

## CHAPTER I

### INTRODUCTION

#### A. The Background of Problem

The Islamic education is one of the pioneers of educations in Indonesia. Islamic education was started when Islam came to Indonesia actually. Islam was published through the ways including trading, marriage, cultural and art approach, and education. Through education, Islam could develop significantly and finally established the Islamic education. Based on the history, Islamic education had been existed since Islamic kingdoms were developed. If it is compared to the formal education which was inheritance by colonialism, Islamic education was the former. Therefore, it can be concluded that Islamic education is the founder of education in Indonesia.

After the independence of Indonesia, the development of Islamic education had been standardized similar to the formal school. Moreover at this recently time, the government starts to pay more attention and chance for Islamic school to develop their institution. Based on the law of National Education System No. 20 the year of 2003 in the section of 17, it is asserted that there is admission between MI and SD, MTs and SMP, MA and SMA, MAK and SMK. It means that the Islamic education has the similar right to develop its own institution and is ready to compete with the non Islamic education.

One of the Islamic education problems which must be faced in this recently time is the low of education quality in each level of education institution especially elementary and high school of Islamic education. The proof is that the Islamic education still gets the second rank among the parents' interest compared to the public education or non Islamic education. Commonly parents still worry and would rather trust the public school than choose Islamic school (*Madrasah*) toward their children's education. There is a common perception that the public education has a better quality and good management both of input and output

education. Automatically this perception influence the parents' interest to believe their children education to the Islamic school.

Based on the analysis and observation, there are two main factors that can influence the perception about the low quality of Islamic education. *First*, the school has no the distinct management to conduct their school to reach the education goal. *Second*, the government attention in giving the aid for developing the facilitation and the teacher prosperity is lack. Those two factors commonly belong to the Islamic education. Event, these are considered as the main characteristics of Islamic education. This situation occurs in most of Islamic schools. The society will begin to leave the Islamic school, if the school quality and management is not improved and the worst impact is the existence of Islamic school frightened. It is very ironic whereas most of Indonesian people are muslim but they have little interest to Islamic school. It also can affect to the development of Islam in Indonesia.

To answer various challenges and constraints which are faced by Islamic school, the first thing which must be noticed is the management. The reason is, the management drives the wheel of organization and defines the success of one institution. The management is one crucial thing which also defines the existence and achievement in one education institution. With the weak management the institution will walk without direction, target and strategy. So, arranging the management becomes the main priority that cannot be faced trivially.<sup>1</sup>

Management can be learned and applied because management is knowledge. Management includes planning, organizing, directing and controlling the organization resource to reach the objective effectively and efficiently.<sup>2</sup> In the context of education institution, it is introduced as the tool of reformation of education, the School Based Management or *SBM*. It is the using of power resource effectively and efficiently based on the school in the teaching-learning process to reach the goal. There is an ideal character of *SBM* in the 21<sup>th</sup> century; *SBM* is a work process of school community by using applying the autonomy

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<sup>1</sup> Jamal Ma'mur Asmani, *Kiat Melahirkan Madrasah Unggulan*, Diva Press, Yogyakarta, P. 85.

<sup>2</sup> Daryanto, *Konsep Dasar Manajemen Pendidikan di Sekolah*, Gava Media, Yogyakarta, 2013, P. 1.

norms, accountability, participation, and sustainability to reach the education and learning goal to be qualified.<sup>3</sup>

School Based Management is one of education paradigm which gives the broad autonomy at the school level in the frame of national education policy. This autonomy is given until the school manages the power and fund source freely with allocating based on the needs priority and local needs. There are three factors which are very important as the consideration that SBM is very necessary to be done in the re-orientation of education management. *First*, the policy of national education implementation which is output oriented, merely centralize on the input and is lack in paying attention on the education process. *Second*, the education implementation is done centralistic ally. It causes the height of dependence on the bureaucracy decision and the central policy is often meaningless. And *third*, the participation of community and particularly parents in managing the education is limited only on the donation support.<sup>4</sup>

In this country, SBM is considered very urgent. It is accordance with the community demand that school institution can be managed more democratic compared to the centralistic management. It does not mean that the school which is conducted by the centralistic management is worse than SBM approach, the essential issue is whether the change of school approach management can bring the bigger benefit. The benefit of SBM application for improving the school performance and the quality of learning result among the schools need to be examined in the field. It is in accordance with *Kaizen* concept, that the progress which is reached is not a huge hop to the future but the progress which has been reached is because of the little changes continually related to the efforts to produce the service.<sup>5</sup> It means that if the SBM application is conducted continually, the progress will follow it.

