EDUCATION AUTONOMY IN THE DISRUPTION ERA: CONSTRUCTION OF SCHOOL BASED MANAGEMENT IMPLEMENTATION IN MADRASAH

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Abstrak:

Besarnya peluang kemandirian yang diberikan pemerintah kepada satuan pendidikan melalui otonomi dan desentralisasi pendidikan yang ditambah juga dengan perkembangan zaman di era revolusi industry 4.0 menjadi sebuah tantangan dan tuntutan yang harus dipenuhi. Disrupsi yang terjadi pada semua aspek termasuk pendidikan mengharuskan pengelola pendidikan banyak melakukan penyesuaian terutama dalam aspek manajemen. Artikel ini adalah penelitian lapangan (field research) yang menggunakan pendekatan kualitatif dengan pengumpulan datanya melalui interview, observasi dan dokumentasi. Fokus terletak pada bagaimana kontruksi otonomi pendidikan dan keberhasilannya di MIN 1 Trenggalek di era disrupsi, dengan tujuan untuk mengetahui dan menganalisis kontruksi otonomi pendidikan di MIN 1 Tenggalek dan keberhasilannya dalam melaksanakan kebijakan Manajemen Berbasis Sekolah di era disrupsi. Temuan yang diperoleh bahwa otonomi pendidikan yang dikonstruk pada MIN 1 Trenggalek dengan membangun kesiapan antara pemerintah dan satuan pendidikan atas pembagian tugas (job discriptions), penggunaan kesempatan wewenang yang dilakukan oleh Kepala Madrasah untuk mengorganisir program pendidikan, pemberdayaan madrasah dengan memanfaatkan sumberdaya (SDM dan SDA) yang ada di madrasah. Keberhasilannya diantaranya, MIN 1 Trenggalek memiliki visi, misi dan tujuan yang jelas, sebagai ciri khas serta keberhasilan pada program pendidikan dan program-program pengembangan lainnya yang menunjukkan peningkatan mutu yang dihasilkan.

Kata kunci: *Otonomi pendidikan; Manajemen berbasis sekolah; Disrupsi*

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Abstract:

The magnitude of the opportunities for independence provided by the government to education units through education autonomy and decentralization coupled with the times in the era of the industrial revolution 4.0 is a challenge and demands that must be met. The disruption in many aspects, including education, requires education managers to make many adjustments, especially in the management aspect. This article is field research that uses a qualitative approach by collecting data through interviews, observation, and documentation. The focus lies on how the construction of educational autonomy and its success in MIN 1 Trenggalek in the era of disruption, to know and analyze educational autonomy at MIN 1 Tenggalek and its success in implementing School-Based Management policies in the era of disruption. The findings show that educational autonomy is constructed at MIN 1 Trenggalek by building readiness between the government and education units for job descriptions, using authority by the head of the madrasah to organize educational programs, empowering madrasah by utilizing resources in the madrasah. Its successes include MIN 1 Trenggalek has a clear vision, mission, and objectives, as a characteristic and success in educational programs and other development programs that show the quality improvement produced.

Keyword*s: Education autonomy; School-based managemen; Disruptions*

INTRODUCTIONS

The industrial revolution 4.0, with the sophistication of digitalization-based information, can disrupt many aspects of society, ranging from industry, economic, political, social, cultural, educational, and so on. The era of disruption provides easy transfer of information and transactions in any form, and even the system does not create a barrier between information makers and information recipients. Most people are very familiar with the arrival of a sophisticated and fast-paced era.

The development of education, one thing that can't be separated from the development of the industrial revolution 4.0 that occurred because indirectly economic changes participated in changing the order of education. Management information systems in education inevitably have to improve immediately to adapt and develop a more sophisticated system to facilitate the transfer of information and communication as well as processes in education.

Education decentralization is one of the models of education management that makes education units a decision-making process and is one of the efforts to improve the quality of education and human resources, including the professionalism of teachers, which has recently been concerned by various parties, both regionally and internationally[1]. Through autonomy and decentralization, the government has given its authority in the educational aspect to the local governments (provincial and district) to administer education in their respective regions—even the autonomy and decentralization of education authority to the most basic level, namely the education unit. So, to capture all developments in the era of disruption, of course, educational units must be able and empowered to determine their attitudes and educational policies independently.

