

SCHOOL BASED MANAGEMENT: A STUDY OF THE EFFECTIVENESS OF THE LEARNING PROCESS

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Abstract:

The purpose of this study was to study how the implementation of School-Based Management (SBM) and its impact on the quality of education at SMA Islam Ulun Nuha Medan. SBM is a decentralized educational management approach that gives schools more autonomy to organize resources, programs, and learning policies according to local needs. This study was conducted using a qualitative approach and descriptive case study. The data collection techniques used were interviews, observations, and documentation. The results showed that the implementation of SBM in this school included flexible curriculum management, active teacher involvement in decision-making, systematic learning supervision, and stronger communication between schools and parents. SBM not only improves the effectiveness of learning, but also increases student satisfaction. This is due to the right learning strategies, a comfortable learning environment, and optimization of academic and non-academic potential. This study found that SBM can be a useful management method to improve the overall quality of education.

Abstrak:

Tujuan penelitian ini adalah untuk mengkaji bagaimana penerapan Manajemen Berbasis Sekolah (MBS) dan dampaknya terhadap mutu pendidikan di SMA Islam Ulun Nuha Medan. MBS merupakan pendekatan manajemen pendidikan terdesentralisasi yang memberikan otonomi lebih kepada sekolah untuk mengatur sumber daya, program, dan kebijakan pembelajaran sesuai dengan kebutuhan daerah. Penelitian ini dilakukan dengan pendekatan kualitatif dan studi kasus deskriptif. Teknik pengumpulan data yang digunakan adalah wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan MBS di sekolah ini meliputi manajemen kurikulum yang fleksibel, keterlibatan guru secara aktif dalam pengambilan keputusan, supervisi pembelajaran yang sistematis, dan komunikasi yang lebih baik antara sekolah dan orang tua. MBS tidak hanya meningkatkan efektivitas pembelajaran, tetapi juga meningkatkan kepuasan siswa. Hal ini dikarenakan adanya strategi pembelajaran yang tepat, lingkungan belajar yang nyaman, dan optimalisasi potensi akademik dan nonakademik. Penelitian ini menemukan bahwa MBS dapat menjadi metode manajemen yang bermanfaat untuk meningkatkan mutu pendidikan secara keseluruhan.

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INTRODUCTION

Education is one of the main instruments in developing quality human resources. Education has the potential to improve the quality of life and develop a person's character.(Aladdin & Kurnia, 2019; Rizki et al., 2023). Good quality education will produce humans who are able to develop in the world of globalization. In this context, in the current era of globalization and rapid technological development, educational institutions are required to continue to innovate and improve the quality of the learning process in order to produce graduates who are not only academically superior, but also have character, skills, and attitudes that are relevant to the needs of the times. An effective learning process is the main key to achieving these educational goals (Sulfemi & Arsyad, 2019; Wahyudin et al., 2023).

To achieve the effectiveness of a good educational learning process, there are several factors that greatly influence both internal and external factors, internal factors that include students who are healthy and have sufficient nutritional intake, teachers who practice well and use the latest learning methods, facilities and teaching materials that are capable, and a curriculum that is relevant and adjusted to the abilities, knowledge, and experience of teachers and students. The learning environment must also be healthy and safe to support the learning process. Meanwhile, external factors, such as family support for children's education, play a significant role, and learning outcomes must be assessed clearly and accurately. In the context of education, high quality is reflected in good academic achievement in each individual.(Musnandar et al., 2024; Yuyun Elizabeth Patras, Agus Iqbal, Papat, 2019).

The quality of education is closely related to the effectiveness of learning in schools Learning effectiveness Refers to the level of success of interactions between students and fellow students or between students and teachers in educational situations to achieve learning goals. This effectiveness can be assessed through student activities during the learning process, their responses to the material presented, and the level of mastery of concepts achieved. In addition, learning must also be adjusted to the conditions of the school environment, the availability of facilities and infrastructure, and the use of learning media that support the overall development of students. (Rohmawati 2020).

