



## Implementation of School-Based Management (MBS) at Nusa Alam School (ISS Lombok)

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### **Abstract**

The purpose of this study is to describe planning, describe the implementation, and identify evaluations in the implementation of MBS at Nusa Alam School (ISS Lombok). This qualitative research uses a phenomenological approach. The focus of the research is the Pattern of MbS Application in Improving the Quality of Educators in Nusa Alam School. The types of data studied are interviews, observations, and documentation sourced from the research area, namely Nusa Alam School. The subjects who became informants in the study were principals, teachers, committee chairmen, students, and parental representatives. The data collection techniques in this study are: (1) unstructured interviews, (2) participatory observations participate, (3) document studies. Data analysis consists of three paths of activity that occur simultaneously: data reduction, data presentation, and conclusion withdrawal or verification. The data validity examination in this study includes four techniques, namely credibility, transferability, dependability, and confirmability. The results showed that: 1) MBS Planning at Nusa Alam School was carried out by the Principal by: a) appointing a Coordinator and forming a Team; b) meeting and Formulating MBS Activities d) Socialization of MBS policies that have been formulated to all parties in Nusa Alam School. 2) The implementation of MBS at Nusa Alam School is carried out collaboratively between the Principal and 3 teams implementing activities with; a) formulate a job description b) make sk the task of implementing MBS. 3) Evaluation of MBS management in Nusa Alam School is carried out through evaluation of processes and results. Program evaluation action is carried out by: 1) Evaluation of processes such as a) Principal monitoring the implementation process of MBS b) Head of Finance monitoring the implementation of activities that have been formulated c) Principal, Coordinator and Team conduct intensive communication. 2) Evaluation of results such as a) The team makes a report on the results of mbs b) the principal conducts an evaluation meeting with the Coordinator and team c) the principal conducts appraisal (performance assessment).

**Keywords:** *Application; School-Based Majamemen; School*

### **Introduction**

The development of science and technology has brought about changes in all aspects of human life where problems can only be solved by mastery and improvement of science and technology (Candra and Rustaman, 2009). In addition to the benefits to human life on the one hand, these changes have also brought humans into an era of increasingly fierce global competition (Diansyah, et al., 2016). In order to

be able to play a role in global competition, as a nation we continue to develop and improve the quality of human resources (Cadhiq, 2006). Therefore, improving the quality of human resources is a reality that must be done in a planned, directed, intensive, effective and efficient in the development process.

Education development is not only focused on providing educational input factors but also must pay more attention to the factors of the educational process (Cahyana, 2010). Educational input is an absolute must be within certain limits but not a guarantee that it can automatically improve the quality of education (Pulungan, 2015). In addition, considering the school as a leading formal education implementation unit with a variety of potential diversity of students who need diverse educational services, environmental conditions that are different from each other, the school must be dynamic and creative in carrying out its role to strive for improvement of the quality of education. This will be able to be implemented if the school with a variety of diversity is given the trust to organize and take care of itself in accordance with environmental conditions and the needs of its students (Idris, 2009). However, in order for quality to be maintained and so that the quality improvement process remains controlled, there must be standards that are regulated and agreed nationally to be used as indicators of the evaluation of the success of quality improvement (benchmarking) (Maryamah, 2013).

This thinking has encouraged the emergence of a new approach, namely the management of improving the quality of education in the future must be school-based as the front institution in educational activities. This approach, then known as school-based education quality improvement management (School Based Quality Management) or in a more developmental nuance called School Based Quality Improvement (Ngadimun, 2012). MBS is one of the strong issues driven to the fore in the context of the implementation of the idea of education reform that is flexed in Law NO. 20, 2003, on the National Education System. As an alternative policy to Law No. 22 of 1999 which dichotomizes the education sector in the region.