Based on government policies contained in the Law on Regional Government and the Law on the National Education System and its derivative regulations that regulate technically, it gives full authority to education units to manage, manage and develop their institutions independently. The whole authority granted by the government as a form of educational autonomy in educational units is in the form of School-Based Management. It is momentum for educational units to compete with each other to improve the quality of education.

Improving the quality of education has not met expectations, partly due to educational strategies that are "input-oriented" and "macro-oriented," which still tend to be heavily regulated by the central government. With this, that the autonomy has not yet fully occurred at the level of the education unit. Government intervention is still dominant enough to regulate the educational process[2]. So, the tendency of the education unit to be passive and wait for instructions from superiors. Another problem shows that many educational units still rely on old management patterns that are less effective and efficient and lack innovation. So, the results obtained are also less than optimal[3]. The education unit should develop a management pattern that prioritizes community satisfaction as an education customer by showing a total quality management pattern.

Management of education units on several indicators has a low implementation, including (1) Openness of management, (2) Authority and

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[1] Hadiyanto, *Mencari Sosok Desentralisasi Manajemen Pendidikan Di Indonesia* (Jakarta: Rineka Cipta, 2004), 63.

[2] H. M. Hasbullah, *Kebijakan Pendidikan: Dalam Perspektif Teori, Aplikasi, Dan Kondisi Objektif Pendidikan Di Indonesia* (Jakarta: Rajawali Pers, 2015), 191.

[3] Tabrani ZA, "Isu-isu Kritis dalam Pendidikan Islam Perspektif Pedagogik Kritis," *Jurnal Ilmiah Islam Futura* 13, no. 2 (February 1, 2014): 250, https://doi.org/10.22373/jiif.v13i2.75.

independence, (3) Flexibility of management, (4) Power and information, and (5) Authority to manage finances. Another problem encountered was the implementation of school based management components caused by various factors such as weak leadership and lack of cooperation between schools and the community[4]. And partially school based management also does not show a significant effect on the quality of educational institutions[5]. The successful implementation of school based management can be performed if all members of the education unit have a high commitment and responsibility towards improving the quality of education.

Madrasah as a general education unit with Islamic characteristics are covered in primary and secondary education institutions in the national education system. Thus, the management model is not different from other general education units, although its management is under the auspices of the Ministry of Religion. Madrasah as educational institutions have extraordinary dynamics, growing from and by the community. So actually, substantially, they have implemented patterns of autonomy, which means that madrasah have implemented of school based management. But in fact, madrasah as managers of Islamic religious education are under the auspices of the Ministry of Religion which deals with religious matters which are systemically centralized.

The school based management problems above cannot be separated from the conditions of the 4.0 industrial era, which led to the era of disruption. So that the problems in the implementation of school based management will be more complex, and the challenges are also getting more challenging. There is an excellent demand from madrasah to adapt the implementation of school based management to the era of disruption so that the improvement of the quality of education is always maintained and community satisfaction with education is also fulfilled.

To emphasize and unravel the problems described above, the State Islamic School (MIN) 1 Trenggalek was chosen. One of the MIN in Trenggalek Regency was once one of the model educational institutions developed by the Ministry of Religion. Before changing its name to MIN 1 Trenggalek, this MIN was named MIN Model Trenggalek. Although geographically MIN 1 Trenggalek is located in the countryside and around

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[4] Cut Ummu Athiyah, "Implementasi Manajemen Berbasis Sekolah Sebagai Alternatif Desentralisasi Pendidikan di MAN 4 Jakarta," *Andragogi: Jurnal Diklat Teknis Pendidikan Dan Keagamaan* 7, no. 1 (June 30, 2019): 130–45, https://doi.org/10.36052/ANDRAGOGI.V7I1.82.