The quality of education refers to various factors that support the characteristics of ideal students, such as healthy and motivated students, a learning process that uses teachers who are skilled in active pedagogy, content that is relevant to the curriculum, and a system that supports learning outcomes and the distribution of appropriate resources, so to support all of that, there needs to be good school management. School-Based Management (SBM) emerged as one solution to overcome these problems. SBM is a management approach that gives schools greater autonomy in managing resources, both human, financial, and infrastructure, by involving the active participation of all stakeholders, including teachers, students, parents, and the community(M. Fahim Tharaba, Muhammad

Amin Nur, 2022) Good school management will definitely benefit students and include this education because student management is very important after they enter the educational environment, namely school. Although various factors, such as behavior, motivation, and environment, can affect student learning achievement, student management must be implemented properly in a school (Nailatsani et al. 2021).

The implementation of School-Based Management (SBM) is expected to be able to produce the best solution to overcome various existing problems. All school residents, including the principal, educators, and education personnel, need to play an active role in handling every problem in the school environment.(Sairi & Safrizal, 2018) A strong partnership relationship is also needed between stakeholders and the creation of a transparent and accountable school atmosphere in carrying out its programs. In addition, the active involvement of parents and the surrounding community is very important to support the implementation of school management. If the implementation of school management is carried out properly and continuously, it will have a positive impact on all school residents and contribute to improving the quality of education at the school.(Ahmad Rifki, 2024)

The implementation of School-Based Management (SBM) involves various related parties, because school management is part of the national education management system. Basically, MBS includes the dissemination of basic ideas to all education personnel and stakeholders, explanations regarding career levels and policies that are the authority of the central government, regions and schools, changes in sub-sector relationship patterns. good behavior among bureaucratic leaders and the community, as well as increasing accountability and understanding of MBS by all parties. (Rizki Yatul Hanifa et al. 2024).

Ulun Nuha Islamic High School Medan is one of the private Islamic-based educational institutions, committed to providing quality education that is in line with Islamic values. MBS concept in an effort to improve the quality of its education. In an effort to improve the quality of learning, this school has implemented a school-based management (MBS) approach. MBS is an educational management model in schools that gives schools broad authority to manage and make their own decisions, both in planning, implementing, and evaluating educational programs. Thus, schools can adjust policies and management strategies according to local needs and conditions. This is expected to create a conducive learning environment, increase stakeholder participation, and optimize the use of existing resources.

In the context of learning, MBS is expected to increase the efficiency and effectiveness of the teaching and learning process, strengthen a culture of quality, and encourage pedagogical innovation at the education unit level. However, the implementation of SBM is not only limited to administrative and managerial aspects, but must also touch on broader dimensions, namely improving the quality of the learning process and student satisfaction. Student satisfaction is an important indicator in assessing the success of the learning process and overall

school management. Students who are satisfied with the learning process tend to have higher learning motivation, active participation in class activities, and harmonious relationships with teachers and peers.

Therefore, evaluation of the influence of school-based management on student satisfaction is a very relevant aspect to be studied further. Seeing the dynamics that occur in the world of education, especially for Ulun Nuha Islamic High School, Medan, a deeper understanding is needed of the various aspects that affect the quality of learning. One of the strategic efforts that must be encouraged is the implementation of school-based management, which is believed to be able to strengthen school autonomy in managing resources and optimizing the learning process. The effectiveness of learning is greatly influenced by various internal and external factors, including the involvement of all elements of the school in creating a conducive learning environment. And this study seeks to explore more deeply how this management approach is applied at the school level and its implications for the quality of educational services that are in favor of the needs and expectations of students. The results of this study are expected to contribute to the development of educational management theory and become a practical reference in improving the quality of education in schools.

RESEARCH METHOD

This research was conducted using a qualitative approach that describes the phenomena that occur by telling the actual situation or facts based on the experiences, challenges, and opportunities faced by SMA Islam Ulun Nuha Medan regarding the effectiveness of the learning process (Tharaba & Wahyudin, 2024). This data collection process is carried out continuously until it reaches saturation point. During the process in the field, researchers also conducted data analysis simultaneously with data collection. This is in line with the opinion of Miles and Huberman, which states that in qualitative research, the data analysis process is not carried out after all the data has been collected, but rather takes place continuously and simultaneously with the data collection process. The main purpose of qualitative research is to understand the situation by focusing on detailed and in-depth descriptions of the natural conditions that occur, as well as what really happened according to the views in the field (Zulfirman, 2022).

