

## IMPLEMENTATION OF MADRASAH-BASED MANAGEMENT AT MTS DARUL WUSTHO JEROWARU

Muhamad Zaryl Gapari

STIT Palapa Nusantara

[zarilgapari9@gmail.com](mailto:zarilgapari9@gmail.com)

### Abstract

*Education is a need that is very important in human life. Proceed nope something The nation is very dependent on education something the nation. That is, with quality education a nation can produce quality humans. Through quality education, a nation becomes advanced and level with other nations within all fields. On the contrary, If education is something a nation has No progress or No quality so the nation will be retarded in all fields. This study was done with the purpose: 1) to know How to implement madrasa management based; 2) to know What just factors support and inhibit implementing management-based madrasa. Study This uses a qualitative study with take location at MTs Darul Wow Jerowaru. Data collection using observation, interview, and documentation methods. Subject researcher in study This is the head of the madrasah, deputy head of curriculum, deputy head of student affairs, and deputy head of public relations and administration. Data analysis techniques were carried out in a manner interactive and ongoing in a manner Keep going continuously until complete so that gets to the point of data saturation. Inspection data validation is carried out with data triangulation. Result of study This has applied management Where is the madrasa based? head of the madrasa was given wide authority in developing the madrasa, however in implementation Not yet walked with Good looks from facilities and infrastructure that have not been adequate, so Lots of madrasa facilities circumstances are not quite okay. As for Management based on Madrasahs implemented by MTs Darul Wustho Jerowaru namely: Plan madrasa development, management curriculum, learning process management teaching, studentship management, management educators and staff education, management facilities and infrastructure. Factor supporters in the implementation of madrasa-based management are that there exists good relationships and cooperation between teachers, principals, parent participants, society and government student centers or areas, adequate teachers, and facilities and infrastructure that can support learning process activities. The inhibiting factor is the lack of attention and participation in society, government centers, or areas in madrasa development and the lack of madrasah finance.*

**Keywords:** *Implementation; Management Madrasa Based.*

**Abstrak:** Pendidikan merupakan salah satu kebutuhan sangat penting dalam kehidupan manusia. Maju tidaknya suatu bangsa sangat tergantung pada pendidikan suatu bangsa tersebut. Artinya, mutu pendidikan suatu bangsa dapat menghasilkan manusia yang berkualitas. Melalui pendidikan yang bermutu, suatu bangsa menjadi maju dan sejajar dengan bangsa-bangsa lain dalam segala bidang. Sebaliknya jika pendidikan suatu bangsa tidak maju atau tidak bermutu maka bangsa itu akan terbelakang di segala bidang. Penelitian ini dilakukan dengan tujuan: 1) untuk mengetahui bagaimana implementasi manajemen berbasis madrasah; 2)

untuk mengetahui apa saja faktor pendukung dan penghambat dalam implementasi manajemen berbasis madrasah. Penelitian ini menggunakan penelitian kualitatif dengan mengambil lokasi di MTs Darul Wustho Jerowaru. Pengumpulan data menggunakan metode observasi, wawancara dan dokumentasi. Subyek peneliti dalam penelitian ini adalah kepala madrasah, waka kurikulum, waka kesiswaan, waka humas dan tata usaha. Teknik analisis data dilakukan secara interaktif dan berlangsung secara terus menerus sampai tuntas sehingga sampai pada titik kejenuhan data. Pemeriksaan keabsahan data dilakukan dengan triangulasi data. Hasil dari penelitian ini telah menerapkan manajemen berbasis madrasah dimana kepala madrasah diberikan wewenang luas dalam mengembangkan madrasah, namun dalam pelaksanaannya belum berjalan dengan baik dilihat dari sarana dan prasarannya yang belum memadai, sehingga banyak fasilitas madrasah dalam keadaan kurang baik. Adapun Manajemen berbasis Madrasah yang di terapkan MTs Darul Wustho Jerowaru yaitu: Rencana penembangan madrasah, manajemen kurikulum, manajemen proses belajar mengajar, manajemen kesiswaan, manajemen pendidik dan tenaga kependidikan, manajemen sarana dan prasarana. Faktor pendukung dalam implementasi manajemen berbasis madrasah yaitu adanya hubungan dan kerjasama yang baik antara guru, kepala madrasah, orang tua peserta didik, masyarakat dan pemerintah pusat ataupun daerah, guru yang memadai, dan sarana dan prasarana yang dapat menunjang kegiatan proses belajar mengajar. Faktor penghambatnya ialah kurangnya perhatian dan partisipasi masyarakat, pemerintah pusat maupun daerah dalam pengembangan madrasah dan minimnya keuangan madrasah.