The success of school based management in some of these countries is now encouraged also for developing countries, even Indonesia (Sulaeman, 2018). In Indonesia, the idea of implementing this approach emerged later in line with the implementation of regional autonomy, based on Article 11 Paragraph 2 of Law No. 22 of 1999, one of which explains the decentralization of education. Then MBS can be said to be a new paradigm in the operation of schools. As in the mansyur study (2013) everything in the management of MBS was negotiated together in equal position and decided through a democratic path. So through MBS it is expected that principals, teachers, and personnel and the community are able to carry out education in accordance with educational needs, the development of the times, environmental characteristics and the demands of the global education world.

The implementation of MBS is one of the government programs in an effort to improve the quality of education, a problem that often occurs, namely maintaining this government program for a long period of time (Rohmah, 2013). In fact, West Nusa Tenggara as a relatively poor area with HDI levels which is 32nd out of 33 provinces in Indonesia has more severe education problems than other regions in Indonesia. Some factors inhibiting the improvement of the quality of education in NTB, among others: 1) economic factors or poverty, 2) community culture, 3) education system, 4) competence of education personnel, 5) limited facilities, 6) and work culture.

The failure of every primary school that runs MBS does not apply to Nusa Alam School (ISS Lombok). Based on initial observations, since its establishment until now the school successfully runs the MBS program. The implementation of MBS in this school certainly makes this school different from schools in general, because: 1) The curriculum used in international schools, refers to international curricula, such as Cambridge International Examination (CIE) and International Baccalaureate (IB), 2) The vision of the school's mission has been adapted to the real conditions of the school, 3) The learning process is managed independently by teachers (RPP and Syllabus), 4) School funds are managed

independently, 5) Problems experienced by schools can be overcome internally. This is what makes Nusa Alam School has a good quality of education. This condition is what makes the author feel interested in knowing and conducting research at Nusa Alam School (ISS Lombok) regarding the Implementation of School-Based Management (MBS) at Nusa Alam School (ISS Lombok).

### ***Method***

This research uses a qualitative approach. The strategies used in this study use a phenomenological approach because it understands the phenomena that occur in the research subjects. The focus of this research is the Pattern of Application of MBS in Improving the Quality of Education, with the design of case studies. This research researcher took the research site at The Nusa Alam School on the grounds that Nusa Alam School had implemented MBS.

The types of data studied in this study are interviews, observations, and documentation sourced from the research area, namely Nusa Alam School. To get complete information in this study using informants and recommendations from key informants, so that people who need to be interviewed, participants, and observed. Data sources are selected as needed until the information obtained has reached complete data. The subjects who became informants in the study were principals, teachers, committee chairmen, students, and parental representatives. The selection of informants who really master information and problems in depth and can be trusted to be a source of data.

The data collection techniques in this study are: (1) unstructured interviews, (2) participatory observations participate, (3) document studies. Data analysis consists of three paths of activity that occur simultaneously: data reduction, data presentation, and conclusion withdrawal or verification.

The process of data analysis in this study begins from the moment the researcher enters the research background by examining every data collected either data obtained through observation, in-depth interviews transcribed into the form of writing or documents. All collected data is read and analyzed in depth using the point of view of the object studied. Furthermore, all the data that has been examined, reduced is then written in a separate paper, after which it is made in the form of a summary in the form of abstraction so as not to deviate from the subject. Examination of the validity of the data in this study includes four techniques namely credibility, transferability, dependability, and confirmability.

### ***Result and Discussion***

The results of research on the application of MBS in Nusa Alam School are obtained from the results of interviews and strengthened by documentation conducted at Nusa Alam School based on predetermined criteria. The study subjects interviewed and asked for document data were the principal, head of business, treasurer, committee representative and several teachers. The data taken is information related to the Implementation of School-Based Management in Nusa Alam School which includes: Planning, Implementation and Evaluation.

From the results of the interview it is known that the variables of Planning, Implementation and Evaluation are all in the category quite well. For more details, the following is presented a description of the data of each research variable.