[5] Achsana Nazwa, Edi Harapan, and Rohana, "The Effect of School-Based Management and Academic Supervision on the Education Quality in Junior High School," *Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)* 565 (July 19, 2021): 702–6, https://doi.org/10.2991/ASSEHR.K.210716.132.

the coastal area, it has a very rapid development, competing with equivalent educational units around it, both public and private education units. It is essential in its development; MIN 1 Trenggalek was once a Model MIN developed by the Ministry of Religion. With this status, various systems and patterns in madrasah management have been implemented to support the program to ensure its quality. The measure of quality lies in customer satisfaction. The public, as customers of MIN 1 Trenggalek, places a high trust in the educational institution. It is proven that every acceptance of new students process is not empty of enthusiasts or even booming, which makes educators and education staff "troublesome" in determining the choice of new students.

Several articles with the theme of school based management describe the results. For example, Munajat that the essence of school based management is educational autonomy plus participatory decision-making to empower madrasah[6]. In line with what was written by Patras et al., they found that school based management is a strategy for decentralizing educational decision-making by involving parents, students, teachers, officials, and the community to achieve autonomy, flexibility, participation, independence, responsibility, and school accountability. And to achieve success requires the support of all stakeholders in the education unit[7]. Meanwhile, according to Abdullah Hadziq, the effectiveness of school based management implementation is shown by all functions and management processes carried out appropriately for all educational resources[8].

It appears that the results of existing research or articles show things that are in tune with the implementation of school based management in education units. Still, this article attempts to present the development of the implementation of school based management as a form of educational autonomy in responding and dealing with the possibilities of the development of the industrial revolution 4.0, which has disrupted the system of people's lives. This article is related to the construct and success of madrasah in

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[6] Nur Munajat, "Kebijakan Manajemen Berbasis Madrasah Dalam Peningkatan Mutu Pendidikan Islam," *Al-Bidayah : Jurnal Pendidikan Dasar Islam* 8, no. 2 (2016), https://doi.org/10.14421/AL-BIDAYAH.V8I2.74.

[7] Yuyun Elizabeth Patras et al., "Meningkatkan Kualitas Pendidikan Melalui Kebijakan Manajemen Berbasis Sekolah dan Tantangannya," *JURNAL MANAJEMEN PENDIDIKAN* 7, no. 2 (September 13, 2019): 800–807, https://doi.org/10.33751/JMP.V7I2.1329.

[8] Abdulloh Hadziq, "Implementasi Manajemen Berbasis Sekolah (School Based Management) Dalam Mewujudkan Sekolah Efektif (Studi Kasus Di Mts Nu Sabilul Muttaqin Jepang," *Quality* 4, no. 2 (2016): 351–71, http://journal.iainkudus.ac.id/index.php/Quality/article/view/2176.

improving the quality of their education with the power of autonomy they have.

In detail, the article focuses on the formulation of the problem how the construction of educational autonomy in MIN 1 Trenggalek in the era of disruption and how MIN 1 Trenggalek implementing School-Based Management policies in the era of disruption. To know and analyze the construction of educational autonomy at MIN 1 Tenggalek in the era of disruption and to find out and analyze the success of MIN 1 Trenggalek in implementing School-Based Management policies in the era of disruption.

This study to describe the phenomenon that exists naturally about the implementation of educational autonomy in the disruption era form of implementing the school based management policy at MIN 1 Trenggalek. The research method used is field research with a qualitative approach [9] [10] [11]. The data extracted relates to the autonomy of education in madrasah, constructs and their success with data sources from the head of the madrasah, teachers and education staff supported by related documents. Methods of data collection using interview techniques, observation and study documentation.

DISCUSSION
Construction of Educational Autonomy in Madrasah in the Disruption Era
The era of disruption brings changes in various aspects of people's lives. Fundamental changes in education also occur along with the emergence of the development of information and technology. Such conditions are a challenge for every education manager. Demands for adjustment to development must exist but also must think hard about how character is not eroded by development and change.

Educational autonomy is the basis for education managers at madrasah to work more optimally with their authority. Because with the autonomy of education, madrasah can organize and manage their households, directly or indirectly distributing resource development to all madrasah. Autonomy encourages the independence of madrasah in harmony and competes widely and somewhat with madrasah and other schools.

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[9] Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2007).

[10] John W Creswell, *Research Design: Qualitative, Quantitative and Mixed Approaches (3rd Edition)*, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2009, https://doi.org/10.2307/1523157.

