

The Implementation of Madrasah-Based Management (MBM) at Man 1 and Man 2 Serang City, Banten, Indonesia—A Comparative Study

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Abstract

This study aims to reveal how the real condition of management of Madrasah Aliyah Negeri (MAN) or Islamic Senior High School in Serang is, how the understanding of Madrasah-Based Management (MBM) for the people of MAN 2 and MAN 1 Serang is, and how the implementation of MBM in MAN 2 and MAN 1 Serang.

This study has a substantial meaning, both theoretically and practically. Theoretically, this study can improve the concept of MBM of previous researchers. Besides, it also provides feedback to improve education policies of MBM, and the correct implementation of MBM that has been conducted before. Practically, this study has several meanings, such as: providing inputs on the implementation of MBM to Madrasah Aliyah as an analyzed Islamic educational institutions, providing motivation to all personnel of madrasah, particularly the Head of Madrasah Aliyah in order to improve the autonomy of madrasah management through MBM, and the results of this study can be used as reading material and guidelines for other madrasah.

This study is a qualitative research, which aims to understand the phenomenon of what is experienced by the subjects, such as behavior, perception, motivation, action and others. Qualitative research is a research that has characteristics, which is the data are asked in a reasonable state or as they are (natural setting), by not converted them in the form of symbols or numbers. This study is a qualitative research that invalidates data in the form of symbols or numbers, but rather in the form of words or sentences.

This study employs a managerial, administrative and sociological approach. The managerial approach is used to see the extent to which the implementation of Madrasah-Based Management is implemented in Madrasah Aliyah. The administrative approach is used to analyze the extent to which the administrative system is applied in Madrasah Aliyah as a form of activity of MBM. The sociological approach cannot be separated from the activity of MBM, because sociology is the study of how humans live in a society.

Keywords: implementation, management, education, madrasah, characteristics

1. Introduction

1.1 Background of the Study

Madrasah-Based Management (MBM) aims to make madrasah manage the resources and allocate funds freely according to the priority needs, and more responsive to local needs, and aims to improve the efficiency, quality and equity of education (Mulyasa, 2012, p. 25). The madrasah must manage its own household independently and professionally.

Operationally, in order to realize MBM in Indonesia starting on 1 January 2001, the decentralization policy is started with the transfer of a large authority of the central government to the local government of regional and city that has consequences for the restructure of government institutions, including in the field of education (Dadang, 2010, p. 8).

The question is, is the madrasah affected by the law of regional autonomy? The positive note in this era is that the education policy, which had been centralized at the Old Order and New Order, is decentralized now. According to Indra, this shift is caused by centralized systems that were not very conducive to improve the quality of education in madrasah (Indra, 2001, p. 3). During New Order, the education institution of madrasah is managed by the Ministry of Religious Affairs (Kemenag), or the central government. The question is, how is it in

the era of regional autonomy? Madrasah is not experiencing autonomy (Sidi, 2001, pp. 29-30) as well as schools under the Ministry of Education and Culture (Kemendikbud). Although the management of madrasah is managed by Kemenag Indonesian Republic (PP No. 55 of 2007 on Religion and Religious Education Article 9 paragraph (3)), but in the era of regional autonomy, the new policy is applied (Sidi, 2001, pp. 31-32). The madrasahs were managed by Kemenag, but now a policy of “deconcentration” is applied. It means that the organizing authorities of madrasah that were entirely managed by the central government, the partial authority can be decentralized to the regional government now; particularly the technical problems relating to budgetary resources through the Regional Budget (APBD), such as the Budget Plan (RAB) of madrasah. Regarding this problem, the headmaster could submit it to the head office of Kemenag of the regency/city. This RAB is subsequently consulted to the Regent/Mayor to request budget allocations that are integrated to the General Allocation Fund (DAU), because the DAU itself is a fund from the central government, and the part of it is allocated to the madrasah.

The decentralization of education policy by the central government to local governments is meant that the exercise of authority by local governments will be able to enhance the principles of democracy, participation, equity and justice as well as notice the potential and diversity of the regions. The implementation of the policy is in the form of providing education to the people by giving greater authority to the school/madrasah by creating a mechanism to enhance people’s participation (Dadang, 2010, p. 9). The people’s participation is an indicator of loyalty, care and commitment to education.