**Kata Kunci :** Implementasi; Manajemen Berbasis Madrasah.

## INTRODUCTION

One of the educational problems faced by the Indonesian people is the low quality of education at every level and educational unit, especially primary and secondary education in remote areas. Various efforts have been made by the government to improve the quality of national education, such as developing national and local curricula, increasing the competence of teaching staff and educational staff through training, procuring learning tools, and books, improving educational facilities and infrastructure, and improving the quality of school management. However, various educational indicators have not shown significant improvement. Several schools in urban areas show quite encouraging improvements in the quality of education, however, when compared to rural or remote areas, the quality of education is still very worrying (Fitriani, 2021). So far our educational problems are still dominated by the view that knowledge is a set of facts that must be memorized, classes still focus on the teacher as the main source of knowledge and then lectures as the main source of the dominant learning strategy (Gapari, 2021).

The development of science is very much needed in the development of the world of education. However, currently, our world of education cannot fully meet society's expectations. This phenomenon is characterized by the low quality of graduates. The development of science is largely determined by the development of the world of education, the enormous and dynamic role of education can determine the quality and scientific treasures of a nation's society.

Management Schools is a strategy to make it happen effective and productive schools/madrasas. MBS is the decentralization of the level of administration authority from school to school level. Responsibility and decision-making regarding the implementation and administration of the school have been handed over to the principal, teachers, parents, students, and other members of the school community (Suparlan, 2013).

The school principal has a large role in school-based management. The role of the school principal significantly impacts the progress of the educational institution he leads. School success is largely determined by the quality, ability, or leadership competency of the principal. In other words, the role of the school principal in creating a quality Catholic school is one of the key factors in achieving success.(Sihombing et al., 2021)

The honor and dignity of a nation are determined by the quality of its education in the context of the Indonesian nation. Improving the quality of education is a development target in the field of national education and is an integral part of efforts to improve the quality of Indonesian people as a whole. (Sri Minarti, 2012)

Improving the quality of schools is a systematic and continuous process to improve the quality of the teaching and learning process and the factors related to it, with the aim that the school's targets can be achieved more effectively and efficiently. Quality improvement is related to targets that must be achieved, processes to achieve them, and what needs attention, namely aspects of the quality of results and aspects of the process of achieving certain results.

Improving quality is the dream of all countries in providing education. Efforts to improve quality are not easy. Improving quality requires formulating thoughts about what to improve, selecting the parts that customers need, and producing activity products that are superior to similar products. Therefore, improving quality requires new ideas that come from intelligent minds, always containing different meanings from those that existed before, producing more perfect parts, making things easier and therefore more popular (Jerry H. Makawimbang, 2011).

By improving quality, the quality of people in Indonesia will also increase. In line with improving human quality, the quality of human resources also increases, which has an impact on improvements in all sectors of life, government, and the economy in Indonesia. Improving the quality of education in Indonesia has been carried out with various policies, but to date, this has not produced maximum results.

One of the educational problems faced by the Indonesian nation is the low quality of education at every level and unit of education, mainly primary and secondary education. Various efforts have been made to improve the quality of national education, including through various teacher training and competencies, procurement of books and learning tools, educational facilities

and infrastructure, and improving the quality of madrasa management (Abdul Rachman Shaleh, 2004).

There are many problems caused by poor quality education graduates, quality programs or efforts to improve the quality of education are very important. To implement a quality program, several strong foundations are needed, such as a commitment to change, a clear understanding of existing conditions, a clear vision for the future, and a clear plan.

Improving the quality of education is not an easy task, because it is not only related to technical issues, but includes various very complicated and complex issues, both regarding planning, funding, and the efficiency and effectiveness of school system administration. Improving the quality of education also requires better education management.

So far, aspects of education at various levels and educational units have not received serious attention so all components of the education system are not functioning well. Weak educational management also impacts the internal efficiency of education which can be seen from the number of students who drop out of class and drop out of school.

