



Implementation of school based management in christian religion high school Kupang

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ABSTRACT

This study aims to analyze the implementation of school-based management in the Christian Religion High School (CRHS) Kupang. The method used in this research is a qualitative method with a descriptive approach. The subjects in this study amounted to 3 (three) people consisting of the principal, vice principal and school committee. Data collection techniques used are interviews and documentation. The data analysis technique used is Analysis Interactive which is divided into four parts, namely data collection, data condensation, data presentation and conclusion. The results of the study show that the implementation of school-based management at CRHS Kupang has been carried out in almost all areas of school-based management which are the indicators in this study. CRHS Kupang has carried out school program planning, implemented the learning process, conducted curriculum management, managed personnel, managed facilities, implemented financial management, implemented student services, built good relations with the community, and carried out a good evaluation of school programs. CRHS Kupang still needs to pay attention to managing the school climate.



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INTRODUCTION

Over time, education in Indonesia continues to experience development. This development seeks to achieve national education goals, namely the nation's intellectual life (Alawiyah, 2014). Education as a development pillar must be addressed from various fronts to achieve this goal. Increasing Human Resources (HR) must be implemented to achieve these educational goals. Efforts to improve human resources are carried out through the education sector. The national development program continually prioritizes education as a component of national development (Mufidah, 2019). Education plays an important role in improving Human Resources (HR) which is the subject of development. Education must produce high quality graduates.

The government sets National Education Standards (NES) as a reference in improving the quality of education. Eight national standards set by the government must be achieved in the implementation of education including graduate competency standards, content standards, process standards, management standards, educator and education staff standards, evaluation standards, financing standards, facilities and infrastructure standards (Alawiyah, 2017). All of these standards are interrelated links in efforts to improve the quality of Indonesian education. The governance sector reform that occurred in 1998 gave birth to Law Number 32 of 2004th concerning regional government, which gives authority to each region to manage and take care of the interests of the community (A'ing, 2015). The impact of the education sector is that each region has the authority (autonomy rights) to manage education in its territory.

With this autonomy right, the Ministry of National Education seeks to manage education that focuses more on decentralization at the education unit level, called school-based management (Winoto, 2020). The decentralization of education manifested in school-based management directed towards the independence of education administration in schools (Achadah, 2019). Principals, educators, students and parents have the authority and responsibility to manage and control the educational process in schools.

Through SBM, schools give the freedom to choose the most effective learning and teaching strategies, methods and techniques according to student characteristics, teacher characteristics and conditions of natural resources available in schools (Elitawati & Haq, 2020). The statement means that schools are responsible for managing education unit-level education. Efforts to improve school management aim to improve the quality of education, both in the educational process and the quality of educational outcomes (Mulyadi et al., 2021). Through SBM, the quality of the educational process in schools improves so that one hopes that the educational outcomes will be of high quality. It means that the quality of educational outcomes is directly proportional to the quality of the educational process implemented. The better process is the implementation, the better the results obtained. SBM is not just changing the approach to school management from centralization to decentralization but for independent school management to improve the quality of education (Usman, 2014). Schools can make decisions in school management by involving stakeholders, namely the principal, educators, students, and parents (School Committee).

Research conducted at State Vocational Schools in Sleman Regency (Sukarti & Wibowo, 2013), to determine the implementation of school-based management, which includes input, process and outcome aspects as well as efforts to overcome the obstacles encountered. The study results describe these schools' input, process and outcome aspects. Another study was conducted at Public Junior High School (PJHS) 11 Jambi City (Sabil, 2014), to determine the principles and characteristics of School-Based Management implemented in that school. The research method used is a survey method with a descriptive research level of explanation. The results of the study show that the implementation of SBM in these schools is appropriate. Christian Religion High School (CRHS) Kupang is a Christian school in Mata Air Village, Kupang Center District, Kupang Regency. This school is a transformation from the Christian Theological Middle School (CTMS) Tarus, Kupang, in 2020. Eighteen teachers teach at this school, assisted by two employees. There are 98 students in this school. Under Mrs Amedniada Haekase, M.Pd.K, this school continues to grow continuously. Based on information from the Principal, CRHS Kupang is preparing to be nationalized by the Directorate General of Christian Community Guidance, Ministry of Religion of the Republic of Indonesia. This process requires good management by the principal.

