Madrasah Aliyah in Tebo District. The achievement of this standard involves a School Based Management system that uses a school development program. Based on the results of the interviews, the total school development program has been carried out in accordance with the vision and mission outlined in the curriculum. It is in the curriculum that regulates all the programs in the school. As for curriculum development, schools involve school elements and stakeholders, namely counsellors/BK teachers, school supervisors, resource persons, school committees, and administrators of educational institutions. One of them is the school committee as a partner in the field which interacts with community members/parents. So far,

the school continues to collaborate, communicate, synergize, and the committee is very communicative, active and optimistic and supports the activities carried out at Madrasah Aliyah in Tebo District. So the committee's role is quite good, and what has been programmed by the committee certainly does not run away from the rules, including cooperation in making the madrasah curriculum.

Discussion

National Education Standards that meet 8 standards, namely management standards, educators and education staff standards, facilities and infrastructure standards, content standards, process standards, graduate competency standards, assessment and financing standards, have so far been implemented in Madrasah Aliyah Tebo by following the procedures that have been set. It can be analyzed from each of these standards, starting from management standards. Management activities are inseparable from the existence of leadership in an educational institution. For this reason, the leader, in this case, the school principal, who carries out management duties, is quite involved. His duties include translating the vision into missions, formulating goals and quality targets, and then analyzing challenges, opportunities, strengths and weaknesses. After that, make strategic work plans and work plans, involve teachers and committees, increase the work motivation of teachers and employees, create an effective learning environment, improve quality, and set an example. From this description, the school management standards can be categorized as several aspects of the principal's leadership which include management, namely in the field of school administration, management of educators and education staff, and management of students.

Regarding the standards of educators and education staff, Madrasah Aliyah in Tebo Regency meets the standards starting from the principal, teachers and education staff. This is useful for carrying out education in a safe and controlled manner. In terms of standards for educators and education staff, several aspects can be categorized, namely educational qualifications, age, medical history, work experience, certificate of good behaviour, and award documents. The standard of facilities and infrastructure for Madrasah Aliyah in Tebo Regency is quite fulfilled. However, there are still deficiencies; namely, there are laboratories for science majors, in this case, Physics, chemistry and biology. This is an obstacle for schools to carry out the learning process but does not really have an effect because there are other alternatives, namely practice and the learning process can be carried out in class. With that, the standards of facilities and infrastructure can be categorized into aspects, namely buildings, facilities in buildings, and care and maintenance of buildings.

In terms of content standards, many are involved in the implementation process, including counsellors/counselling teachers, school/madrasah supervisors, resource persons, school/madrasah committees, and administrators of educational institutions. These four elements are no exception. Principals have an important role in curriculum development. For this reason, content standards can be categorized into attendance recapitulation, development of learning tools, and involvement of other parties in curriculum development. The school principal carries out the standard process to improve school quality. The teacher carries out classroom management by carrying out 11 criteria including exemplary in spiritual attitudes, exemplary in social attitudes, place settings, sound control, use of polite, straightforward, and easy-to-understand words, ability student learning, classroom orderliness, reinforcement and feedback, student activity, dressing modestly, cleanly and neatly, subject syllabus, and timeliness. Apart from teachers, administrative staff manage the school administration. Other educational staff, such as security guards, school servants and others, carry out management processes in their respective fields. So each worker can be categorized in managing his work at school.

In graduate competency standards, the focused object is students. Graduate competence is seen from two aspects, namely academic and non-academic. This can be judged by his attitude, knowledge, and skills at school. These three categories are obtained from learning and habituation that is carried out at school every day. In terms of assessment standards, schools carry out assessments of learning outcomes in 4 forms, namely daily assessments, end-of-semester assessments, end-of-year assessments, and school/madrasah exams. Then the Madrasah also determines the Minimum Completeness Criteria (KKM) for all subjects taking into account the characteristics of the students, the characteristics of the

subjects, the conditions of the educational unit, and the analysis of the results of the assessment. There are three types of tests to measure learning outcomes, namely tests, namely written tests, oral tests, and assignments. For this reason, assessment standards can be categorized into several aspects, namely determining the time in assessing learning outcomes, determining the completeness criteria, and the type of assessment test.

In terms of financing standards, schools must apply costs in 4 budget allocations which include developing facilities and infrastructure, developing educators, developing educational staff, and working capital. In practice, financing management starts from the budgeting contained in the RKAS, then the application and bookkeeping of these funds to carry out the school's operational needs, and all of this is made in an accountability report to serve as evaluation material. This is to streamline and use the funds so that they meet the needs of the school without any loss or wasted funds. Financing management has clear standards that can be categorized into various aspects, namely the timing of financing planning, financing implementation, financing reporting, sources of funds, and institutions/parties involved in financing transactions.