Three main methods used to obtain data Semi-structured interviews were conducted to obtain more flexible information from informants about their experiences and perspectives on the implementation of SBM. direct observation of interactions and learning processes in the school environment. Documentation study, by looking at school documents such as curriculum, management policies, learning evaluation reports, and supporting facilities.

RESULTS AND DISCUSSION

School-Based Management

School-Based Management School-Based Management (SBM) is a concept of

education management in Indonesia that is rooted in efforts to reform and rebuild the national education system through decentralization and granting autonomy to schools as educational units.(Mu'in 2023). The MBS system requires schools to explore, allocate, prioritize, supervise, and be responsible for empowering community and government resources.

MBS focuses on improving student achievement because student achievement shows the quality of education. If student achievement is good enough, the quality of the school can also be considered good. The results of interviews with school principals show that school management begins with determining the curriculum that must be adjusted to student conditions and school characteristics. Then by creating an effective educational calendar and learning schedule, which is carried out by competent teachers who are in accordance with their expertise.(Burhan et al., 2023)

School-based management is a model of educational management that gives authority to internal parties in schools to organize and manage schools independently, with the support of available resources and community participation. The purpose of school-based management is to provide autonomy in decision-making, in order to improve the quality of education in schools.(Dipa et al., 2024)

In general, stakeholders include teachers and principals, and in some MBS programs, also involve parents, students, and other community members (Pratiwi 2016). Surah Ali Imran verse 159 provides relevant guidelines to be applied in school-based management (SBM). The following is the content of the verse:

فَبِمَا رَحْمَةٍ مِّنَ اللَّهِ لِنْتَ لَهُمْ وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَانْفَضُّوا مِنْ حَوْلِكَ فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ
فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ ﴿١٥٩﴾

Meaning: "So, thanks to Allah's grace, you (Prophet Muhammad) act gently towards them. If you were hard and harsh-hearted, they would certainly stay away from those around you. Therefore, forgive them, ask for forgiveness for them, and consult with them on all (important) matters. Then, when you have made up your mind, put your trust in Allah. Indeed, Allah loves those who put their trust."

This means from the paragraph above that the school principal as a leader needs to involve all parties, such as teachers, students and parents, in the school management process by creating an atmosphere that supports cooperation between the school community through good and understanding communication. And practice deliberation to produce policies that are fair and suit the needs of all parties. To encourage school principals and teachers to act sincerely and surrender to Allah in carrying out their responsibilities.

Nurkolis in (Hartati 2022) stated, MBS has the potential to improve student achievement, because this approach allows for more optimal utilization of resources and personnel, improves teacher professionalism, supports curriculum

reform, and expands community involvement in school activities. MBS focuses on several key keywords, namely school autonomy, participation in decision-making, and achievement of educational quality targets. (Ardiansyah, Mujakir, and Fathan 2018). When viewed from various perspectives, the characteristics of MBS implementation can be identified through the realization of effective schools, which are schools that have and are able to implement learning programs and activities well.

Factors Affecting Learning Effectiveness

Learning is a person's awareness to be involved and utilize the knowledge possessed by the teacher in order to achieve curriculum objectives. Learning objectives can be said to be achieved if there is visible development and improvement in student learning outcomes. Learning effectiveness can be seen from the contribution of all parties involved, namely the teacher as a facilitator, the ability and motivation of students, and the use of facilities such as: 1) School environment, 2) Facilities and infrastructure, 3) Learning media that support the teaching and learning process. effectiveness can be understood as the level of success obtained from a particular method or effort that is in accordance with the objectives to be achieved. In addition, learning media is said to be effective if it can meet certain criteria, such as being able to provide influence or change that produces results. When formulating instructional objectives, effectiveness can be measured based on the extent to which these objectives are achieved (Maulana Akbar et al. 2022).

