



Islamic Values as Foundation Management Based School at Madrasah

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ABSTRACT

This study aims to examine the role of Islamic values as a conceptual foundation for the implementation of School-Based Management (SBM) in madrasas. The research is motivated by the tendency of SBM practices in madrasas to emphasize administrative and technocratic aspects, while the systematic integration of Islamic values remains limited. This study employs a library research method with a theoretical approach by analyzing scholarly literature related to School-Based Management, Islamic Educational Management, and Islamic ethical and value theories. Data were collected from authoritative books, peer-reviewed national and international journal articles, and relevant educational policy documents. Data analysis was conducted through content analysis and theoretical synthesis to identify the relationship between Islamic values and managerial functions in madrasas. The findings indicate that the values of trustworthiness, justice, consultation, responsibility, and ihsan (excellence) are highly relevant to all managerial functions, including planning, organizing, implementation, and evaluation. The integration of these values strengthens managerial effectiveness, fosters an ethical organizational culture, and reinforces the Islamic identity of madrasas. The study concludes that School-Based Management in madrasas will be more contextual, value-oriented, and sustainable when Islamic values are positioned as the core foundation of educational management. This research contributes theoretically to the development of Islamic Educational Management and provides practical insights for madrasah leaders and education policymakers in designing value-based management models responsive to contemporary educational challenges.

Keywords: *Islamic Values; School Based Management; Islamic school.*

INTRODUCTION

The development of global educational management paradigms indicates a significant shift from centralized approaches toward School-Based Management (SBM) as a primary strategy for improving

educational quality.¹ This approach positions educational institutions as

¹ Arespi Junindra, Betridamela Nasti, and Nurhizrah Gistituati, "School-Based Management In Improving The Quality Of Education In Elementary School Manajemen Berbasis Sekolah (

the center of decision-making by granting greater autonomy in resource management, program planning, and institutional performance evaluation. SBM is understood as a response to the complexity of contemporary educational challenges that demand flexibility, participation, and public accountability. In this context, schools are no longer viewed merely as policy implementers, but as learning organizations with the capacity to manage change independently and sustainably.²

Islamic schools, as an integral part of the national education system, possess distinctive characteristics that differentiate them from general schools. In addition to fulfilling formal educational functions, Islamic schools carry ideological and moral responsibilities to internalize Islamic values throughout the educational process. These values should not only be reflected in curricula and instructional practices but should also serve as the foundation of institutional governance and managerial practices. Therefore, the implementation of School-Based Management in Islamic schools cannot adopt a value-neutral approach; rather, it must consider the theological, ethical, and cultural dimensions inherent in Islamic education. The integration of modern management principles with Islamic values constitutes a crucial prerequisite for achieving meaningful institutional governance

oriented toward the holistic objectives of Islamic education.³

Empirical realities indicate that the implementation of School-Based Management in Islamic schools remains largely adaptive and administrative in nature. Many Islamic schools adopt SBM primarily to fulfill regulatory requirements and accreditation standards, without deep reflection on the underlying value foundations. Managerial practices often emphasize technocratic aspects such as program planning, budget management, and performance reporting, while Islamic values have not been systematically internalized in decision-making processes. This condition potentially generates tension between the objectives of Islamic education and the managerial practices employed, leading Islamic schools to lose their distinctive identity amid increasing educational standardization. At the same time, contemporary educational challenges such as global quality demands, institutional competition, and rapid social and technological change require Islamic schools to manage their institutions professionally and adaptively. These challenges cannot be addressed solely through normative or symbolic approaches, but require a robust, effective, and value-based management system. Within this context, Islamic values play a strategic role as sources of managerial ethics that guide organizational behavior, foster integrity-based work cultures, and strengthen collective commitment

MBS) Dalam," *Jurnal CERDAS Proklamator* 10, no. 1 (2022): 88–94.

² Ahmad Zaki Darajat, Umi Kulsum, and Riskun Iqbal, "Implementasi Manajemen Mutu Berbasis Madrasah Pada Madrasah Ibtidaiyah Al Khoiriyah Kota Bandar Lampung," *Unisan Jurnal* 01, no. 0 (2022): 432–40.