This research is different from previous research. This study examines the implementation of SBM at CRHS Kupang based on school-based management indicators adopted from the field of school-based management (Elitawati & Haq, 2020), namely 1) school program planning, 2) learning process, 3) curriculum management, 4) workforce management, 5) facility management, 6) financial management, 7) student services, 8) school community relations, 9) school climate management, 10) evaluation of school programs.

METHOD

This study uses a qualitative descriptive method by systematically describing factually and accurately the facts, characteristics and relationships investigated (Arifianto, 2017). A qualitative method with a descriptive approach according to the research objective to analyze the implementation of SBM in CRHS Kupang. This research will occur at the CRHS Kupang located in Mata Air Village, Kupang Tengah District, Kupang Regency. This research took place from June – July 2022. There are three research subjects, with details of 1 school principal, one vice principal and one school committee member. The techniques used in this research are interview and documentation techniques. The way to process the data used is Analysis Interactive from Miles, Huberman and Saldana, which divides it into four parts (Huberman dkk., 2014), namely data collection, data condensation, data presentation and conclusion.

RESULTS AND DISCUSSION

Results

The results of this study are grouped based on research indicators adopted from school-based management (Elitawati & Haq, 2020). Based on the results of data collection at CRHS Kupang, the following results were obtained:

School Program Planning

To start a school year usually begins with the preparation of work programs or school programs. At CRHS Kupang, the preparation of school programs usually in the third or fourth week of June through meetings and discussions with school stakeholders. The stakeholders in question are School Superintendents (representing the government - Ministry of Religion), Committee Board (representing parents/guardians of students and the surrounding community), Foundations (representing those in charge), Principals with educators and education staff (representing education unit managers). School or work programs are prepared based on several aspects, namely the National Education Program, School Vision and Mission, School Self-Evaluation (Current year), and Considerations and decisions of meetings with stakeholders.

Learning Process

To maintain an effective and efficient learning process at CRHS Kupang, teachers must prepare several things before starting learning, namely learning tools (Learning Implementation Plans / LIP) that the school principal has approved. Furthermore, the teacher must also prepare a teacher's teaching journal, which consists of attendance lists, teaching agendas, process value lists, student behaviour notebooks in class, learning media (stationery, charts, posters, student books/handouts) and Student Worksheets.

To ensure the learning process goes well, the principal supervises. Supervision activities are usually carried out for one week to cover all subjects. In semester I, learning supervision is carried out in the first or second week of September; in semester II, learning supervision occurs in the first or second week of March. Learning supervision is carried out in two forms: supervision of learning devices and class supervision. Learning device supervision occurs by studying the learning administration prepared by the teacher before teaching. Class supervision is usually the principal directly present in class to see the learning process.

Apart from supervision, CRHS Kupang also conducts learning evaluations. Learning evaluation activities occur at the end of each month through a teacher council meeting. Semester

evaluation meetings usually held at the end of each semester before completing report cards to make final decisions for students based on weekly/monthly follow-ups. Evaluation is also carried out at the end of each academic year to evaluate the results of implementing school programs and plan improvements to school programs. The evaluation results become the school management's accountability report to stakeholders, in this case, committees, foundations and the Ministry of Religion.

Curriculum Management

The curriculum used at CRHS Kupang is Curriculum 2013, compiled by the Ministry of Education and Culture and integrated with the subject of Christian Religion (Christian Ethics and Bible Knowledge), whose Core Competencies and Basic Competencies were prepared by the Ministry of Religion. Furthermore, curriculum development is carried out at the beginning of each school year through a curriculum development team determined by the principal.

The curriculum Development of CRHS Kupang is based on the School Self-Evaluation, the School Program and the results of the Curriculum Development Team meetings. The curriculum development team in question involves the committee, the vice principal, teaching staff representatives, and school supervisors. The curriculum developed in the future, referred to as the school principal, committee chair, and Head of the Christian Community Guidance Division of the Regional Office of the Ministry of Religion of East Nusa Tenggara Province, then endorsed the Education Unit Level Curriculum (EULC). The approved curriculum is then disseminated to teachers and staff to implement it together.