[11] John Creswell, *Riset Pendidikan: Perencanaan, Pelaksanaan, Dan Evaluasi Riset Kualitatif Dan Kuantitatif*, Edisi Keli (Yogyakarta: Pustaka Pelajar, 2015).

The education management process at MIN 1 Trenggalek, which is led directly by the Head of Madrasah by empowering all components of the existing apparatus to carry out activities following their respective main functions and duties, has generally shown the ongoing process of educational autonomy. Such management conditions are used to increase accountability and commitment to achieve a better madrasah environment that can improve the overall quality of education. Under school based management, teaching and non-teaching staff play an active role in decision-making at the school level enabling them to be part of the decision-making process[12] [13].

Educational autonomy demands readiness from the government and education units in terms of job descriptions[14] [15] because this will be the key to the success of educational autonomy. MIN 1 Trenggalek assures that he is ready to carry out educational programs and share tasks with the government. The tasks carried out by MIN 1 Trenggalek are more technical in providing education, translating educational programs and policies from the government with activities that directly or indirectly support education.

The context of limiting authority, according to the researcher, is more about the division of tasks, not an intervention on the program being implemented. The readiness lies in that each must clearly understand their respective areas and main tasks. What is set by the government as minimum standard for the quality of education. And what is done by MIN 1 Trenggalek as an effort to support the achievement of the quality of education that has been determined. So that school based management provides autonomy for schools by involving school residents and the community to manage existing resources to improve school quality based on government policies[16].

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[12] Asad Asad, "From Bureaucratic-Centralism Management to School Based Management: Managing Human Resources in the Management of Education Program," *Indonesian Research Journal in Education |IRJE|* 5, no. 1 (June 17, 2021): 201–25, https://doi.org/10.22437/irje.v5i1.12947.

[13] Dian Dian, Rahmat Hidayat Faturrahman, and Rima Mulyawati, "School-Based Quality Improvement Management System," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6, no. 3 (January 16, 2022): 2370–80, https://doi.org/10.31004/OBSESI.V6I3.1953.

[14] Asbin Pasaribu, "Implementasi Manajemen Berbasis Sekolah Dalam Pencapaian Tujuan Pendidikan Nasional di Madrasah," *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial* 3, no. 1 (April 25, 2017), https://doi.org/10.30596/EDUTECH.V3I1.984.

[15] Hamengkubuwono Hamengkubuwono, "School Based Management Within The Framework of Autonomy at SMP Negeri 1 Rejang Lebong," *Tadbir : Jurnal Studi Manajemen Pendidikan* 5, no. 1 (May 7, 2021): 55–68, https://doi.org/10.29240/JSMP.V5I1.2601.

[16] Muhammad Nur Hakim, "Implementasi Manajemen Berbasis Sekolah Dalam Mewujudkan Sekolah Islam Unggulan," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 1, no. 2 (2016): 104–14, https://doi.org/10.31538/NDH.V1I2.7.

The government makes policies to ensure the continuity of education because education is a significant need to create a prosperous society[17]. This commitment is contained in Article 31, paragraph 4 of the Constitution, which states that the education budget is at least 20% of the APBN and APBD, then reaffirmed in Law No. 20 of 2003 concerning the National Education System in Article 46. Therefore, autonomous changes in education and decentralization require a foundation—a robust, transparent, and efficient democracy and involving stakeholders[18]. The success of implementing decentralization in education is very dependent on the ability and willingness of the implementing government. Concretely it depends on how implementers and policymakers can suppress the weak side that may arise, in addition to the regional and educational unit readiness factor[19].

The government gives authority to madrasah, as happened in MIN 1 Trenggalek to run education and learning programs, and their development is a delegation of tasks. According to Danim, a delegation of leadership tasks from the ministry of education and institutions overseeing schools/madrasah inspires principals and local authorities to receive input, cooperation, and adequate funding[20] [21]. Preparedness at the madrasah level is needed with a solid commitment to madrasah principals and their respective authorities. Able to move to capture education programs and policies nationally to be implemented by local conditions and policies but still within the corridor of maintaining the quality of education.