At the MBM system, madrasah is required independently to dig, allocate, prioritize, manage, and be responsible for the empowerment of sources, both to the society and government. This empowerment of madrasah aims to improve the quality and independence of the madrasah (Mulyasa, 2012, p. 3). Therefore, a principal who have advanced and professional vision is needed. Madrasah leaders must have managerial skills to bring madrasah becomes an independent institution.

The implementation of MBM in this study refers to a madrasah, which clearly has been known that the funds and policies in all the good things whether the financial, infrastructure, personnel, and others are from the government. It is different from the private madrasah, that all costs are sourced from the public (foundation), beside the funds from the government in the form of School Operational Assistance (BOS). It means that the space to implement MBM for madrasah is more limited than in the private madrasah. However, madrasah still has a gap to realize MBM, depends on the creativity of the madrasah and its Principal. The creativity of the madrasah and its principal in the realization of MBM is interesting to be analyzed.

Based on the background of the study above, the formulation of the problem is obtained, which is “How to implement MBM in Madrasah Aliyah Negeri (MAN) in Serang?” To answer that question, the research questions of this study are formulated as follows:

- 1) How is the real situation of management of madrasah at MAN 1 and MAN 2 Serang?
- 2) How is the understanding of the Madrasah-Based Management of the people of MAN 1 and MAN 2 Serang?
- 3) How is the implementation of Madrasah-Based management at MAN 1 and MAN 2 Serang?

1.2 Purposes of the Study

This study has a very substantial meaning, both theoretically and practically. Theoretically, this study can improve the concept of MBM of previous researchers. Besides, it also provides feedback in order to improve education policies of MBM, and the correct implementation of MBM that has been conducted before. Practically, this study has several meanings, such as: (1) providing inputs on the implementation of MBM to Madrasah Aliyah as an analyzed Islamic educational institutions, (2) providing motivation to all personnel of madrasah, particularly the Headmaster to improve the autonomy of madrasah management through MBM, and (3) the results of this study can be used as reading material and guidelines for other madrasah.

1.3 Literature Review

Many researchers are interested in MBM, thus there are a lot of good researches that has been published in the form of dissertations, theses, journals and books. One of the studies is a dissertation written by Aryasuda (2001), which is the Implementation of School-Based Management (MBS) Policy: study of Multi Site of Junior High School (SMPN) 1, SMPN 3 and SMPN 4 Denpasar. The results revealed: socialization of MBS, preparation of plans of MBS, implementation of MBS required intensive communication, there is resistance in the implementation of MBS, and the execution quality of MBS determines the success of MBS. Based on the results, it can be concluded that the substantive content of this dissertation is the tug of the process of the implementation policy of MBS in several junior high schools in Denpasar, Bali. The results of this dissertation are very different from the title of this study.

The next study is a thesis employed by Sunaryo (n.d.) entitled the Implementation of School-Based Management: a Case Study in Islamic Elementary School (MIN) 1 Malang. The results showed that MIN 1 Malang is a madrasah that is effectively managed. The academic and non-academic achievement of the graduates is very good. Based on the findings, the application of MBS at MIN 1 Malang gave a good contribution in improving the quality of school. The management of Madrasah at MIN 1 Malang was conducted with the division of authority and responsibility based on the role of each stakeholder. The substance of the findings is that the application of MBS at MIN 1 Malang can improve the quality of both academic and non-academic. The findings almost show similarity with this study, but this thesis was conducted in Islamic elementary school, while this study is conducted in Madrasah Aliyah.

Other study is a scientific journal of MBS of Tanjungpura University (Untan). Pontianak conducted by Amirudin, Masluyah and Syukri entitled "The role of the Principal as a Manager of the Implementation of School-Based Management". This study discussed the role of the principal as a mover in the implementation of MBS in Elementary School (SDN) 12 Delta Pawan Ketapang of West Kalimantan. The results revealed that the implementation of MBS by the principal of SDN 12 Delta Pawan Ketapang was quite effective and suitable to the school policy and planning that covers the procedure, the contribution of the principal as a manager, supporting and obstacle factors, and efforts to overcome the principal barriers to the implementation of MBS. The difference with this study is the type of the educational institutions. Their research field is elementary school, while this research is MAN. Besides, in term of the area, they conducted the study in Ketapang Regency of West Kalimantan, while this study conducts the research in the Serang City of Banten.