The SBM is not a new issue in the education management of paradigm actually. The policy of SBM has been started really since 1999/2000 by the glide

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<sup>3</sup> Sudarwan Danim, *Visi Baru Manajemen Sekolah Dari Unit Birokrasi ke Lembaga Akademik*, Bumi Aksara, Jakarta, 2007, P. 34.

<sup>4</sup> Daryanto, *Konsep Dasar Manajemen Pendidikan di Sekolah*, Gava Media, Yogyakarta, 2013, P.172-173.

<sup>5</sup> Sudarwan Danim, *Visi Baru Manajemen Sekolah Dari Unit Birokrasi ke Lembaga Akademik*, Bumi Aksara, Jakarta, 2007, P. 7.



of aid donation which was called *Bantuan Operasional Manajemen Mutu (BOMM)*. The terminology of BSM is contained in UU No. 25 the year of 2000 which was meant to improve the autonomy of school in organizing their education. The realization of school/community-based education was signed by the formation of school committee and the district education council.<sup>6</sup> The implementation of SBM was started for about more than fifteen years among most of education institutions in Indonesia and therefore, the result of implementation can be evaluated.

One of the schools which have implemented SBM is SD Negeri 01 Wedarijaksa. This school has implemented SBM for seven years and nowadays it is still being continued. SD Negeri 01 Wedarijaksa is one of the schools of pioneering effort (*Sekolah Rintisan*) of SBM which was step by step implementing the School Based Management as the effort to improve the education quality. In 2015, this school was the runner up in the championship of Quality Cultured School (*Lomba Budaya Mutu Sekolah*) at the national level. This championship which was done by the government has the components including the School Based Management. Of course this result is not automatically reached in short terms. To get the best quality of school needs a high adaptation process to adjust among the special condition of each school.<sup>7</sup> The process which has done by SD Wedarijaksa 01 is surely referred to the high adaptation among the school's condition of components.

The implementation of School Based Management in SD Negeri Wedarijaksa 01 is very important to be researched related to the need of study comparison for the Islamic education. This result of study can be the consideration to improve the quality of Islamic education.

## B. The Research Focus

This study will be focused on the implementation of school based management in State Elementary School of Wedarijaksa 01 or SD Negeri Wedarijaksa 01, how the quality of education in SD Negeri Wedarijaksa 01 is,

<sup>6</sup> *Ibid*, P. 28.

<sup>7</sup> Edward Sallis, *Total Quality Management in Education. Manajemen Mutu Pendidikan*, IRCiSoD, Yogyakarta, 2010, P. 23

and the proponent and obstacle factors of school based management implementation to improve the quality of education in SD Negeri Wedarijaksa 01.

### C. The Problem Formulation

Based on the background of the study, the researcher states that the problems of the study as follows:

1. How does SD Negeri Wedarijaksa 01 Pati implement School Based Management?
2. How is the quality of education in SD Negeri Wedarijaksa 01 Pati?
3. What are the proponent and obstacle factors of School Based Management implementation to improve the quality of education in SD Negeri Wedarijaksa 01 Pati?

### D. The Objective and Significance of Research

1. The Objective of Research :
  - a. To describe the implementation of School Based Management in SD Negeri Wedarijaksa 01 Pati.
  - b. To find out the quality of education in SD Negeri Wedarijaksa 01 Pati.
  - c. To find out the proponent and obstacle factors of School Based Management implementation to improve the quality of education in SD Negeri Wedarijaksa 01 Pati.
2. The Significance of Research
  - a. For the Islamic Education Institution.
    - (1) The result of research may give the contribution of knowledge and finding theory as the suggestions about the process of implementation of School Based Management to improve the quality of Islamic education.
    - (2) The result of research can be the material of study comparison so it can spur the Islamic education in improving the education quality.

b. For the School

The result of research can be the reference material in implementation of School Based Management to improve the education quality.

**E. The Conceptual Framework**

The quality of education is very urgent in the globalization era. To have the good quality of education, the institution or school must have a good management. School based management is one of system managements which have the characteristics that can improve the quality of school such as to improve the achievement of students; to improve the teaching-learning process, etc. The characteristics of school based management are not far from the characteristic of effective school. If school based management is the place or concept, the effective school will be the content.

The implementation of school based management has very useful and precious contribution for school. First, the teaching-learning process will be qualified with the indicator is that the teaching learning process will be active, creative and effective. Second, the school management will be arranged tidily and there will be good relation among the school, the school committee and stakeholders.

To implement the school based management is not a simple job. There must be the supporting and obstacle factors that will be faced. It is very important to be known and studied to be an evaluation in order to implement the school based management in the next year.