Energy Management

To recruit teachers or education personnel, the Foundation announces the opening of vacancies which are announced through social media and letters posted on the school notice board. Furthermore, prospective teachers/educational staff who wish to apply to send their cover letters to the Chairperson of the Shalom Education Foundation. After the Foundation has conducted administrative selection, the Foundation will hand over prospective teachers/educational staff who have passed the written test and interview test, which will be carried out by the school in collaboration with the school supervisor. Prospective teachers/educational personnel who successfully pass will be sorted from the highest score to the lowest and placed according to the available recruitment vacancies.

Recruitment is based on the need for a position in the school, whether a subject teacher position or an employee's staff. Furthermore, the placement / assignment of teachers / educational personnel is carried out through an evaluation meeting mechanism and the division of tasks for teachers/educational staff and the determination of the Decree on the Division of Tasks. The division of tasks is based on the teacher / educational personnel's background. Evaluation of teacher performance is carried out through supervision activities. In addition, an evaluation meeting is held at the end of each month to evaluate the performance of teachers/education staff at CRHS Kupang. The results of evaluating the performance of teachers/educational staff are used to improve the performance of teachers/educational staff in the future.

Facility Management

Most school facilities are provided with government assistance (Ministry of Religion), and some are provided by foundations and schools through the available budget. Public facilities provided by the school will be distributed evenly and can be used by all school members. Maintenance of school facilities will be carried out every year, and the budget will be provided from the school's operational funds.

Financial Management

CRHS Kupang's finances come from 3 sources, namely Foundation Contributions, Committee Fees of IDR 50,000 per student according to meeting decisions and School Operational Assistance Fund (SOAF) from the Ministry of Religion. School financial planning is contained in the School Budget Work Plan (SBWP) and School Revenue and Expenditure Budget Plan (SREBP). The SBWP and SREBP are prepared at the beginning of each fiscal year (early January).

Spending on school needs must refer to the SBWP and SREBP to maintain transparency in school financial management. The parties involved in financial planning are the committee members and school administrators (the principal and teachers / staff). School finances are managed by the principal, treasurer and administrative staff.

Reporting of accountability for the use of the budget that is reported every semester to the budget provider. The report prepared contains a description of the conformity of the use of the budget with the planned use of the budget, a copy of the General Cash Book, a copy of the Supporting Cash Book, a copy of the Monthly Cash Closing Registration, a copy of the Tax Auxiliary Book and spending notes signed by the principal, treasurer and the goods / services providers involved. The results of this report will then be audited and checked for credibility and accountability by the audit team providing the budget.

Student Services

To accept new students, the Foundation announced the opening of New Student Admissions (NSA) through school and teacher/staff social media, pamphlets distributed around the school, letters sent to churches around the school, and NSA banners posted on public roads near schools. Furthermore, students can apply directly at the school or through an online link provided by the school. Furthermore, recruitment will stop when the number of quotas has been reached (maximum 35 people per year). Recruited students will go through administrative selection and tests. Recruiting new students is carried out by the NSA Committee and determined by the school principal. For now, CRHS Kupang only has one study group at each level, so a division of similar class levels has yet to exist.

CRHS Kupang always tries to provide the best service for its students. Some of the services provided:

1. Fulfillment of educational needs and skills according to the curriculum.
2. Provide a forum for channelling interests and talents in several extracurricular activities.
3. Providing a place for complaints and follow-up on violations of violence, discipline, and sexual harassment.
4. Provide remedial and enrichment mechanisms to ensure student learning achievement.
5. Providing PIP scholarship quotas for underprivileged participants.

Community School Relations

Most students enrolled at CRHS Kupang live in the neighbourhood around the school; thus, each student's parent/guardian is the community itself and is a member of the school committee. Schools build relationships with several parties, especially to maintain order and smooth school activities, including; the community around the school, the nearest public health centre, the police, the nearest campus/university, and the village government. Building relationships with the community is to expedite school operational activities. With the cooperation and support of the various partners that have been mentioned, then school programs and national education goals can be more easily achieved.