In addition, Mulyasa (2012), in his book of School-Based Management (MBS), Concepts, Strategies and Implementation explained the implementation strategy of MBS, Model of MBS, and Prospects Salary in MBS. Mulyasa's explanation more emphasized the notion of MBS, while this study analyzes the effectiveness of the application of MBM in MAN in Serang. In other book, Mulyasa also wrote *Guidance of Madrasah-Based Management* (Departemen Agama RI, 2005), published by the Department of Religion, in one chapter he wrote "Implementation Strategies Madrasah-Based Management", the explanation includes concept drafting, madrasah grouping, implementation phasing, the implementation devices of MBM, and implementation of MBM model. The explanation of Mulyasa is a concept, while this study is implementable.

Based on the analysis of previous researches, the title of this study has not been conducted by others. Thus, there is still space or lacuna to investigate this title further.

2. Method

This study is a qualitative research which aims to understand the phenomenon of what is experienced by the subjects, such as behavior, perception, motivation, action and others (Moleong, 2007, p. 6).

Hadari et al. (1994, p. 174) defined a qualitative research is a research that has characteristics, which is the data are asked in a reasonable state or as they are (natural setting), by not converted them in the form of symbols or numbers. This research is a qualitative research that invalidates data in the form of symbols or numbers, but rather in the form of words or sentences.

The method used in this research is the method of documentation, interviews and observation. Data were collected through documents in the form of manuals education of MAN 1 and profile of MAN 2 Serang City, information from the informant the head of MAN 1 and MAN 2 Serang City and the Head of Administration, as well as in part on information from representatives of teachers MAN 1 and MAN 2 Serang City. Data information is the most accurate and complete in this research were obtained from the head of MAN 1 and the head of MAN 2 Serang City. Two informant is very important, especially information from the head of MAN 2 is already served two periods and successfully led the MAN 2. In digging of information, researcher used the interview guide has been prepared in advance to dig the material according to the theme studied. After the researcher conducted observations to cross check data obtained through documentation and interviews. After the data is collected and processed, and analyzed matched truth.

This study employs a managerial, administrative and sociological approach. The managerial approach is used to see the extent to which the implementation of MBM is implemented in Madrasah Aliyah. The administrative approach is used to analyze the extent to which the administrative system is applied in Madrasah as a form of activity of MBM. The sociological approach cannot be separated from the activity of MBM, because sociology is the study of how humans live in a society.

2.1 Focus of the Study

This study is not meant to generalize all kinds of research and data. However, this study aims to build a theory of interconnected between the data found, based on the findings that are obtained from the field. This study only describes the information that is connected to a variable, without using the hypothesis, which does not analyze and interpret the problems that are analyzed.

There are three data collection techniques in this study: interviews, observation, and documentation. The type of interviews in this study is a structured or guided interview. Interviews are guided by the main guide to the subject matter, so the question is systematic and easy to be processed. The guidance of the interview is used as a control of the interview process, thus it will be consistent with the use of the fundamental questions as the interview guidance.

2.2 Overview of the Location of the Study

The data were collected by interview, observation and documentation. The interview is a technique of data collection conducted orally in face to face meetings individually. Sometimes interview are performed as a group, if the aim of the study is to collect data from a group. Meanwhile, the interviews will be conducted individually to obtain data from individual (Nana, 2016). The data obtained by interview is the primary data to be processed in this study.

The researcher also notes the important things to support and strengthen the data collection, namely observation. Observation is a technique or way of collecting data by observing the ongoing activities (Nana, 2007, p. 220). The observations are made to get information about the place or thing, thus a clearer picture will be obtained. This study uses a non-participant observation. In other words, the observer has a dual role, as an observer and a part of the observation itself (Imam, 2001, p. 170).

In this case, the researcher participates in the study groups at MAN 1 and MAN 2 Serang, but the relationship between the researcher and subjects is open. This observation was made to obtain data relating to the condition of management of madrasah, environment, students, teachers, employees, and leaders of madrasah both in the field of education (curriculum) and student.