Pardomunan in (Saepudin Kanda and Rustini 2024), argues that learning can be considered effective if the process succeeds in achieving learning objectives and results in optimal student achievement and achievement. The principal of Ulun Nuha Islamic High School also stated that teacher discipline is the main factor that influences the effectiveness of teacher learning. Disciplined teachers in teaching and students who are disciplined in attendance and participating in learning will create a conducive learning atmosphere. Learning effectiveness is also influenced by the supervision system implemented by the school. The principal mentioned that there was direct supervision of teachers and students by the school management, such as the use of CCTV, supervision of teaching devices, and evaluation of learning outcomes. Another important factor is teacher competence, the selection of teachers according to their subjects and fields and their ability to teach professionally is highly emphasized as part of learning management. The principal also explained that the curriculum is adjusted to the characteristics of students and to the conditions of the school. Because with this adjustment, learning can be carried out effectively and efficiently. To achieve an effective and efficient learning concept, a reciprocal relationship is needed between students and teachers in achieving goals together. In addition, learning must also be adapted to the conditions of the school environment, the facilities and infrastructure available, and the learning media needed to support the

achievement of all aspects of student development. (ROHMAWATI 2020).

Parental participation plays a very important role in the provision of quality education. Therefore, parental participation is the main focus for schools, because without parental involvement, the quality and goals of education desired by all parties are difficult to achieve properly. However, in reality, many parents completely hand over their children's education to teachers at school. They assume that all processes and activities of children's education at school are the responsibility of teachers and the school.

Parental involvement in the school community through the school committee is also one of the supporters of the effectiveness of learning and input from parents is used as evaluation material by the school. In fact, the low participation of parents in this quality education includes the lack of understanding and awareness of parents about the importance of education for their children, as well as limited opportunities for parents to come to school. The busyness of parents, such as work or personal matters, makes communication with the school less or even cut off. In fact, the main key to improving the process and results of education is the establishment of harmonious communication between the school and the parents of students (Kinanti and Trihantoyo 2021).

The school-based management system that has been implemented by the school is structured and collaborative in accordance with the principles of MBS. Its implementation is very real in several aspects. From the results of interviews with the vice principal for student affairs and several teachers of SMA Islam Ulun Nuha Medan, they explained that the school follows the curriculum from the central and regional governments, but also develops an internal curriculum. This reflects the existence of school autonomy in determining learning strategies that are relevant to the characteristics of students. The school also actively involves teachers in decision-making through regular meetings, both monthly and urgent meetings. This is a form of teacher participation as active stakeholders in school management.

Implementation of MBS in Improving the Quality of Learning

MBS focuses on several main keywords, namely school autonomy, participation in decision-making, and achievement of education quality targets (Ardiansyah et al. 2018). When viewed from various perspectives, the characteristics in the implementation of MBS can be identified through the realization of effective schools, where schools have and are able to implement learning programs and activities. The success of implementation.

School-Based Management depends on leadership. Nurkolis stated that there are four reasons why a leader figure is needed: 1) Many people need a leader figure, 2) A leader must act as a representative of the group in certain situations, 3) take over the risk when pressure is on the group, and 4) put power. Schools can manage their potential with school-based management, which involves all parties responsible for improving the quality of the school. The presence of a responsible

individual is very important because of the broad authority of the school (Putra 2024). Teachers stated that communication with the principal was very good. When there was a problem, teachers could immediately discuss and find a solution. This reflects participatory and responsive leadership, one of the main characteristics of MBS.

Schools encourage teachers to share learning methods and strategies through learning communities. Through reflection and assessment, teachers are able to adjust teaching methods to the different needs and characters of students. Because teachers need to understand students' needs and deliver material that is relevant to their conditions. For example, using a contextual approach so that students can connect lessons to everyday life. Effective learning prioritizes deep understanding rather than just memorizing. Teachers need to ensure that it is considered a good indicator in the learning process.

Learning effectiveness is an assessment of success in establishing educational relationships between teachers and students, as well as support from parents, with the aim of achieving learning targets. According to Deassy and Endang (2018), learning effectiveness means that learning can provide benefits and achieve goals for students, where they can gain understanding in an easy, fun, and expected way, and develop better skills. Pardomunan in (Saepudin Kanda and Rustini 2024), argues that learning can be considered effective if the process succeeds in achieving learning objectives and student satisfaction, as well as optimal student achievement.