School Climate Management

The school's position was determined in such a way before being built, considering geographical conditions and spatial aspects. Generally, the school climate is conducive enough for learning activities. Apart from that, to achieve ideal school conditions, CRHS Kupang tries to create a conducive learning climate so that students are comfortable taking lessons as well as teachers and staff while working at school.

Evaluation of School Programs

School program evaluation is conducted through a meeting involving school stakeholders at the end of the school year. Several stakeholders are involved in evaluating school programs, namely School Supervisors, Boards, Foundations, Principals, educators, and education staff. The results of the school program evaluation will be used as the primary material in carrying out repairs and development of the following year's school program. By carrying out an evaluation of the school program, you can find out the achievement of each school program that has been

implemented. From the programs that have been implemented, it will be considered which programs need to be maintained, which need to be improved, or even which need to be replaced.

Discussion

The successful management of the institution determines the success of an educational institution. With the decentralization of education, schools have the right to autonomy in managing the resources at school (Achadah, 2019). This autonomy right became known as school-based management. School-based management gives full rights to schools to plan, implement and evaluate the school's performance. Measure the achievement of the implementation of school-based management can be seen from the achievement of each indicator. Ten indicators, namely, measure the implementation of school-based management at CRHS Kupang:

School Program Planning

Planning for this school program involves stakeholders from the education office, school board, school supervisors, principals, teachers, parents and the community (Pasaribu, 2017). School program planning is based on the National Education Program, School Vision and Mission, School Self-Evaluation, and decisions from meetings with stakeholders. This is in line with what is implemented by CRHS Kupang. CRHS Kupang plans a work program / school program at the beginning of the school year by involving stakeholders such as School Superintendents, Committee Boards, Foundations, and Principals, along with educators and education staff. School or work programs are prepared based on several aspects, namely the National Education Program, School Vision and Mission, School Self-Evaluation, and decisions of meetings with stakeholders. School program planning has two functions, namely, to describe a series of actions to be carried out to achieve institutional goals and to use available resources effectively and efficiently to achieve the stated goals (Nur et al., 2016) By planning a program, the school has a direction in which to work throughout the year.

Learning Process

Teacher preparation in carrying out learning includes preparing lesson plans, preparing teaching materials, learning resources, learning media, the curriculum used and carrying out assessments (Anggraini, 2021). Learning planning serves as a reference in learning development which leads to increased learning outcomes with lesson plans that have been prepared as guidelines (Anggraeni & Akbar, 2018). Before carrying out the learning process, teachers at CRHS Kupang are required to prepare learning tools (Learning Implementation Plans / LIP) that have been approved by the school principal and teacher teaching journals. To ensure that the learning process goes well, the principal carries out supervision. Supervision needs to be done periodically to monitor teacher performance and student learning outcomes (Saputra, 2011). Learning supervision is carried out in two forms: supervision of learning devices and class supervision at the end of each month through teacher council meetings.

Apart from supervision, CRHS Kupang also conducts learning evaluations. Learning evaluation activities are carried out at the end of each month through teacher council meetings and at the end of each school year in order to evaluate the results of school program implementation and plan school program improvements. Evaluation results form the basis for decision-making, formulating policies, and establishing different programs (Suardipa & Primayana, 2020). The results of the Kupang CRHS evaluation become the accountability report of the school management to stakeholders, in this case, committees, foundations and the Ministry of Religion.

Curriculum Management

The curriculum used at CRHS Kupang is Curriculum 2013 (C-13) which was compiled by the Ministry of Education and Culture and has been integrated with the subject of Christian Religion (Christian Ethics and Bible Knowledge) whose Core Competencies and Basic Competencies were prepared by the Ministry of Religion. The success of the learning process itself is influenced by various factors, including school readiness in developing the applicable curriculum, providing various school facilities and equipment as learning resources and media, and

readiness of school principals, teachers and employees in the learning process (Awwaliyah, 2019). This means that the curriculum needs to be continuously developed according to the school's circumstances to achieve a quality curriculum. Furthermore, CRHS Kupang curriculum development is carried out at the beginning of each school year through a curriculum development team determined by the principal. Curriculum development in schools requires the creativity of stakeholders so that it can adapt to the conditions of students, schools, and the socio-cultural community around which schools are located (Huda, 2017).