Although the data are secondary data, the data obtained from the documentation can not be ignored (Husain & Purnomo, 1996, p. 73). Documentation is a technique of collecting data through collecting and analyzing documents, in written documents such as vision and mission of madrasah, management of madrasah that is documented in the archives of the madrasah both in the academic field, infrastructure, student affairs and public relations (Nana, 2007, p. 220). This technique is chosen to obtain data based on the history of the geographical location of the establishment, the number of students, teachers and employees as well as documents related to the implementation of MBM at MAN 1 and MAN 2 Serang.

The qualitative data in this study are based on the data from the product to provide interpretation between reference and value. Therefore the data produced in the field of interaction between researchers and informants are obtained. The activity in the analysis of qualitative research is only the reconstruction of previous researchers.

3. Findings

The implementation of MBS in MAN 1 Serang, refers to the eight national education standards, which include Management Standards, Standards of Teachers and Educational Personnel, Standard of Infrastructure, Financing standards, Standard of Process, Content Standards, Standards of Assessment, and Graduates' Competency Standards, stated the Head of MAN 1, Amrudin (Interview with the Head of MAN 1 Serang, 2015). In general, the relationship between MAN 1 with society, parents, education leaders, society leaders, businesses, and others is quite well. Besides, the attention of the Kemenag, both central and regional/city is also quite good. Moreover, the support of educators of MAN 1 Serang is also important. In general, the delegation of tasks and responsibilities to the Vice Principal about Studentship, Curriculum, Public Relation and Infrastructure, and Head of the Administration is quite effective.

In general, the implementation of MBM in MAN 2 Serang is strong enough; it is proved by the strong support from the central and Regional/City Kemenag, society leaders, parents and school committee. They provide substantial inspiration and contribution, thus MAN 2 Serang has dormitory that is intended for the students outside the city of Serang. This condition is also supported by the intensely guide of Supervisor of Madrasah to the Principals. Other factor is a system that has been created by the Principal, which is a substantial power of the existence of the Vice Principals, either in the term of curriculum, student, public relations and infrastructure, teachers, administrative officers, security guards, office boys, and other supporting education personnel

(Interview with Principal, 2015).

To know the real condition of MBM in both madrasas, it is necessary to know the role of the various parties on both madrasas; First, the role of the Central Government and the Regional Office of Kemenag. According to the Head of MAN 1 Serang, Amrudin, the most dominant role of Kemenag is Regional Kemenag's, since MAN is under the authority of regional offices. The role of the central Kemenag is still lack, because the information about MAN has been awarded through the Regional Kemenag. The City Kemenag gives attention to technical matters such as the development of curriculum, educators and others (Interview with the Head of MAN 1 Serang, 2015).

Different from MAN 1, the role of Kemenag is big enough because they provide support and appreciation to the progress of MAN 2 Serang, and produce something spectacular which is boarding school. After the construction of the two floors dormitory above 4000 meters ground with the help of parents through Madrasah Committee, the Principal wish that the dormitory is inaugurated by the Kemenag. The desire of the Principal can be granted by Kemenag through the assistance of the Regional Kemenag of Banten (Interview with Principal, 2015). It is believed that the strength of leadership of the Principal will determine the implementation of MBM effectively.

Second, the role of Madrasah and the Supervisory Committee. The role of school committee in MAN 1 Serang is quite good, according to Amrudin, because MAN 1 still collect the funds from public, although there has been School Operational Assistance (BOS) for 2 years. As an example, MAN 1 is developing two buildings from the help of Madrasah Committee. In addition, in the lunch time, the personnel of MAN 1 are required to eat at school for the sake of the effectiveness of learning in MAN 1. "How will MAN 1 go forward, if every lunch time the teachers go home and did not return to MAN?" said Amirudin. Finally, buying lunch dishes is also proposed and may be assisted by the Madrasah Committee (Interview with the Head of MAN 1 Serang, 2015).

On the other hand, the Head of MAN 2, Aida, intends to optimize the role of Madrasah Committee. Madrasah Committee is a new partner of madrasah who has not been explored optimally, according to Aida. She added that Madrasah Committee consisted of all the elements of society that have a wide variety of backgrounds and good potential to be dug; they come from the academic world, the world of business, government, politics, etc. These potentials are what the head of the MAN 2 will be utilized. A good communication approach with the committee produces the realization of the dormitory which is the pioneer of the boarding school system in MAN 2 (Interview with the Head of MAN 2 Serang, 2015).