No single educational policy formula as good as any will produce good results if it is not supported by the commitment and strong leadership of the principal[22]. The achievements achieved by MIN 1 Trenggalek are a form of implementation of leadership commitments supported by all existing human resource components to collaborate and work together for the progress of the madrasah. Educational autonomy provides broad opportunities for madrasah principals to use their authority in carrying out leadership and organizing and regulating the process of running the wheels of organization and education. With his authority, the head of MIN 1 Trenggalek can

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[17] Roni Ekha Putera, "Implementasi Kebijakan Otonomi Daerah Bidang Pendidikan Dalam Pencapaian ' Millennium Development Goals ,'" *Mimbar* 31, no. 1 (2015): 229–39.

[18] Subijanto, "Prinsip-Prinsip Dan Efektivitas Desentralisasi Pendidikan Dalam Rangka Meningkatkan Mutu Dan Relevansi Pendidikan," *Jurnal Pendidikan Dan Kebudayaan* 16, no. 5 (September 10, 2010): 532–49, https://doi.org/10.24832/JPNK.V16I5.484.

[19] Hasbullah, *Kebijakan Pendidikan: Dalam Perspektif Teori, Aplikasi, Dan Kondisi Objektif Pendidikan Di Indonesia*, 159.

[20] Sudarwan Danim, *Otonomi Manajemen Sekolah* (Bandung: CV. Alfabeta, 2010), 58.

[21] Muhammad Darwis Dasopang and Jusrin Efendi Pohan, "School Based Management Model," *International Journal of Health Sciences* 6, no. S1 (May 18, 2022): 10596–606, https://doi.org/10.53730/IJHS.V6NS1.7543.

[22] Danim, *Otonomi Manajemen Sekolah*, 58.

convince and mobilize all teachers and education staff to work together to run educational programs that are limited to classroom learning and learning outside the classroom and the character-building of students. The arrangement of working groups that are carried out to divide tasks is a form of using authority in dividing tasks for the effective implementation of the work program that has been prepared.

Educational autonomy opens the broadest opportunity for madrasah to develop madrasah according to their conditions and characteristics. As the GERAMM program issued by the Office of the Ministry of Religion of East Java Province, there are various components of the madrasah building program. It is the opportunity for madrasah to choose programs following the needs and characteristics of the madrasah that can be developed. Madrasah can use the opening of this opportunity to race to build and develop achievements and competitions with other madrasah. And what is more important is that with this opportunity, madrasah can develop programs as needed and the community's demands as users or users of madrasah education.

Educational autonomy leads to the empowerment of madrasah, which means that using local resources is indispensable. Because building madrasah is not only the government's responsibility, it is also the responsibility of stakeholders and the community. Educational autonomy opens up opportunities for the use of local potential in building madrasah. The necessity that educational autonomy must optimize the available resources and environmental carrying capacity[23]. There are three categories of qualitatively empowered resources, namely human resources (HR), material resources, and facility resources, in the form of the madrasah organizational structure that has been prepared.

There are eight steps in madrasah empowerment, namely: 1) Develop groups of teachers as initial recipients of the empowerment program plan; 2) Identifying and building groups of students in schools; 3) Select and train teachers and community leaders who are directly involved in implementing school-based management; 4) Forming a school board consisting of school elements, community elements under the supervision of the local government; 5) Holding school board member meetings; 6) Support ongoing group activities; 7) Develop a harmonious relationship between the school and the community; and 8) Organized workshops for evaluation[24].

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[23] Danim, 75.
[24] Ahmad Zaini Aziz, "Manajemen Berbasis Sekolah : Alternatif Peningkatan Mutu Pendidikan Madrasah," *Jurnal EL-Tarbawi* VIII, no. 1 (2015): 69–92.

The practice of educational autonomy constructed by each madrasah by adjusting to the demands of change and development of the industrial revolution era as it is today is intended only to educate the nation to increase human dignity and productivity. The success of educational programs and their development is part of the identity of achieving the quality of education. School-Based Management is implemented to achieve program achievements that are carried out with the principles of independence, openness, fairness, partnership, participation, efficiency, and accountability.

Successful Implementation of School Based Management Policy in Madrasah in the Disruption Era

The success of the education program and its development is part of the identity of achieving the quality of education. School based management is implemented in order to achieve program achievements that are carried out with the principles of independence, openness, fairness, partnership, participation, efficiency and accountability.