#### **1. MbS management planning at Nusa Alam School**

Planning is the first step in managerial activities in any organization. According to Mulyasa (2007) planning is a process of making decisions on various alternatives with goals and methods that will

be implemented in the future for something in order to have the maximum skills, motivation and creativity so as to achieve goals effectively and efficiently.

Planning at Nusa Alam School is an effort made by Nusa Alam School in order to prepare decisions related to MBS planning, so that in the implementation of MBS development will get benefits that are in accordance with the mission or vision of the organization it carries out.

Based on observations and interviews about mbs planning at Nusa Alam School with the Mother of the Headmaster of Indonesia, that:

*“There must be a plan that provides the purpose and direction of a program. MBS planning involves all communities located in the Nusa Alam School environment, coordinated with both the Principal of the Exhibition and Indonesia which each year is divided into 4 terms and then always reviewed together with the Foundation which consists of 3 parts, namely the Administrator, Supervisor and Trustee. Staff Meeting planning always writes the goal's program setting every year by each member.”*

The same statement was stated by the Chief Financial Officer that:

*“MBS planning involves several components, namely 3 parts, namely Administrators, Supervisors and Trustees, namely Committees, Foundations and Schools that plan mbs objectives to be adjusted to the goals in schools so that the program runs smoothly several meetings, at the beginning of the year and every month.*

## **2. Implementation of MBS management at Nusa Alam School**

In the implementation of MBS at Nusa Alam School, the Headmaster implements school-based management programs that have been planned in the first stage, namely the planning stage. In carrying out the plan of mbs programs, related functions should make maximum, effective and efficient use of natural resources. MbS policy at Nusa Alam School, implemented by implementing Pakem, management transparency and involving committees. Pakem is used as a learning strategy by teachers and motivates students to carry out the teaching and learning process better.

Transparency or openness of nusa alam school management, especially financial management has been realized its importance by the Principal and has been implemented, even used as one way and is a key factor in increasing the participation of parents of students and the community, in addition transparency can reduce friction between principals, committees and teachers. Nusa Alam School has implemented transparent management, as an indicator to assess the success of the MBS program. In addition, it takes a lot of effort and depends very much on the courage and willingness of all parties involved.

The involvement of community participation in the implementation of education, especially in the implementation of MBS policy in Nusa Alam School is realized in the form of donations from student guardians in the form of material and non-material. Awareness of participation to help children learn and their involvement in preparing plans, organizing children's education and learning processes.

This is in accordance with the speaker of the Principal as follows:

*“The participation of residents of Nusa Alam School has been optimal, evidenced by parents participating in material activities in the form of donations, then not only that parents have their own schedules to help the implementation of the teaching and learning process in the classroom. So the*

*close relationship between schools, committees and parents of students is evidenced by cooperation to increase funding and the implementation of the learning process.”*

In School-Based Quality Improvement Management, the deputy principal added that:

*Nusa Alam School works in certain corridors including: 1) Resources; Schools must have flexibility in managing all resources according to the needs of the school. In addition to operational / administrative financing, financial management must be demonstrated to: Strengthen schools in establishing and allocating funds in accordance with the time of priorities that have been set for quality improvement programs, separation between academic costs from the procurement process. 2) Accountability, schools are required to have accountability both to the community and the government. This is a combination of commitment to the standard of success and expectations / demands of parents / society. Accountability aims to ensure that public funds are used in accordance with the policies that have been determined in order to improve the quality of education and where possible to present information about what has been done. For this reason, schools must provide accountability reports and communicate them to parents / communities and committees and the government and review the implementation of nusa alam school programs in the process of improving quality. 3) Curriculum; Based on nationally and internationally defined standard curriculum, the school is responsible for developing the curriculum both from the material standards and their delivery process. 4) School personnel; The school is responsible and involved in the recruitment process (in the sense of determining the type of teacher required) and the structural coaching of school staff (principal, deputy principal, teacher and other staff). Meanwhile, professional coaching in the framework of capacity building / ability of the principal and teacher skills coaching in the implementation of the curriculum including other education staff is carried out continuously on the initiative of the school.*