Third, the role of the Head of Madrasah. The role of the Head of Madrasah is quite big in the implementation of MBM in MAN 1 Serang, as seen from the Work Unit of MAN 1 is autonomy, where the Head of MAN 1 is the Budget Authority (KPA). Therefore the Head of Madrasah has a big responsibility. The Head of Madrasah should be able to organize and distribute finances accurately and carefully, in order to advance MAN 1 (Interview with the head of MAN 1 Serang, September 26, 2015).

On the other hand, the creative and innovative thinking of Aida is to utilize the opportunities for cooperation with the school committee to realize the ideals of MAN 2 to make boarding school. During the leadership of Aida, the ideal to realize boarding school is reached, although MAN 2 still has double the systems which are roundtrip and boarding school. However, she said that MAN 2 Serang will realize its goal like MAN Insan Cendekia, which is a whole boarding school and became a featured madrasah. Furthermore, the leadership competencies of Aida are pretty good. It is proved by the system, communication, and the management of madrasah style, between Principal, Vice Principal, good curriculum, Student, Infrastructure, Public Relations, Deputy Head in boarding, and Head of Administration (TU), which are called as the elements of leadership in MAN 2. Besides, the management with teachers, administrators, the head of the laboratory and the library, security guards, and messengers is managed in a harmonious and dynamic by the Principal (Interview with the Head of MAN 2 Serang, 2015).

Fourth, the Role of Teachers and Administrators. The 60 teachers and 15 Administrators have a considerable role in MAN 1 Serang in realizing the implementation of MBM. According to Amirudin, at the beginning of his leadership, the role of teachers in advancing MAN 1 is not maximal because in the lunch time they were out and did not return to the madrasah. This fact becomes a serious thought for the Head of MAN 1. "How will MAN 1 be advance if the teachers like this?" he said. Therefore the Head of MAN 1 provides lunch, so that the teachers did not need to go out for lunch. Furthermore, the role of teachers is big enough to support the success of MBM, thus they go home at 16:00 or 4 pm (Interview with the Head of MAN 1 Serang, 2015). The role of education personnel is also quite big in helping to realize the success of MBM in MAN 1. The indicators are seen from their enthusiasm to implement their duties and functions given by the Principal, from the Head of Administration until the cleaners.

The Head of Madrasah, Aida, also realized that in order to advance MAN 2 Serang cannot be obtained by working alone, but must be work in a team. Aida gives full authority to them, and then the control function is executed by the Headmaster. According to the observation result, it shows that the teachers and staffs work based on their duties and functions (Tupoksi) respectively. In other words, a professional working system has been running at 2 MAN, thus all parties, both teachers and administrative staffs are involved maximally in the activities of the institution in MAN 2 (Interview with the Head of MAN 2 Serang, and observations of researcher, 2015).

Fifth, the Role of Parents and Society. The role of parents and society is taken into account, it is proved that all the problems that exist in madrasah are being discussed and given a solution by parents and society. According Amirudin, there are a lot of problems that were solved by parents and the society, such as the problem of lunch of teachers, structuring canteen, rehabilitation and construction of new classrooms, all these problems can be solved together with parents and the society (Interview with the Head of MAN 1 Serang, 2015). This fact shows that the role of parents and society is big enough to solve the problems to help implementing MBM in MAN 1 Serang.

On the other hand, the role of parents and society leaders is big enough on the implementation of MBM in MAN 2 Serang, according to the Headmaster. This role can be seen in the academic improvement that shows an increasing academic level of students and the acquisitions of the students are also increasingly growing in years. It is also seen from the realization of the program and the support of parents and society are big to the realization of boarding (dormitory), from land acquisition to construction of the second floor of the dormitory.

4. Discussions

There are several stages in implementing MBM: first, to socialize MBM. In this case, MAN 1 Serang implement MBM and the stages of the implementation well. It means that the socialization of MBM is first implemented to the Vice Principal, proceed to the Teachers, the Administration Staffs, Cleaners, Guards and Madrasah Committees.