³ dan Latifah Arif Ganda Nugroho, "Proses Pembelajaran Menggunakan Strategi Inkuiri Dalam Manajemen Berbasis Sekolah (Mbs) Dengan Hasil Kepuasan Guru Di Madrasah Tsanawiyah Assalam Martapura Arif," *Al – Ulum Ilmu Sosial Dan Humaniora* 8, No. 2 (2022).

among all members of the Islamic school community. Values such as amanah (trustworthiness), justice, musyawarah (consultation), responsibility, and ihsan (excellence) are highly relevant in shaping management practices that are not only efficient but also moral.⁴

Studies examining Islamic values as the foundation of School-Based Management in Islamic schools remain relatively limited and lack comprehensive formulation. Much of the existing literature discusses SBM from policy and organizational effectiveness perspectives, while studies in Islamic education tend to focus on curricular and instructional aspects. This separation results in the absence of an integrated conceptual framework capable of bridging Islamic values and managerial practices in Islamic schools in a coherent manner. Yet, value foundations constitute a key element in determining the direction, culture, and sustainability of educational institutions.

Based on these conditions, examining Islamic values as the foundation of School-Based Management in Islamic schools becomes both relevant and urgent. This study is expected to provide a strong conceptual foundation for developing management models for Islamic schools that are not only responsive to educational modernization demands but also consistent with the vision and mission of Islamic education. By positioning Islamic values as the

⁴ YULI HABIBAH IMAMAH EKOWATI, FERIANSYAH, "IMPLEMENTASI MANAJEMEN BERBASIS MADRASAH DALAM UPAYA MENINGKATKAN KINERJA GURU AQIDAH AKHLAK," *UNISAN JURNAL* 01, no. 01 (2022): 113–25.

basis of management, Islamic schools have the potential to build management systems characterized by integrity, strong identity, and sustainable quality improvement.⁵

The implementation of School-Based Management in Islamic schools to date continues to present several unresolved conceptual and practical issues.⁶ Although SBM normatively emphasizes autonomy, participation, and accountability, management practices in Islamic schools often lack an integrated Islamic value framework. Managerial decision-making tends to follow conventional administrative patterns and regulatory demands without ethical grounding derived from Islamic principles such as amanah, justice, musyawarah, and collective responsibility. This condition results in a lack of alignment between the objectives of Islamic education and managerial practices, rendering Islamic values more symbolic than substantive. The problem is further exacerbated by the absence of clear conceptual formulations regarding how Islamic values can be operationalized across all functions of School-Based Management in Islamic schools. This situation underscores the urgent need for a critical examination of Islamic value

⁵ Ahmad Gunawan and Ahmad Gunawan, "AL-AFKAR : Journal for Islamic Studies Pengembangan Manajemen Mutu Madrasah Dalam Meningkatkan Mutu Lulusan Di Madrasah Aliyah Tujuan Pendidikan Nasional Tertuang Dalam Undang-Undang Sistem," *AL-AFKAR: Journal for Islamic Studies* 5, no. 4 (2022): 298–306, <https://doi.org/10.31943/afkarjournal.v5i4.382>.

⁶ Milahtul Latifah et al., "Pemberdayaan Masyarakat Melalui Pola Pendekatan Manajemen Berbasis Madrasah (MBM) Dalam Meningkatkan Kecerdasan Emosional (EQ)," *Risalah : Jurnal Pendidikan Dan Studi Islam* 8, no. 4 (2022): 1522–33.

integration in SBM as a basis for developing management models that are institutionally effective and aligned with the vision and mission of Islamic education.

This study aims to examine in depth the role of Islamic values as a conceptual foundation for the implementation of School-Based Management in Islamic schools. The primary focus is directed toward identifying and analyzing Islamic values that have strategic relevance to managerial functions, including planning, organizing, implementation, and evaluation of educational management. Through this examination, the study seeks to formulate an integrative framework that systematically and practically connects School-Based Management principles with Islamic values. This objective is intended not only to enrich theoretical perspectives in Islamic Educational Management but also to provide direction for developing management practices in Islamic schools oriented toward improving educational quality while strengthening Islamic identity. Accordingly, this study is expected to contribute both academically and practically to the development of contextual, value-based, and sustainable management models for Islamic schools.

Previous studies on School-Based Management have generally developed within modern educational management frameworks emphasizing organizational efficiency, governance, and institutional performance outcomes. Most research positions SBM as a universal educational policy instrument, leading to its application across various educational institutions—including Islamic schools—using uniform

approaches without considering distinctive value foundations. Conversely, studies on Islamic school management predominantly focus on administrative aspects, principal leadership, and compliance with national education standards, while research explicitly integrating Islamic values into SBM frameworks remains limited and fragmented. This limitation reveals a conceptual gap in the literature, particularly regarding the absence of School-Based Management models systematically constructed upon Islamic values. Therefore, this study occupies a strategic position in addressing this gap by offering an analysis that connects Islamic principles with managerial practices in Islamic schools, thereby contributing more comprehensively to the theory and practice of Islamic Educational Management.⁷