Improving the quality of education in schools needs to be supported by the managerial abilities of school principals, schools need to develop from year to year. Therefore, good relationships between teachers need to be created so that a conducive and enjoyable working climate and atmosphere is established. Likewise, the arrangement of the physical appearance and management of the school needs to be fostered so that the school becomes an educational environment that can foster students' creativity, discipline, and enthusiasm for learning.

MTs Darul Wustha Jerowaru is one of the educational institutions that has tried to develop the MBM concept in managing madrasa education as an effort to improve the quality of education. The implementation of MBM is expected to be a solution to current educational problems, namely community needs or employment needs for human resources with adequate competence. Of course, with the implementation of MBM at MTs Darul Wustha Jerowaru, it is hoped that there will be changes in the structural system that influence various factors in the institution.

In connection with the problems above, the author is interested in researching the Implementation of Madrasah-Based Management at MTs Darul Wustha Jerowaru. With the implementation of MBM, the author wants to examine whether there are obstacles related to curriculum, learning, managerial issues, and so on.

With the implementation of MBM, schools have more freedom in developing programs that suit the needs and potential of madrasas, to maintain their expansion amid increasing competition, and to maintain the trust that the surrounding community has in MTs Darul Wustha Jerowaru. Therefore, the author needs to conduct research on the results of its implementation

and what are the differences after MTs Darul Wustha Jerowaru implemented the concept of Madrasah-Based Management (MBM), namely, among other things, curriculum management, service to students, management of the Teaching and Learning process, management of educational calm, Facilities management (equipment and equipment), and school community relations.

The previous research that is relevant to this research is as follows: One: Application Management Based in Madrasah Increase Madrasah Quality at MTs Ma'arif Sempor, (Hanifah et al., 2021). The differences that exist in the study This is lie in location, time research and focus discussion, and results research. Two: Management Enhancement Quality Based School at Mantuyan State Elementary School, (Abdul Azis, 2021). The differences that exist in the study This is lie in location, time research and focus discussion, and results research. In various formulations, the researcher aims to find out how management implementation, and factors supporting and inhibiting in madrasa based at MTs Darul with Jerowaru.

## **METHOD**

The method in this research emphasizes qualitative research which explains the actual situation of an object which is directly related to the context that is the focus of the research.

Qualitative research methods are often called naturalistic research methods because research is carried out in natural conditions (natural settings). Qualitative methods are used to obtain detailed or meaningful data. the meaning is actual data, specific data which is the value behind the visible data. Therefore, qualitative research does not emphasize generalization, but rather meaning (Sugiono, 2017).

Study method qualitative in thesis This is based on desired goals achieved that are described in the implementation management madrasah based at MTs Darul Wustha Jerowaru.

the research was conducted at MTs Darul Wustha Jerowaru, As for the time implementation study This held a start date month August-September 2022. The object research used researcher is the Implementation Management Madrasa based at MTs Darul Whosto Jerowaru whereas the subject study namely, head of the madrasah, head of the curriculum, head of public relations, administration, head of infrastructure, head of student affairs.

Data collection techniques used in this research are observation, interviews, and documentation. As for steps step For analyze data through three components that include data reduction (Data Reduction), data presentation (Data Display), and retrieval conclusion or verification (Conclusion Drawing), (Matthew B. Miles et al., 2015).

## RESULTS

### 1. Implementation Management Based Madrasah

Implementation management madrasah-based in essence is giving more autonomy to the head school to increase quality results and maintain education so that produce quality education output.

In connection with management-based madarasas the head of the madrasa was sued own creativity, and ability to manage education, and the head of the madrasah was sued own professional intelligence, personal intelligence, and intelligence managerial with objective increase quality school or education.

Management madrasah-based applied in this madrasa as a developer what's done arranged in system education national and religious ministries for increasing quality education. As for the authority that we take is that is about elements the most important thing is to do it applied in increase quality education like, plan madrasa development, management curriculum, learning process management teaching, management student affairs, management educators and personnel education, management facilities and infrastructure and management madrasa relationship with the public all that's what we have applied and that's it walk in this madrasa environment.

Management-based applied school in increase quality education There is eight type of component management listed schools in plan madrasa activities and must managed with good for the results you get maximum, The following writer explain How implementation management based school eight component the following:

#### a. Plan madrasa development

Plan madrasa development (RPM) is a necessary initial process that gets attention and must implemented for education to be directed by what was planned before. Without careful planning will be impossible to walk with fluency and purpose. In planning must apply a strategic approach to reach the objective. To do something planning and preparing the madrasah annual program must close in a way open together between the madrasa head, teachers, administrative staff, madrasah committee, student parents, figures from society, and the government.