In a contrast, the socialization of MBM have been carried out in MAN 2, but the implementation is not maximal before the leadership of Aida. Only after Aida, this program and the implementation MBM is optimally implemented to improve the quality of education, infrastructure and management. In term of piloting, testing the MBM at MAN 2 has been conducted many times, both training for Principal, Vice Principals, Teachers, and Personnels. In term of the implementation of MBM, MAN 2 has implemented to the fullest. Furthermore, the last stage of socialization is dissemination of MBM that has been carried out by Aida maximally, because she is also a speaker in many seminars, workshops, and presentations about madrasah's success which is the result of the implementation of MBM in MAN 2.

Second, Developing Partner of the Madrasah. According to the Head of MAN 1, the development partners of madrasah is conducted through cooperation with universities, businesses, corresponding madrasahs, and the Working Group of Madrasah (KKM). The cooperation with Universities is held every year, especially on every new school year which is the collaboration of Higher Education enrollment information and also cooperation with academic and other universities, and business world. The cooperation with the corresponding madrasah is usually in the form of contest, whether in sport, arts, and academic.

On the other hand, MAN 2 develops a non-profit and non-political partnership with parents and other elements of society in the form of Madrasah Committee. Madrasah Committee of MAN 2 Serang is an institution of consultation between the parties, concerned in the management of education to determine the pace and outcome targets to be achieved. This institution is independent, non-profit, and non-political (Academic Guidelines MAN 2 Serang, 2015, pp. 15-16).

Third, Formulating Rules, the Role of the Elements, Habits and Relationships between Elements of Madrasah. In his management, the Head of MAN 1 Serang also uses the flexibility principal which is used to be more liberal in the processing, utilizing, and empowering existing resources without having to wait directions from the superiors. Besides, all of the parties are responsible in implementing the program and evaluation for the success of the program without waiting for the monitoring of the superiors. The programs that have been planned can be implemented according to the specified schedule without exceeding authority of their duties. All programs that have been implemented, then the weaknesses and strengths are evaluated as a reference in formulating/implementing the next program activity (Profile of MAN 1 Serang, 2015, p. 8).

Meanwhile, as a madrasah that has double systems, the system of roundtrip and boarding school also have double rules that applied to roundtrip students and boarding students. The rules of MAN 2 are applicable to

students who are studying in the classroom either boarding or road tripping is the same. The rules that are given to students are called *tata tertib* or disciplinary. The boarding students have a dormitory disciplinary. Meanwhile disciplinary of mosque is applied for all students, both road tripping or boarding, includes article on the obligatory prayers which consists of 15 rules, article on the Friday prayers which consists of seven rules, and article on IMTAQ and language activities (Academic Guidelines of MAN 2 Serang, 2012, pp. 86-90).

Fourth, applying the Principles of Good Governance. Amirudin applies management principles of madrasah, which includes opportunity, openness, accountability, sustainability and flexibility. Opportunity means MAN 1 Serang should be able to capture the opportunities of cooperation, both internally and externally. Openness means that all people of MAN 1 should be transparent in practice and report while performing their tasks to realize the programs of madrasah. Accountability means that all activities for the realization of programs of MAN 1 should there be a recorded report. Sustainability means that the programs in MAN 1 are a sustainable program, short, medium, and long term. Flexibility means that in carrying out the programs of MAN 1, should not wait for instructions from superiors, but conducted in a responsible manner, and not exceeding the authority given (Profile of MAN 1 Serang, 2014, pp. 7-8).

On the other hand, Aida leads using a universal and humanism approach. Universal means that the Principal leads madrasah assisted by 6 Vice-Principals and the first head of Administration; all of them were given the authority based on their duties and functions. The approach of humanism is used because Aida believed that the thoughts and wishes of teachers and administrative personnel must be different from hers in advancing madrasah. However, she tried to explain it very well so that they will understand what she thoughts and wishes. The differences in thinking came when she will realize a boarding system. Besides, this approach of humanism is also used by the head of MAN 2 to implement the control function optimally. Aida successfully led MAN 2 Serang by using this approach.