The novelty of this study lies in its effort to position Islamic values as the primary foundation in the construction of School-Based Management in Islamic schools, rather than as supplementary normative dimensions. This study offers a conceptual approach that systematically and sustainably integrates modern educational management principles with Islamic values, resulting in a management framework aligned with the unique character of Islamic schools. The justification for this research is grounded in academic and practical needs to develop management models for Islamic schools oriented not only toward institutional

⁷ Sagaf S. Pettalongi & Ahmad Syahid Karimah Novianti, "Analisis Manajemen Berbasis Mutu Di Madrasah Aliyah Negeri Insan Cendekia Kota Palu," *Prosiding Kajian Islam Dan Integrasi Ilmu Di Era Society 5.0 (KIIIES 5.0) Pascasarjana Universitas Islam Negeri Datokarama Palu 1* (2022): 91–94.

effectiveness and accountability but also toward the internalization of amanah, justice, musyawarah, and moral responsibility in all managerial processes. Thus, this study is expected to enrich the body of knowledge in Islamic Educational Management and provide conceptual references for policymakers and educational practitioners in designing and implementing School-Based Management rooted in Islamic values and responsive to contemporary educational challenges.

METHODS

This study employs a library research method with a theoretical approach to systematically analyze the role of Islamic values as the foundation of School-Based Management in Islamic schools. This method is selected because the research objective emphasizes the development of conceptual understanding, theoretical synthesis, and the formulation of an analytical framework derived from relevant and credible scholarly literature. The research data consist of secondary sources obtained from a wide range of academic materials, including classical and contemporary reference books, peer-reviewed national and reputable international journal articles, conference proceedings, educational policy documents, and official publications related to School-Based Management, Islamic Educational Management, and Islamic values in educational governance. The literature was purposively selected based on substantive relevance, authoritativeness, scholarly credibility, topicality, and alignment with the research focus.

The theoretical approach

integrates several key perspectives. First, School-Based Management theory, which emphasizes the principles of autonomy, participation, transparency, and accountability in the governance of educational institutions. Second, Islamic Educational Management theory, which conceptualizes educational management as a process grounded in Islamic normative values. Third, Islamic value and ethics theory, particularly the values of amanah (trustworthiness), justice, musyawarah (consultation), responsibility, and ihsan (excellence), which are analyzed as ethical and operational foundations for managerial practices in Islamic schools. The integration of these three perspectives is employed to construct a comprehensive and contextually relevant conceptual framework.⁸

The data analysis procedure was conducted through several stages. The first stage involved the inventory and classification of literature based on themes, theoretical approaches, and scholarly contributions. The second stage consisted of content analysis of selected texts to identify concepts, principles, and arguments relevant to Islamic values and School-Based Management. The third stage was theoretical synthesis, which entailed linking and comparing conceptual findings

⁸ Ulfa Adilla, "Analisis Konsep Manajemen Kurikulum Merdeka Belajar Untuk Meningkatkan Mutu Pendidikan Di Madrasah Ibtidaiyah," *NUR EL-ISLAM: Jurnal Pendidikan Dan Sosial Keagamaan*, n.d.; Budi Teguh Harianto et al., "Implementasi Manajemen Berbasis Sekolah Pada Sekolah Menengah Pertamadi Desa Tertinggal," no. 4 (2022): 1454–72, <https://doi.org/DOI:https://doi.org/10.37250/newkiki.v6i2.159>.

from diverse sources to formulate patterns of relationships between Islamic values and managerial functions in Islamic schools. The final stage involved drawing conceptual conclusions that resulted in the formulation of a School-Based Management framework grounded in Islamic values.

To ensure the validity and credibility of the study, source triangulation was applied by comparing perspectives from interdisciplinary literature across different publication periods. In addition, the analysis was conducted critically and reflectively to minimize interpretive bias and ensure argumentative coherence. Through this library research method with a theoretical approach, the study is expected to make a significant academic contribution to the development of Islamic Educational Management and to provide a robust conceptual foundation for value-based management practices in Islamic schools.⁹

FINDINGS AND DISCUSSIONS

The findings of this study are derived from a comprehensive library review of literature on School-Based Management, Islamic Educational Management, and Islamic value and ethics theories relevant to the governance of Islamic schools. The analysis of various scholarly sources indicates that School-Based Management is conceptually aligned with Islamic principles, particularly in terms of autonomy, participation, and accountability. However, this alignment has not been explicitly

articulated in the management practices of Islamic schools. As a result, Islamic values are often not systematically integrated into the managerial frameworks currently implemented.