School based management aims to achieve the highest quality and relevance of education, with the benchmark for assessing results (outputs and outcomes) not on the methodology or process [25]. School based management implementation indicators can be seen from (a) Safe and orderly school environment; (b) The school has a vision, mission, and quality targets to be achieved; (c) The school has strong leadership; (d) There are high expectations from school personnel; (e) There is continuous HR development; (f) Implementation of performance evaluation on academic and administrative aspects and utilization of the quality improvement/ improvement; and (g) There is intensive communication and support from parents and the community[26].

The existence of the vision and mission of MIN 1 Trenggalek, which has been structured and displayed in an open/transparent manner, can be used as a guide for each activity regarding the objectives to be achieved that every activity must lead to the achievement of the vision and mission of the madrasah. With the vision and mission that has been prepared, there are targets for achievement that must be met. The success of school based management implementation lies in its high effectiveness in the management and implementation of education and learning activities. The

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[25] Ida Rosyida and Nurtanio Agus Purwanto, "Implementation of School-Based Management to Improve Education Quality at MAN 6 Pidie," *Proceedings of the 5th International Conference on Current Issues in Education (ICCIE 2021)* 640 (January 31, 2022): 404–8, https://doi.org/10.2991/ASSEHR.K.220129.074.

[26] S. Suryosubroto, *Manajemen Pendidikan Di Sekolah* (Jakarta: Rineka Cipta, 2010), 197.

achievement of the program carried out by MIN 1 Trenggalek to produce achievements is a form of high effectiveness in managing and carrying out the planned program.

The authority that rests on the school is the core of school based management, which is considered to have a high level of effectiveness and provides the following advantages: (a) School policies and authorities directly influence students, parents, and teachers; (b) Aims how to utilize local resources; (c) Effective in coaching students such as attendance, learning outcomes, repetition rate, dropout rate, teacher morale, and school climate; and (d) There is a common concern for decision making, empowering teachers, school management, school redesign, and planning changes[27].

Conceptually, as stated by Mulyasa, there are several strategies to achieve successful school based management implementation, these strategies are: a) Schools must have autonomy over four things: having power and authority, continuous knowledge development, access to information in all parts, and giving awards to everyone who succeeds; b) There is active community participation in financing, decision-making processes on curriculum, and instructional and non-instructional; c) The existence of the leadership of the principal who can mobilize and utilize every school resource effectively; d) There is a democratic decision-making process in the life of an active school board; e) All parties must understand their roles and responsibilities seriously; f) There are guidelines from relevant departments to encourage the education process in schools efficiently and effectively. The guidelines should not be in the form of regulations that restrict and shackle schools; g) Schools must have transparency and accountability, which is at least manifested in an annual accountability report; h) The implementation of school based management should be directed to school performance and, more specifically, improve student learning achievement; and i) Implementation begins with the socialization of the school based management concept, identification of their respective roles, conducting pieces of training on their new roles, implementing the learning process, evaluating the implementation in the field, and making improvements[28].

In school based management, the success of madrasah programs is supported by a compact and transparent team from various parties involved in education in madrasah. One key that can be used as a guideline is that education and teaching activities in madrasah will only run well if they

[27] E. Mulyasa, *Manajemen Berbasis Sekolah, Konsep, Strategi Dan Implementasi, Rosda Karya*, Cet. 15 (Bandung: PT Remaja Rosdakarya, 2003), 25.

[28] Mulyasa, 58.

are supported by adequate education management. Mulyasa explained that there is control from the community and monitoring from the government, making school administrators accountable, transparent, egalitarian, and democratic, and eliminating monopoly in education management[29].

The implementation of school based management impacts the success and contribution of madrasah outputs and outcomes, which can be seen from the gradual increase in academic achievement, job satisfaction of teachers and employees, and having a relatively good organizational performance[30]. This condition also affects the ability of teachers to teach in front of the class. As a school that has implemented school based management, it is hoped that the entire teaching and learning process will improve in quality[31]. The aim is to obtain and create improvements in the efficiency and effectiveness of school/madrasah performance by providing comprehensive and responsive education services to the community's needs.