For preparing the annual program, in periods short, medium, and long. madrasa of course must compile in a way that opens together the madrasa head, along with teachers, staff administration, madrasa committees, and figures from society, parents, and government To formulate goals and objectives education, of course, the basics is to formulate a vision and mission of MTs Darul Wustho Jerowaru, from formulation vision and mission This is our target for quality in this madrasa in accordance hope you want.

About stage planning, yes Of course all something must planned, institution anywhere all Certain there's such a thing as planning, as for planning in this madrasa father only continues the planned program There is from the leader Because the father sees from all stages planning Already in accordance as guidelines that have been arranged in madrasas, namely leading to the vision and mission of this madrasah.

Can conclude that implemented planning in MTs Darul environment Wustho Jerowaru For increase quality education in stage planning first annual madrasah made plan period short, term medium and long term long that leads to the existing vision and mission made.

#### b. Management Curriculum

A curriculum is set plans and arrangements about purpose, content, and materials lesson as well as methods used as guidelines for maintaining activity learning to reach something objective education certain. That curriculum needs to be managed with good to get maximum results.

It's successful something education is one of them through curriculum, a curriculum that covers planning curriculum, implementation, and evaluation. Our curriculum uses the new 2013 curriculum, for the teaching, program adapts to the demands of the curriculum including inside There is a difference in evaluation start of format or from the curriculum's previous, assessment This emphasizes assessment attitude, spiritual and attitude social, so in the learning process different learning processes emphasizes on other than evaluation knowledge is also judgment attitude from each teacher enter class. For evaluation skills in 2013 curriculum here has 4 competencies 2 KD and 2 KI.

Can conclude that in the implementation process, MTs Darul curriculum Wustho Jerowaru used the 2013 curriculum. Its management covers planning curriculum, implementation, and evaluation.

#### c. Learning Process Management Teach

The learning process is the activity in madrasas. Madrasas were given the freedom to choose strategies, methods, and techniques most effective learning and teaching by character student and teacher character. From the results observation writer that in management of the learning process taught at MTs Darul Wustho Jerowaru Already walk with Good by what's been implemented by madrasas, participants learning is very easy to understand and accept material delivered by the teacher with using method or techniques by character participant educated at MTs Darul Wustho Jerowaru.

Learning process management teach sagat important Because in the learning process, the teacher must use media tools for learning, method study, and technique Study with an approach We hope student can understand and can soulful Not only just accept material. The educator is

expected to convey material lessons to participants with varied and fun education or normal called with

learning active, innovative creative, and fun (PAIKEM), so it is not monotonous that a boring participant is educated in the learning process in class.

Approach learning is internal teacher activities choose activity learning, which is a system for makes it easier implementation of the learning process and can make it easier for students to understand the material presented by the teacher, with look after the atmosphere of fun learning.

In the learning process, the teacher must control the class, yes manage the class with Good if already like that so in learning will walk with good, meaning for eye lesson with a pleasant atmosphere so students can understand what was conveyed.

Can conclude in learning process management taught at MTs Darul Wustho Jerowaru, educators' expected approaches to learning start from method learning, strategies, and techniques to make learning fun so students can understand the material that has been delivered.

#### d. Management Studentship

Management studentship can understood as arrangement or arrangement to related matters with participant education starting from reception of student news, activities extracurricular, and supervision of existing builders given the functions and duties of each in the madrasah. Management studentship aims for all related activities with participants educated in a walking madrasa smoothly, orderly, and orderly as well as capable of reaching objective madrasa education.

Management studentship is organizing activities in the field of student affairs, so that the learning process teaching, and activities of students walk smoothly, orderly, and orderly.

For stages management studentship to increase quality education, management studentship it's not just in the form of recording participant data only, but more aspects broadly speaking operational can be done to help smoothness, growth, and development of participant education through the educational process in madrasas. As for coaching the student work that we do is usually do named activity curricular and extracurricular. As for extracurriculars at MTs Darul Wustho Jerowaru, These are PMR, scouts, paskibraka, sports arts, and extracurriculars. So each extracurricular coached by each of their extracurricular coaches is interesting.