Fifth, Clarifying Functions and Aspects of Management of Madrasah. As already mentioned, there are five management functions in MBM, namely planning, organizing, actuating, and controlling. Particularly, management functions performed Amirudin are: 1) planning, it is proved by planning making of Madrasah Program Plan (RPM) and Madrasah Work Plan (RKM) by the Headmaster for short, medium, and long term, 2) organizing, it is proved by the management of madrasah carried out by MAN 1 Serang mentioned in profile of MAN 1 Serang, 3) actuating, it is proved by the divisions and descriptions of the job in MAN 1 Serang 2014-2015, which was preceded by the Decree of the Head of MAN 1 Serang, 4) controlling, it is proved by the realization of supervision books of Principals, both administrative and academic supervision, 5) management function is performed properly and professionally by the Head of MAN 1 Serang.

On the other hand, the management functions in MAN 2 went pretty well, it is proved by the planning made by the head of MAN 2, Aida, is work properly and the indicators and planning are carefully formulated by each field. Related to the organizational structure (organizing), Aida also makes basic tasks and functions (Tupoksi) for the personnel of madrasah. Furthermore, all personnel carried out (actuating) the work programs under the leadership of Head of MAN 2. All of this activities, cannot produce good results without being controlled (controlling) strictly. Thus almost every day, if there is no outside duties, Aida conducted supervision of the implementation of teaching and learning activities in MAN 2 Serang (Interview with the Head of MAN 2 Serang, and observations of researcher, 2015).

Sixth, improving the Capacity of Madrasah. Based on the order from Madrasah Directorate of Religious Affairs of the Republic of Indonesia, to increase the capacity of madrasah's need, first, increasing the role, services, and functions in the society life. It is evidenced by the increase number of students, the cooperation with parents and the society (Madrasah Committee) are more harmonious, the number of students who continue their studies is quite high, etc. Second, the improvement of quality of teachers and administrative staffs, as seen by the number of 45 teachers that consist of 8 people from S2 (magister degree), 37 from S1 (Bachelor degree), 15 people as administrative personnel that consist of 3 people from S1 (Bachelor degree), 1 person from D3, 6 people from senior high school, and two people from junior high school. Third, improving the curriculum, because the curriculum used now is Curriculum of 2013. Fourth, the increasing social networking; the social network is quite good, as evidenced by the good cooperation with universities, corresponding madrassas, businesses, parents, and the society, and KKM.

To improve the public services, the Head of MAN 2 should improve the quality of teachers and the administration staffs, by improving their academic competence through further studies, lectures of S2 and educational training, seminars, and workshops. Besides that, the achievement on competition; since the formation time until now, MAN 2 Serang actively follow the competition both at regional, provincial and

national, in the category of academic and non-academic, and achieved champion one, two and three. Furthermore, the achievement access in Universities; the graduates of MAN 2 Serang have been accepted in various state and private universities both in Indonesia and overseas, such as: UI, UGM, ITB, IPB, UBUNTU, UNILA, UNTIRTA, UIN, etc. Approximately 78.10% of graduates of MAN 2 Serang are accepted in State Universities from 2009 until now (Academic Code of MAN 2 Serang, 2012, pp. 14-15). The effort to improve the quality of graduates cannot be separated from curriculum renewal that is constantly being developed. MAN 2 Serang combines national and madrasah curriculum that also include Adiwiyata curriculum (environment-based curriculum) (Academic Guidelines of MAN 2 Serang, 2012, p. 18).

Seventh, distributing Authority and Responsibility. Head of MAN 1, Amirudin, observes the principle of flexibility in applying MBM in madrasah, which is flexibility in the application of duties and authorities based on their duties. The authority given to the personnel of madrasah according to their duties and functions (Tupoksi) is run based on the principle of flexibility, which is giving the freedom to manage, utilize and empower the existing resources without waiting for instructions and directions from the superiors. Tupoksi given to them, from the Headmaster to guard, is created by decree of the Head of the madrasah.

On the other hand, as the head of the MAN 2, Aida believes that the distribution of duties that aims to make the teachers and personnel at MAN 2 work based on their Tupoksi is necessary. The establishment of the Vice Principal to 6 people who works according to their Tupoksi, is very helpful for Aida as Principal. Interestingly, every Vice Principal has a picket schedule every day to control the activities of the madrasah either teaching and learning activities or others. The development of the picket results then is reported to the Principal to be used as the material in leadership meeting held once a week (Interview with the Head of MAN 2 Serang, and observation of the Researcher, 2015). Aida also strongly believe on the Personnel, either the Head of Administration, administrative staffs, laboratory staffs, security guards, and the office boys. All of them were given the authority or responsibility, so that they work based on their duties.