The successful implementation of school based management can shape the climate and culture of the madrasah that can become the hallmark of the madrasah because a conducive-academic madrasah climate is a prerequisite for the implementation of an effective educational process and teaching and learning process. A safe and orderly madrasah environment, clean, calm, optimistic, and high expectations from school residents, school health, and student-centered activities are examples of a madrasah climate fostering students' enthusiasm for learning. Such a climate and culture has been well developed in MIN 1 Trenggalek. For the climate, both physical and non-physical, it has been built well. With that, it is only natural that MIN 1 Trenggalek becomes an Adiwiyata madrasah and gets the 1st place award for the healthy madrasah movement.

Another aspect behind the successful implementation of school based management is the community's geographical condition and socio-economic conditions[32]. Geographically, MIN 1 Trenggalek is not located in the city's center but is located on the outskirts and villages with social conditions. Most of the people who work as farmers and fishers, and many of them are classified as lower middle class. Meanwhile, the participation and support of the community, as well as expectations for MIN 1 Trenggalek, are very high.

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[29] Mulyasa, 26.

[30] Misra Misra, "Pelaksanaan Manajemen Berbasis Sekolah (MBS) di MTsN Batusangkar," *Al-Ta'Lim* 20, no. 2 (2012): 431, https://doi.org/10.15548/jt.v20i2.40.

[31] Jamiludin et al., "Implementation Of School Based Management: A Study Of The Quality Of Learning In Junior High School," in *ISSHE 2020* (European Alliance for Innovation n.o., 2021), https://doi.org/10.4108/EAI.25-11-2020.2306708.

[32] Rukayah Rukayah and Bambang Ismanto, "Evaluasi Manajemen Berbasis Sekolah di Sekolah Dasar Negeri Kabupaten Semarang," *Kelola: Jurnal Manajemen Pendidikan* 3, no. 2 (December 28, 2016): 178–91, https://doi.org/10.24246/J.JK.2016.V3.I2.P178-191.

With these geographical conditions, it is appropriate if MIN 1 Trenggalek can develop madrasah that care about the environment. Madrasah principals, school supervisors, counselors, teachers, and education staff are agents of change, while institutions, curriculum, and learning objects of change. School based management will run well if the change agent has strong competence and commitment and the object of change allows for change and development.

School based management has the authority to manage education and requires the ability and independence of the human resources involved in the management of the education unit, such as principals, teachers, staff, and school committees. It is undeniable that the effectiveness and efficiency of student learning and learning in schools are highly dependent on the role of the teacher. Professional teachers determine the success of education. In addition, the success of a program is also influenced by the number and level of education personnel and their ability to support the educational process itself[33].

An effective madrasah is a madrasah that can make changes with school based management by emphasizing the development of plans, improving the quality of madrasah, implementing new curricula and programs, and using information technology in education. And it is no exaggeration that madrasah that can construct their educational autonomy by implementing good madrasah-based management offer better and adequate education for students and the community equally. The success of the education unit in implementing educational programs is the success in meeting the needs and demands of the community under the conditions of its era. What needs to be continuously pursued by the education unit with its autonomous power is always to improvise and develop appropriate strategies to improve the quality of its education.

CONCLUSION

The autonomy of education as a form of authority possessed by the education unit forms a model or construct of education management at the education unit level. The construction of MIN 1 Trenggalek is to build readiness between the government and the education unit for the division of tasks (job descriptions), the use of the opportunity of authority carried out by the Head of Madrasah to organize educational programs, empowering madrasah by utilizing the resources in the madrasah. The success of school based management implementation as a form of educational autonomy in the education unit can be seen from the impact resulting from the program

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[33] Rukayah and Ismanto.

implemented. That the indicators of the success of school based management include schools/madrasah have a clear vision, mission, and goals, madrasah have distinctive characteristics. The success achieved shows an increase in the quality produced. The success that has been achieved by MIN 1 Trenggalek includes being an adiwiyata madrasah, 1st place in UKS at the district level, 1st winner of the Healthy Madrasah Movement (GEMES) at the East Java Province level in the Madrasah Building Movement (GERAMM) program and other academic achievements.

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