Based on the above presentation it can be concluded that: 1) the Principal has a complete and clear management input, which is indicated by completeness and clarity in the task (what must be done, which is accompanied by functions, authorities, responsibilities, obligations and rights), program plans (allocation of resources to realize the plan), provisions (laws and regulations, qualifications, specifications, working methods, work procedures etc.). 2) The principal understands, lives and carries out his role as a manager (coordinating and disseminating resources to achieve goals), leader (mobilizing and empowering human resources), educator (invites to change), entrepreneur (making something that can happen), supervisor (directing, guiding and setting an example), administrator / administrator (administering) regulator (making the rules of Nusa Alam School). 3) The principal is able to strive for a compact and intelligent team work, and make interrelated and bound between functions and between its citizens, foster solidarity / cooperation / collaboration and not competition to form a climate that can guarantee certainty of school results / outputs.

In the implementation of MBS implementation, teachers play a very vital role in the teaching and learning process, teachers are the driving force in the classroom and one of the determinants for the success of school-based quality improvement. In general, the teachers at Nusa Alam School are very supportive of the MBS program here. This is evident from their enthusiasm in providing lessons in class. This was stated by one of the class teachers explaining that:

*“Since its inception until now, we support the school to implement the MBS program, the school has always made significant progress both through academic achievement and the quality and quantity of graduates.”*



The description above explains that the teachers at Nusa Alam School have high enthusiasm for the implementation of MBS implementation. This is supported by the explanation of the Principal as follows:

*“The teacher's response to MBS activities is very good, meaning I see from their passion for school-based teaching and training and things that add insight into MBS.”*

This fact explains that the implementation of MBS in Nusa Alam School also touches teachers in improving their professionalization. However, the potential existence of Nusa Alam School resources in terms of education personnel becomes an important component that characterizes MBS. In the efforts to develop educators in Nusa Alam School there are three important aspects of concern, namely: (a) Improved professionalism, (b) Career coaching, (c) Welfare development. This is done through the participation of personnel (teachers and staff) in training / management to improve the insight of teachers and staff.

The improvement of the quality of the school implemented by the management of Nusa Alam School can also be seen from the output of its students. Quality improvement is actually an interpretation of mbs implementation planning that is oriented to improving the quality of education based on vision and mission and, the goals decided by the Principal collaboratively and participation in the policy of improving the quality of education.

### **3. Evaluation of MBS management at Nusa Alam School**

Evaluation is a process to ensure that organizational and management objectives are achieved and ensure mbs in Nusa Alam School run effectively, so the school conducts an evaluation. Management evaluation is an attempt to set implementation standards with planning objectives, comparing real activities with planning goals. Comparing real pleasures to previously set standards, determining and measuring deviations and taking the necessary corrective actions to ensure that all resources are used in the most effective and efficient manner in achieving school goals.

The principal revealed that there were three evaluations conducted at Nusa Alam School, namely: 1) The initial evaluation was planned to anticipate deviations from standards or objectives and allow corrections to be made before a certain stage was resolved. 2) Evaluation conducted together with the implementation of activities which is a process where certain aspects of a procedure must be approved first or certain conditions must be met first before activities can be continued, to ensure the accuracy of the implementation of the activities. 3) Feedback supervision is measuring the results of an activity that has been completed.

Based on the data that has been obtained on the ground, as a series of MBS management processes, Nusa Alam School continuously evaluates. In educational management evaluation can be carried out by: (a) Measuring running performance; (b) Compare performance with established standards and (c) Take action to improve. At Nusa Alam School, these evaluation actions are not only carried out at the end of the program, but also carried out since the planning, implementation and supervision process. In other words, the Principal of Nusa Alam conducts an evaluation in every mbs implementation process.