Can is known that management studentship in increase quality education of course must involve students and schoolgirls follow and develop the potential it has with activity their

extracurriculars and extracurriculars ask and get is known management student affairs at MT's Darul Wustho Jerowaru already walk with good.

Response students our female students are very good and very enthusiastic in operating activities that have been made by inner madrassas frame development potency them.

Can conclude that MT's Darul students and students Wustho Jerowaru respond with Good every activity extracurricular and extracurricular activities are held in madrassas.

e. Management Educators and Education Personnel

Management power educators and education is one form of management source power human resources (HR) who work in a madrasa effectively to produce an order system or a good educational process. For That needs management, the head of the madrasa as a leader supervises his subordinates No as well as immediately points order in operating organization education in madrassas, however, There is art or governing science about managing source Power existing humans in organization education.

The head of the madrasah must be capable of managing power educators and education with good and optimal for madrassas to have power quality educators and education. To increase quality competence and performance power educators and personnel in madrasa education where madrassas are very supportive exists training held outside the madrasa, In our madrasah, there's such a thing as eye teacher deliberation lesson (MGMP) where in activity This expected to educator can overcome problems in the learning process.

Management from the head of the madrasah is already good, the head of our madrasa has done it to do application management based democracy. For management of teachers already a Good start from when there is training training the head of the madrasah finances the teachers for the following training. Here implemented by teachers is mandatory for can feel not quite enough answers in every activity at school.

Can conclude that MT Darul Wustho Jerowaru carries out management educators and education for forming quality human resources, the head of the madrasah is very supportive exists coaching and training educators and personnel education in madrassas and outside the madrasah and already walks with good.

f. Facilities and Infrastructure Management

Facilities and infrastructure is an urgent matter in the enhancement of quality education. When p the No is fulfilled, then don't hope the institution open will be capable of enhancement of quality education. Management facility should carried out by starting madrassas from procurement, maintenance, and repairs until the developer. This thing based on the reality that

madrastas know best need facilities Good adequacy and, suitability especially very close facilities related in a way direct to the learning process.

Implementation of management facilities and infrastructure in this madrasa started from plan needs like what just inadequate facilities and infrastructure we will complete it then procurement, and activities this for provide all madrasa needs. Storage, deep storage we keep things in order no fast damage, so as not to there to lose, to be composed neatly when we need again, next maintenance, maintenance here we carry out implementation management. Settings are done so that the goods in circumstances are always good, and deletion, deletion is done when goods are already not worthy of use again.

Can from the implementation process in managing facilities and infrastructure at MTs Darul Wustho Jerowaru started from the plan needing madrasa facilities and infrastructure, procurement, storage, maintenance, arrangement, and removal.

## **2. Factor Supporters and Inhibitors Implementation Management Madrasah-based**

Implementation management based school at MTs Darul Wustho Jerowaru involves Lots of elements, such as the head of the madrasah deputy head of the madrasah, committee school, participants, educators, as well parental involvement participant education, and society. The elements involved above can become factor supporters and also can become factor inhibitors. Factor supporters give factors Power support for implementation application management madrasah-based, meanwhile, factor inhibitor is possible factors that obstruct or even thwart implementation application management based school.

### **a. Factor supporter**

About factor supporter Implementation implementation management Madrasah- based at MTs Darul Wustho Jerowaru that is there are two factors, internal and external.

#### **1) Internal Factors**

Very supportive factor smooth educational process for increase quality education from internal aspect cooperation between inhabitant school for give a good example for participant educate, for example, discipline time, polite polite, caring cleanliness, so matter this a little lots influence behavior participant to educate for change personal they become a more good, adequate teacher by amount student besides that there is a sense of responsibility big answer from madrasah residents will the aim of the madrasah already calculated in madrasah vision and mission.

Can possible factors support the process of work program activities in schools to increase quality education is important to establish relationships and work the same as good ones between teachers, heads of schools, and parents participants so that in the process of upgrading quality education will be effective by achievement education.

2) Factor external

Which supports the upgrade process quality education is a matter of support or contribution from outside goods from the government or society. All madrasa programs will be effective when there exists support from outside the madrasah, fine ministry of religion, figure society, government central and government area because all our programs involve all elements that can contribute to this madrasah. Like exists financial support sourced from the participation public and budget from the government central and regional through aid funds operational school this is a very important thing that can support all processes to run smoothly in an application management school in increasing the quality of output from madrasas.