Table 1. *Things that support the effectiveness of the learning process*

Aspects	Findings
Curriculum Implementation	The curriculum is determined based on the characteristics of students and the school environment. Supported by a structured academic calendar and learning schedule.
Discipline and Supervision	There is an integrated supervision system (teacher supervision, student supervision, CCTV, periodic evaluation) to ensure the teaching and learning process runs effectively.
Stakeholder Involvement	Teachers are involved in learning planning and evaluation. Parents participate through the school committee and homeroom teacher meetings.
Effective Communication	School-parent communication is carried out periodically through direct meetings and homeroom teacher groups. There is also a joint study as a form of Islamic approach.
Learning Facilities	TV, Wi-Fi, and other supporting facilities are available. Classes are made as comfortable as possible so that students feel at home learning.

Aspects	Findings
Boarding and Full Day Systems	Boarding is suitable for students who lack guidance at home, while full day is for students with full support from parents.
Character Development and Achievement	The school emphasizes tahfiz, morals, and preparation for entering college. There is coaching from grade X to grade XII.
Main Challenges	Teacher competence, especially in mastering technology. Some teachers are not ready to face the changing times and the character of generation Z students

Learning effectiveness is said to be successful if the learning objectives of the school are achieved, so to realize this, it is very important for schools to pay attention to student satisfaction with the learning system, facilities and infrastructure implemented by the school. The managerial approach applied by Ulun Nuha Islamic High School Medan clearly reflects the essence of MBS and has a positive impact on student satisfaction in the learning process. The school provides adequate facilities such as TVs in each class, wifi access, and comfortable classrooms. This creates a learning atmosphere that supports student comfort and involvement during the learning process.

Based on the results of interviews with teachers and principals at Ulun Nuha Islamic High School in Medan, it shows that the implementation of School-Based Management (SBM) increases the level of student satisfaction during the learning process. This can be seen from a number of management policies and practices designed to create a comfortable, engaging, and appropriate learning atmosphere for students. The school actively provides facilities that support learning, such as TVs in each class, Wi-Fi networks, and a comfortable classroom environment like at home. Students can feel more comfortable and focused during learning because of these adequate facilities.

In addition, teachers are given the opportunity to create various different learning approaches and adjust them to the characteristics and needs of students. Conducted through a learning community forum between teachers to share best practices, as well as periodic diagnostic and reflection assessments. This needs-based and adaptive learning method makes students feel more valued and cared for. In addition, school management ensures intensive and open communication between homeroom teachers and parents. The sense of security and emotional support felt by students is strengthened by the involvement of parents in the learning process.

Developing student potential and achievements, both academic and non-academic, is the main focus of school management. The school fully supports students who are proficient in tahfiz, language, and other fields, including providing training and supporting them in competitions. This shows that schools

can implement SBM to build a learning system that is not only academically successful but also provides emotional and personal satisfaction for students. Therefore, the implementation of school-based management at SMA Islam Ulun Nuha Medan is very helpful in creating a productive, helpful, and enjoyable learning environment for students.

CONCLUSION

The results of the study conducted by interviewing teachers and principals at SMA Islam Ulun Nuha in Medan, showed that the implementation of School-Based Management (SBM) has resulted in a significant increase in the quality of education at the school. The school uses a structured, participatory, and evaluation-based management system to plan, measure, and adjust learning to students' needs.

Factors such as teacher and student discipline, regular supervision from school management, curriculum adjustments to meet students' needs, and the availability of facilities that support learning are some of the factors that influence the quality of education. In addition, teachers are given the opportunity to innovate in the way they teach, and they are assisted through supervision and learning communities, which enhance professional cooperation between educators.

In addition, it has been proven that school-based management has a positive impact on student satisfaction. Students feel comfortable while learning because of the supportive learning environment, effective communication between the school and parents, and proper attention to the development of each student's potential. Students not only get help in academics, but they also get support in building their character and achieving achievements in other areas.

Therefore, the implementation of MBS in SMA Islam Ulun Nuha Medan not only improves the overall quality of learning, but also increases student satisfaction and their enthusiasm for learning. This study shows that MBS is a management approach that is able to achieve comprehensive and sustainable educational quality.

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