Facilities and infrastructure that have not been fulfilled are related to the acquisition of school funding sources. Obtaining funds for school facilities and infrastructure comes from the government based on the School Budget Work Plan (RKAS) that the school has prepared because several Madrasah Aliyah in Tebo is state schools. In accordance with research (Nasyirwan, 2015), standards of facilities and infrastructure managed by the management of private schools and public schools have differences in the procedure for obtaining them; where private schools can ask for assistance from the government through grants and can also obtain it from the foundation, while public schools sourced only from government funds.

The findings based on observations, interviews, and documentation from this study show that every school has advantages, including Madrasah Aliyah in Tebo District. With the input of students who have different backgrounds, both from academic ability, culture, and social level, it is still necessary to improve the self-ability of each student. In line with the vision and mission, there are two flagship programs at Madrasah Aliyah Tebo which serve as the focus of attention which are the top priority towards developing student potential, namely religious activities, namely *mulok tahfidz* and scout activities which are part of extracurricular activities. From this activity, it is hoped that Madrasah Aliyah in Tebo Regency can create a leading school with religious, cultural, integrity and environmental insight that excels in the field of religion. This is relevant to the research of Wulan & Ismanto (2017), which says that there is the only Madrasah Aliyah in Kudus which has a vocational or expertise program but also holds *tahfidz* or memorizing the Qur'an which is packaged in the form of religious extracurricular activities. This is a unique thing that has never been owned by other schools or madrasahs. Students do not need to attend college but can still memorize the Qur'an. This *tahfidz* learning activity will be very helpful in memorizing the Qur'an.

The benefit is to minimize errors in reading the Qur'an in accordance with the applicable tajwid and *makhoriul khuruf* rules. In terms of achievement, Madrasah Aliyah students in Tebo Regency are quite active in participating in various activities and achieving achievements, although not in large numbers recently due to the pandemic situation. Madrasah Aliyah students in the district in the academic field are quite active in participating in activities such as OSN, district-level Olympiads, KSM and other competitions. Likewise, in the non-academic field, students are also active in participating in extra activities such as Scout competitions between schools and districts, Drum band always appears at Indonesian independence anniversary events, actively participates in Mutsabaqah Tilawatil Qur'an, including Fahmil Qur'an and Syahril Qur'an. Where the Syahril Qur'an Team won 1st place at the Regency level, and the achievements of the Fahmil Qur'an branch are often proud of. Even so, students still contribute to the school. In line with the research of Faqih (2020), information was obtained that the *tahfidz* Qur'an program is an integral part of the *tahfidz* Qur'an at the Mutsabaqah Tilawatil Qur'an Tahfidzul Qur'an (MTQ TBS). so, the *tahfidz* Qur'an program in schools has many benefits, especially in the MTQ field of *Tahfidzul Qur'an*. Besides that, memorizing the Qur'an can also cover many other MTQ fields, such as *fahmil* Qur'an and *syahril* Qur'an. These programs can be realized because the

background of this school is religion-based. With this program, Madrasah Aliyah in Tebo District can improve non-academic achievements and student academics. With the hope that students who graduate from Madrasah Aliyah in Tebo Regency can compete and improve their competence when in society.

Other findings based on observations, interviews and documentation show that in order to achieve National Education Standards, stakeholders and other school stakeholders must also be involved. This is because schools cannot stand alone to achieve school quality by implementing National Education Standards without the support of stakeholders. For this reason, school-based management needs to be applied to achieving school goals. Each has a role in moving the wheels of interest for the betterment of the school. In addition, improving the quality of schools can be achieved through the implementation of the 8 National Education Standards in Indonesia. With these national standards, the direction of improving the quality of Indonesian education becomes clearer. If each education unit has been able to achieve or exceed these national education standards, then the quality of the education unit can be stated to be high (Raharjo, Yuliana, & Yudha, 2018). National Education Standards need to be achieved by Indonesian schools because they are a way to achieve quality education. Whether the school's quality is achieved will have implications for the community's assessment of whether the school is good. Meanwhile, if school quality has been achieved, of course, the 8 National Education Standards have been fulfilled through the implementation of evidence of accreditation. Having achieved this accreditation can make a contribution and contribution to the school so that it gets a good rating from the community to entrust its quality.

4. CONCLUSION

School-based management (SBM) implemented by one of the Madrasah Aliyah in Tebo Regency as a school quality management system is able to improve school quality with management that involves the participation of all school components and focuses on programs to improve the quality of graduate students and educators. The achievement of well-executed SBM management is evidenced by the fulfillment of 8 national education standards. The fulfillment of the 8 National Education Standards achievement shows a real quality improvement in this Madrasah Aliyah in Tebo with the achievement of An accreditation for 5 years. It is just that there are 2 standards that are not more dominant than the others, namely the standard of facilities and infrastructure and the competency standard of graduates. However, further research can further study the involvement of school-based management (SBM) with national education standards directly and indirectly in schools. Although efforts have been made to the maximum extent possible, this research has limitations, namely time constraints because it was only studied for a limited time and only to prove the conditions that occurred at the time of the study and changes that may have occurred or will occur cannot be observed. For further research, researchers can observe the development of school quality towards accreditation in the following year with a comparison of different years as long as the school uses school-based management

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