Manpower Management

School personnel are recruited based on the need for positions in schools, be it subject teacher positions or staff employees. The main objective of employee recruitment (staff) is to get the right person for a particular position so that the person can work optimally (Sendov & Mekel, 2015). Furthermore, the placement/assignment of teachers/educational personnel is carried out through an evaluation meeting mechanism, the division of tasks for teachers/educational staff, and the Evaluation of teacher performance is carried out through supervision activities. Evaluation of teacher performance is intended to improve the quality of education by helping teachers develop their potential so they can carry out tasks as effectively as possible (Arifandi, 2020). Apart from supervision, there are also evaluation meetings held at the end of each month to evaluate the performance of teachers / education staff at CRHS Kupang. The results of evaluating the performance of teachers / educational staff are used to improve the performance of teachers / educational staff in the future.

Facility Management

Good school facilities will have an impact on students to be more enthusiastic about learning and will provide convenience and support students' willingness to learn (Amah & Nugroho, 2015). To support this, CRHS Kupang provide facilities, most of which are provided with government assistance (Ministry of Religion), and some are provided by foundations and schools through the available budget. Meanwhile, the maintenance of school facilities will be carried out annually, and the budget will be provided from the school's operational funds.

Financial Management

School financial management can run well and must receive funding participation from various sources such as the central government, regional governments, foundations, entrepreneurs, community groups, parents, students, alums and other financial sources (Mubin, 2018). CRHS Kupang's finances come from 3 sources, namely Foundation Contributions, Committee Fees according to meeting decisions and School Operational Assistance Fund (SOAF) from the Ministry of Religion. Good financial planning must be carried out systematically and responsibly so that it does not cause detrimental things (Muhtar et al., 2021). CRHS Kupang's financial planning is contained in the School Budget Work Plan (SBWP) and the School Revenue and Expenditure Budget Plan (SREBP), which are carried out at the beginning of each fiscal year. The parties involved in financial planning are the committee members and school administrators (the principal and teachers/staff).

Student Services

Acceptance of new students is one of the processes at the school to screen prospective students who are selected according to the specified criteria to become students at the school (Najamudin et al., 2019). To accept new students at CRHS Kupang, the Foundation announced the opening of New Student Admissions (NSA), which was announced through school and teacher/staff social media, pamphlets distributed around the school, letters sent to churches around the school, as well as PPDB banners posted on public roads near schools. Recruited students will go through administrative selection and tests. The selection of new students must be carried out properly because it is the first step in improving the quality of education through input quality (Purnama, 2016). The task of recruiting new students is carried out by the NSA Committee and determined by the school principal.

Community School Relations

Lately, education without involving community participation will certainly run because education is intended for the community and implemented by them (Wati, 2015). CRHS Kupang builds relationships with several parties, especially in order to maintain order and smooth school activities. With the cooperation and support of the various partners that have been mentioned, then school programs and national education goals can be more easily achieved.

School Climate Management

School climate is the conditions and situations that occur in the school environment which occur due to open interactions between school elements, and the school climate is conducive to influencing the performance of educational institution employees (Safitri & Prasetyo, 2022). In general, the CRHS Kupang climate is conducive enough to carry out learning activities. CRHS Kupang always tries to create a conducive learning climate/environment so that students are comfortable in taking lessons as well as teachers and staff while working at school.

School Program Evaluation

Evaluation is an activity of collecting, analyzing and presenting information by comparing activity plans with activity realization and comparing program objectives with the results achieved (Sulistyo, 2017). The evaluation of the CRHS Kupang program is carried out through a meeting at the end of the school year involving school stakeholders, namely School Supervisors, Boards, Foundations, and Principals, along with educators and education staff. The results of the school program evaluation will be used as the primary material in carrying out repairs and development of the following year's school program.

CONCLUSION

The implementation of school-based management at CRHS Kupang has been carried out in almost all areas of school-based management which are the indicators in this study. CRHS Kupang has carried out school program planning, carried out the learning process, conducted curriculum management, managed human resources, managed facilities, implemented financial management, implemented student services, built good relations with the community, and carried out a good evaluation of the school programs. Specifically, for indicators of school climate management, more attention is needed because school climate is not only about geographical conditions but also about the atmosphere of learning and interactions between school members.

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