Can is known that factor supporters from outside the madrasah contribute to government central and government regions, religious ministries, citizens' schools, the community, and parents of students who can participate as a donor can support internal processes to increase the quality of madrasas.

b. Factor inhibitor

As for factors obstacles in this madrasa are limited facilities and infrastructure education, minimal participation public in work the same building madrasas, and the minimum madrasa finance used for developing madrasas into more good.

Factor obstacles in this madrasa in implementation management based school For increase quality education minimal attention and participation society, government center nor area in madrasa development.

Factor inhibitor from implementation management based school at MTs Darul Wustho Jerowaru in increase quality education is the minimum participation society, government center nor area in Madrasah development is limited madrasa facilities and infrastructure and finances.

## DISCUSSION

### 1. Implementation Management Based Madrasah

To implement MBM effectively and efficiently, madrasah heads need to know leadership, planning, and overall vision from madrasas and education, (Susanti et al., 2023). Implementation management madrasa- in essence giving more autonomy to the head school to increase quality results and maintaining education so that produce quality education output.

Implementation Management Madrasah -based on the learning process. Use Management Madrasah-based on the learning process, the teacher is a very influential educator personality participant. For example, if Act is a demand educator or that teacher is ok, then Act in demand participant education is also the majority good. Vice versa, if the attitude or morals educator is not

enough, then it's also clear that the attitude or morals participant his education will not be enough good. Because of their attitude participant are educated and easily copy all the behaviors and actions of people they like including teachers who are figure examples for them, (Tahir, 2017).

Implementation management school The most important thing in its implementation is management to components school there are seven must managed with Good in the MBS framework, namely management curriculum, management student affairs, Management finance, management facilities and infrastructure, management management and relationships society, management tanaga education (Andriani, 2020).

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Implemented planning in MTs Darul environment Wustho Jerowaru for increased quality education in stage planning first annual madrasah made plan period short, term medium and long term long that leads to the existing vision and mission made.

b. Management Curriculum

It's successful something education is one of them through curriculum, curriculum That covers it planning curriculum, implementation, and evaluation. Our curriculum uses the Now 2013 curriculum, for the teaching, program to adapt to the demands of the curriculum including inside it There is a difference in evaluation start of format or from the curriculum's previous, assessment This emphasizes assessment attitude, spiritual and attitude social, so in the learning process different learning processes emphasizes on other than evaluation knowledge is also judgment attitude from each teacher enter class. For evaluation Skills in 2013 curriculum here has 4 competencies 2 KD and 2 KI.

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Learning process management teaches sagat importance Because, in the learning process, the teacher must use media tools for learning, doing method study, technique Study with an

approach We hope students can understand and can soulful Not only just accept the material. The educator is expected to convey material lessons to participants with varied and fun education or normal called with learning active, innovative creative and fun (PAIKEM), so No monotonous that boring participant educates in the learning process in class.

In the learning process, the teacher must control the class, yes manage the class Good if Already like learning will walk with good, meaning for eye lesson with a pleasant atmosphere so students can understand what was conveyed. Learning process management is taught at MT's Darul Wustho Jerowaru, educator expected approaches to learning start from method learning, strategies, and techniques to make learning fun so students can understand the material that has been delivered.

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Management studentship can understood as arrangement or arrangement to related matters with participant education starting from reception of student news, activities extracurricular, and supervision of existing builders given the functions and duties of each in the madrasah. Management studentship aims for all related activities with participants educated in a walking madrasa smoothly, orderly, and orderly as well as capable of reaching objective madrasa education.

Management studentship in increase quality education Of course must involve students and schoolgirls follow and develop the potential it has with activity their extracurriculars and extracurriculars ask and get is known management student affairs at MT's Darul Wustho Jerowaru Already walk with good. Response students Our female students are very good and very enthusiastic in operating activities that have been made by inner madrassas frame development potency them.

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Management power educators and education is one form of management source power human resources (HR) who work in a madrasa effectively to produce an order system or a good educational process. For that needs management, that is head of the madrasa as a leader supervises his subordinates no as well as immediately points order in operating organization education in madrasas, however, There is art or governing science about managing source power existing humans in organization education.