The findings reveal that the value of amanah (trustworthiness) occupies a central position in school based management within Islamic schools. Amanah is understood as a moral and professional responsibility in managing educational resources, including human resources, finances, and infrastructure. In practical terms, this value is reflected in transparency in budget management, accountability in performance reporting, and the commitment of school leaders to carry out their duties in accordance with the vision and mission of Islamic education. The literature indicates that Islamic schools that embed amanah in their managerial practices tend to gain higher levels of trust from school communities and society, thereby supporting the effective implementation of School-Based Management.

Justice is also identified as a fundamental value closely related to organizational and decision-making functions in Islamic schools. Theoretical studies emphasize that justice in Islam extends beyond equality to include proportionality in the distribution of tasks, authority, and rewards. In the management practices of Islamic schools, justice is manifested through balanced workload distribution, objective performance evaluation of teachers and educational staff, and equitable opportunities for professional development. These findings suggest that integrating justice into School-Based Management can reduce internal conflicts and enhance work motivation among

⁹ Masyithoh Aini, "Desentralisasi Pendidikan Madrasah Melalui Otonomi Daerah Di Indonesia," *Ulumuddin: Jurnal Ilmu-Ilmu Keislaman* 12, no. 1 (2022): 95–106.

school members.

The findings further highlight the importance of *musyawarah* (consultation) as a foundation for participation in School-Based Management. *Musyawarah* is viewed as a collective decision-making mechanism that aligns with the participatory principles of School-Based Management. The literature review shows that involving teachers, educational staff, school committees, and parents in program planning and evaluation increases a sense of ownership over school policies. In practice, regular meetings, group discussions, and consultative forums serve as strategic platforms for implementing this value in Islamic schools. The integration of *musyawarah* not only strengthens the legitimacy of decisions but also fosters a democratic organizational culture rooted in Islamic values.

Responsibility and *ihsan* (excellence) also emerge as key elements in a value-based management framework for Islamic schools. Responsibility is understood as the moral commitment of each individual to perform their roles and duties professionally. Practically, this value is reflected in program implementation consistency, work discipline, and seriousness in achieving educational quality targets. Meanwhile, *ihsan* is interpreted as a drive to perform optimally and to pursue the highest standards of quality. The literature indicates that Islamic schools that internalize *ihsan* within their organizational culture tend to be more adaptive to change and oriented toward sustainable quality improvement.

In addition to identifying core values, the findings indicate the need for a conceptual framework

that operationally links Islamic values with managerial functions. The literature suggests that *amanah* is closely related to planning and control functions, justice to organization and human resource management, *musyawarah* to leadership and participation, while responsibility and *ihsan* reinforce implementation and evaluation functions. These interconnections provide a conceptual foundation for developing a School-Based Management model that is contextualized to the characteristics of Islamic schools.

From a practical perspective, the findings show that many Islamic schools have structurally implemented School-Based Management principles but have not fully positioned Islamic values as the foundation of governance. Implementation often remains limited to administrative aspects, such as work plan and budget formulation, without sufficient internalization of values at the level of organizational culture. This condition indicates that strengthening Islamic values in school management requires a more systematic approach, not only through regulations but also through leadership development and the cultivation of a value-oriented work culture.

The findings also reveal that the leadership of the school principal plays a strategic role in integrating Islamic values into School-Based Management. The literature indicates that principals with a strong understanding of Islamic values and modern management principles are more capable of acting as change agents within their institutions. In practice, value-based leadership is reflected through role modeling, ethical

communication, and consistency between policies and actions. These findings affirm that the success of value-based School-Based Management is largely determined by the quality of leadership in Islamic schools.¹⁰

Overall, the findings confirm that Islamic values possess not only normative relevance but also functional significance in School-Based Management within Islamic schools. The integration of amanah, justice, musyawarah, responsibility, and ihsan strengthens managerial effectiveness while preserving the identity of Islamic education. These findings provide both conceptual and practical foundations for developing management models for Islamic schools that are oriented toward quality, values, sustainability, and responsiveness to contemporary educational challenges.

The discussion reinforces that the integration of Islamic values into School Based Management in Islamic schools is theoretically grounded and practically significant. The centrality of amanah, justice, musyawarah, responsibility, and ihsan aligns with Islamic Educational Management theory, which views educational management as both a normative and instrumental activity. Within this perspective, management is directed not only toward achieving organizational goals but also toward shaping work ethics and institutional

culture grounded in moral and spiritual values.