Evaluation activities at Nusa Alam School are carried out by: (a) Coordinators make a report on the results of MBS implementation; (b) The Principal conducts an evaluation meeting with the Coordinator (c) the Principal conducts an appraisal (performance assessment). Through the evaluation of the process and the results of MBS management.

The successful implementation of an effective MBS can be characterized by the implementation of the practice of sharing joint decision-making in schools. With the division of responsibilities among role holders, principals can pay more attention to matters related to the improvement of the school and its funding strategy for school development. Another aspect of the division of responsibility in making decisions is to professionalize staff and invite them to work better. Self-respect and self-confidence can replace pessimism.

Based on the results of the study, there are 3 findings in this study, namely: 1) The first finding that MBS Planning at Nusa Alam School first identifies to see the potential and readiness of the school based on SWOT analysis. So that the effectiveness of MBS can be taken into account all the consequences and solutions, because good planning is one of the main elements determining the success of an organization's goals. 2) The second finding that the mbs implementation process at Nusa Alam School, the principal conducted a supervise with the aim to help teachers plan and overcome the difficulties faced. That way teachers will feel accompanied so that they can increase their morale for the sake of improving the quality of education. 3) The third finding that the EVALUATION of MBS at Nusa Alam School serves as a benchmark to determine the policy of Nusa Alam School in the future. From the results of the evaluation, it will be obtained the level of success and failure, so as to improve the performance of the upcoming program. In addition, the evaluation is also very useful as input material for Nusa Alam School to formulate the target (goal) of increasing the school's MBS for the coming year.

Looking at the findings at Nusa Alam School in MBS Improvement Planning begins by identifying to see the potential and readiness of the school based on their SWOT analysis. So that the effectiveness of MBS can be taken into account all the consequences and solutions, because good planning is one of the determinants of the success of an organization's goals.

Improving the quality of education is an option as well as the orientation of the development of the nation's civilization as a long-term future investment in nation building that must be done by educators believed to be a means of developing the quality of human resources. The ability of principals and teachers is trusted to carry out the implementation of MBS policies in utilizing all the potential, including maintaining and utilizing some of the supporting factors above that will greatly determine the success of the implementation of the policy.

The function of planning is an activity of making organizational goals and followed by making various plans to achieve predetermined goals. The MBS planning process conducted at Nusa Alam School based on the results of school meetings involving all elements of the school, teacher board and school committee and found to be the main focus of MBS planning in Nusa Alam School currently includes: a) School Personnel, b) School-Based Curriculum Management, c) Management of Facilities and Infrastructure that supports MBS policy.

Preparation of MBS planning program accompanied by problem solving measures that may occur. The functions involved and its elements create a program plan for the short, medium and long term and jointly realize the program plan.

Operationally, MBS at Nusa Alam School handles managerial activities in the field of teaching, education personnel, student development, finance and relations with the community. The determination of mbs planning formulation at Nusa Alam School has been through the implementation of a planning formulation that characterizes the consultative combination of domestic and group, as well as participation and has referred to the National Education System Law No. 20 of 2003, on community-based education article 55 paragraph 1: "The community has the right to provide community-based education in formal and non-formal education in accordance with religious peculiarities, social and

cultural environment for the benefit of society." With the aim of improving the quality of education and human dignity in order to realize the national education objectives.

From the data obtained in this study, the MBS policy pioneered at Nusa Alam School was inseparable from the obstacles that had occurred on the ground. Inhibitory factors that have been identified need to be considered so that failure on the ground can be minimized. The planning process in the implementation of MBS is the process of establishing and utilizing resources in an integrated manner to determine the future of the right school by taking into account the available resources. In other words, planning is the beginning of all processes that are rational and contain a nature of optimism based on the belief that it will be able to overcome various problems.