In carrying out management educators and education for forming quality human resources, the head of the madrasah is very supportive exists coaching and training educators and personnel education in madrasas and outside the madrasah and already walks with good.

f. Facilities and Infrastructure Management

Implementation management facilities and infrastructure in this madrasa started from plan needs like what just inadequate facilities and infrastructure we will complete it then procurement, and activities to provide all madrasa needs. Storage, deep storage we keep things in order no fast damage, so as not to there to lose, to be composed neatly when we need again, next maintenance, maintenance here we carry out implementation management. Settings, settings done so that the goods in circumstances are always good, and deletion, deletion done when goods Already No worthy use again.

The madrasah is the center of learning process activities and teaching, success no regardless of facilities and infrastructure education which is tool support standard, The head of the Madrasah as obligatory madrasah leadership fulfills the need for facilities and infrastructure by madrasah (Handoyo et al., 2021).

## 2. Factor Supporters and Inhibitors Implementation Management Madrasah-based

Implementation management based school at MT's Darul Wustho Jerowaru involves Lots of elements, such as the head of the madrasah deputy head of the madrasah, committee school, participants educate, educator, as well parental involvement participant education, and society. The elements involved above can become factor supporters and also can become factor inhibitors.

Factor from environment school especially teachers and staff education others, yes some teachers and employees who have not to participate actively / plunge directly in activity religious. Factor from environment family and community, lack paying attention/control the students and less understanding of what the madrasah is saying/explaining (Gapari, 2019).

Factor supporters give factors Power support for implementation application management madrasah-based, meanwhile, factor inhibitor is possible factors that obstruct or even thwart implementation application management based school.

### a. Factor supporter

#### 1) Internal Factors

Very supportive factor smooth educational process for increase quality education from internal aspect cooperation between inhabitant school for give a good example for participant educate, for example, discipline time, polite polite, caring cleanliness, so matter this a little lots influence behavior participant to educate for change personal they become a more good, adequate teacher by amount student besides that there is a sense of responsibility big answer from madrasah residents will the aim of the madrasah already calculated in madrasah vision and mission.

#### 2) Factor external

All madrasa programs will be effective when there exists support from outside the Madrasah, fine ministry of religion, figure society, government central and government area

because all our programs involve all elements that can contribute to this madrasa. Like existing financial support sourced from the participation public and budget from government central and regional through aid funds operational schools from all this is a very important thing that can support all processes to run smoothly in application management schools in increase the quality of output from madrasas.

b. Factor inhibitor

Factor obstacles in this madrasa in implementation management based school For increase quality education minimal attention and participation society, government center nor area in madrasa development. Factor inhibitor from implementation management based school at MTs Darul Wustho Jerowaru in increase quality education is the minimum participation society, government center nor area in Madrasah development is limited madrasa facilities and infrastructure and finances.

The previous research that is relevant to this research is as follows: One: Application Management Based in Madrasah Increase Madrasah Quality at MTs Ma'arif Sempor, (Hanifah et al., 2021). The differences that exist in the study This is lie in location, time research and focus discussion, and results research. Two: Management Enhancement Quality Based School at Mantuyan State Elementary School, (Abdul Azis, 2021). The differences that exist in the study This is lie in location, time research and focus discussion, and results research.

## CONCLUSION

Based on the results of the research and discussion above, the author was able to obtain data from the research results so that he could conclude as follows: **Firstly**, the implementation of Madrasah-Based Management at MTs Darul Wustho Jerowaru has eight components, namely, Madrasah development plans starting from preparing annual programs in the short, medium and long. curriculum management, starting from curriculum planning, implementation, and evaluation. Management of the teaching and learning process, starting from learning methods and learning techniques. Student management, management of educators and education staff, management of facilities and infrastructure, financial management, and management of madrasah relations with the community. **Second**, the supporting factors for Madrasah-Based Management are, (1) There is good relationship and cooperation between teachers, school principals, parents of students, the community, regional government, and central government to develop madrasas. (2) Adequate teachers according to the number of students. (3) Availability of educational facilities and infrastructure that can be used directly or indirectly in the learning process. The prominent inhibiting factors at MTs Darul Wustho Jerowaru in the Implementation of Madrasah-Based

Education Management are, (1) Lack of attention and participation from the community, and central and regional governments in madrasah development. (2) There is a lack of finance that can be used for madrasa development.

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