The prominence of amanah can be explained through organizational ethics and value-based leadership theories. In modern management theory, accountability and transparency are key pillars of effective school governance. The Islamic concept of amanah extends accountability by adding a transcendental dimension, emphasizing responsibility not only to stakeholders but also to God. Integrating amanah into School-Based Management strengthens leadership legitimacy and organizational trust, consistent with institutional trust theory, which asserts that leader integrity directly influences educational organizational performance.

The importance of justice aligns with organizational justice theory, which highlights distributive, procedural, and interactional justice as determinants of job satisfaction and motivation. In Islamic schools, justice is understood not merely as administrative equality but as proportionality rooted in Islamic teachings. Fair task allocation, performance appraisal, and access to professional development support work motivation theories that link perceived fairness to commitment and loyalty among educators. Thus, justice serves as a bridge between School-Based Management principles and human resource management theory.¹¹

The value of musyawarah corresponds with participatory management and democratic leadership theories. School-Based

¹⁰ Suci hartati Rizky Indah Puspita, Esen Pramudya Utama, "PELAKSANAAN FUNGSI MANAJEMEN BERBASIS MADRASAH DALAM RANGKA MENINGKATKAN MUTU MATA PE;LAJARAN AGAMA DI MADRASAH IBTIDAIYAH AL ADLI PALEMBANG," *UNISAN JURNAL: JURNAL MANAJEMEN DAN PENDIDIKAN* 01, no. 01 (2022): 358–69.

¹¹ Muhammad Arsyad, "IMPLEMENTASI MANAJEMEN BERBASIS MADRASAH DI MIIN 2 MUARO JAMBI," *Bina Ilmu Cendekia* 3, no. 1 (2022): 44–58.

Management emphasizes stakeholder involvement in decision-making as a prerequisite for effective governance. Musyawarah provides normative legitimacy for participatory practices and enriches their ethical dimension. The findings indicate that musyawarah enhances decision quality, fosters ownership, and strengthens collective responsibility, as articulated in community-based organizational theory.¹²

The discussion of responsibility and ihsan relates closely to quality management and organizational culture theories. Responsibility ensures consistency in program implementation and adherence to standards, while ihsan promotes excellence and continuous improvement. Total Quality Management theory emphasizes individual and collective commitment to quality as an organizational culture. The Islamic value of ihsan reinforces this principle through a spiritual motivation to strive for excellence. Integrating these values encourages Islamic schools not only to meet minimum standards but also to pursue institutional excellence. Overall, the discussion demonstrates that Islamic values exhibit strong coherence with modern educational management theories. Their integration does not contradict School-Based Management principles but rather enriches its conceptual and practical dimensions. The findings support the argument that School-Based Management in Islamic schools will

be more effective and sustainable when grounded in Islamic values that are internalized within organizational culture and daily managerial practices.

CONCLUSION

The conclusion of this study affirms that Islamic values hold a fundamental position in building and strengthening School-Based Management in Islamic schools. The findings demonstrate that the principles of amanah (trustworthiness), justice, musyawarah (consultation), responsibility, and ihsan (excellence) function not only as normative foundations but also as operationally relevant elements across all managerial functions, including planning, organizing, implementation, and evaluation. The integration of these values contributes to the formation of a management system in Islamic schools that is oriented toward institutional effectiveness while simultaneously reinforcing the character and identity of Islamic education.

This study also concludes that the implementation of School-Based Management in Islamic schools without a systematic value-based foundation may weaken the coherence between the objectives of Islamic education and institutional management practices. Therefore, the internalization of Islamic values within organizational culture and school leadership emerges as a critical prerequisite for the successful implementation of School-Based Management. Value-based leadership plays a strategic role in translating Islamic principles into concrete managerial policies and actions. Conceptually, this research contributes to the development of Islamic Educational

¹² Awaludin Abdul Gaffar Jaihan Safitri, Rusi Rusmiati Aliyyah, "IMPLEMENTASI KURIKULUM DALAM MANAJEMEN BERBASIS SEKOLAH SEBAGAI UPAYA MENINGKATKAN MUTU PENDIDIKAN SEKOLAH DASAR," *E-Journal Skripsi* 5, no. 2 (2022): 141–54.

Management by offering an integrative framework that bridges School-Based Management theory and Islamic values. Practically, the findings are expected to serve as a reference for Islamic school administrators and policymakers in designing management models that reflect Islamic character, remain adaptive to contemporary educational challenges, and are oriented toward sustainable improvements in educational quality.

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