Some of the factors that cause the failure of policy implementation include: The means chosen for its implementation are not effective, the means are not used properly, the content of the policy is vague, the implementation does not pay attention to technical problems, there is a shortage of available auxiliary resources (money, money and human resources).

Furthermore, the second finding regarding the process of implementing the MBS plan at Nusa Alam School, the principal conducted a supervise with the aim to help teachers plan and overcome the difficulties faced. In that way, teachers will feel accompanied so that they can increase their morale for the sake of improving the quality of education.

The research findings showed that the Implementation of MBS in Nusa Alam School found three main aspects that were the focus of MBS Implementation, namely: 1) Nusa Alam School Personnel consisting of Principals, teachers, staff and students. 2) MBS curriculum, and 3) Facilities and Infrastructure.

The implementation stages carried out in the implementation of MBS in Nusa Alam School start from socializing MBS, increasing school partners, reformulating school rules, school roles and elements and customs and relationships between school elements, applying good MBS principles, clarifying the functions and aspects of education management, increasing school capacity, distributing authority and responsibility, and drawing up school development plans, Carrying out, monitoring and evaluating it.

The policy of implementing MBS in Nusa Alam School is oriented towards improving the quality of education. The school is the spearhead of the implementation of the curriculum, both national and local curriculum which is realized through the teaching and learning process to achieve national, institutional, curular and instructional educational goals. In order for the teaching and learning process to be implemented effectively and efficiently, and achieve the expected results, the Principal directly provides guidance and direction in the development of curriculum and teaching programs and conducts supervision in its implementation. This is in line with the MBS model developed in Indonesia known as School-Based Quality Improvement Management (MPMBS). MPMBS can be interpreted as a management model that gives greater autonomy to schools and communities to improve the quality of schools based on national education policies and applicable laws and regulations.

The application of MBS in this school has been influential in improving the quality of teaching and learning, this is due to the existence of more effective and faster mechanisms in utilizing school resources based on needs. In general, the implementation of MBS in Nusa Alam School involves every element of the school that supports the implementation of MBS itself in order to improve the quality of education.

Furthermore, the fourth finding, regarding the evaluation of MBS in Nusa Alam School is a benchmark tool to determine school policy in the future. From the results of the evaluation, it will be



obtained the level of success and failure, so as to improve the performance of the upcoming program. In addition, evaluation is also very useful as input material for schools to formulate targets (goals) to increase MBS for the coming year.

Evaluation function is an activity of assessing performance based on standards that have been made and then made changes or improvements if needed. The findings of the study showed that in general the evaluation of MBS in Nusa Alam School was carried out by the Principal assisted by teachers and staff. MBS's surveillance policy is carried out using internal and external systems. External evaluation results are used to reward the individual school, improve the climate of competition over the school, improve the existing system as a whole and help the school in developing itself. In the next development to improve MBS in Nusa Alam School, opportunities need to be identified that can support the process of improving the quality of the school.

### Conclusion

Based on the description of research and discussion data, it can be concluded that the results of MBS Pattern Research in Nusa Alam School are: 1) MBS Planning in Nusa Alam School is carried out by the Principal by: a) appointing a Coordinator and forming a Team; b) meeting and Formulating MBS Activities d) Socialization of MBS policies that have been formulated to all parties in Nusa Alam School. 2) The implementation of MBS at Nusa Alam School is carried out collaboratively between the Principal and 3 teams implementing activities with; a) formulate a job description b) make SK the task of implementing MBS. 3) Evaluation of MBS management at Nusa Alam School is carried out through evaluation of processes and results. The program evaluation action is carried out by: 1) Evaluation of processes such as a) Principal monitoring the process of implementing MBS b) Head of Finance monitoring the implementation of activities that have been formulated c) Principal, Coordinator and Team conduct intensive communication. 2) Evaluation of results such as a) The team makes a report on the results of mbs b) the principal conducts an evaluation meeting with the Coordinator and team c) the principal conducts appraisal (performance assessment).

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