Eighth, Organizing, Implementing, Monitoring, and Evaluating RPM/RKM. It has been carried out properly and professionally by MAN 1. The programs include: (1) improving the quality of graduates since the last 5 years; after being observed, actually the average value of UN (National Examination) is slightly declined, (2) the competition field is dominantly in the fields of art, sports, and subjects, (3) the development of the syllabus, lesson plans (RPP), working group of teachers (KKG), scoring system, the education unit curriculum, curriculum of 2013, additional subjects (mulok), and teaching and learning program are implemented properly. It is evidenced by the stable quality of graduates and the acceptance of graduates in State Universities in Indonesia. Meanwhile the development of infrastructure is quite dynamic (Compiler Team, 2015, p. 5).

Meanwhile, the organizing, implementing, monitoring and evaluating RPM/RKM have been carried out properly and professionally by MAN 2. The programs include: (1) the improvement of the quality of graduates, sports teams and arts is pretty good, (2) the development of the syllabus, RPP, KKG, scoring system, the education unit curriculum, curriculum of 2013, additional subjects (mulok), and teaching and learning program are implemented maximally and properly. It is evidenced by the stable quality of graduates and the acceptance of graduates in State Universities in Indonesia.

In addition, the development of life skills is running well because MAN 2 Serang is a madrasah that has skills, such as the skills of fashion design, electrical and furniture. The development of tourism and environmental studies that is called 7K is executed well too, because MAN 2 is also developing a Adiwiyata curriculum or environment-based curriculum.

The development religious experiences and activities are implemented well by MAN 2. It is evidenced by the implementation of the character learning, that MAN 2 give an appreciation of the effort to enrich the discourse and educated character (noble character and personality, has intellectual maturity, and likes to apply science and the teachings of Islam). The development of human resources and educators is evidenced by the continuation of the teachers of MAN 2 to study masters and implementing human resource development training. On the other hand, the development of facilities and infrastructure is quite dynamic and adequate. The development of monitoring and evaluating strategy is conducted regularly and continuously improved by the Principal. In addition, leadership development, development of cost-raising, cooperation with parents, society leaders, educational leaders, the scholars and the business men who are members of Madrasah Committee is continuously conducted to develop MAN 2 (Academic Guidelines of MAN 2 Serang, 2015).

The Implementation of Monitoring and Evaluation. Monitoring and evaluation are must in the implementation of MBM. Things that should exist in the monitoring and evaluation are: first, the components of monitoring and evaluation of the implementation of MBM, including: decision-making process, the management of the

institution, program management, and management of the learning process.

There are two decision-making processes, structured and unstructured. A structured decision is well and planned made by the Head of MAN 1, Amirudin, because the decision to make this process is already contained in the short term, medium term and long term RPM. The structured decisions made by Amirudin 1 are the decision to add the New Class Room (RKB) and improving classrooms, etc. In a contrast, the unstructured decision is incidental. One of examples of unstructured decision is providing lunch for the teachers, because this decision was made based on the existing problem which is the problem of the teachers out for lunch at 12 a.m. but did not return to the madrasah again.

Similar to MAN 1, a structured decision is well and planned made by the Head of MAN 2 Serang, Aida, because the decision to make this process is already contained in the short term, medium term and long term RPM. The structured decisions made by Aida are making a dynamic Academic Guidelines (short term RPM), making the dormitory (boarding) (medium term RPM), making the system of full boarding school as MAN Insan Cendekia of Boarding School (long-term RPM), etc. In a contrast, the unstructured decision is incidental. One of examples of unstructured decision is purchasing goods or props for the improvement of academic quality that does not exist in the short term RPM.

Amirudin always monitors the management of the institution. The monitoring itself cannot be separated from the organization of all leaders and personnel of madrasah. The management of the institution of MAN 1 cannot also be separated from the minimum service quality standards.

On the other hand, Aida constantly monitors the management of the institution. The monitoring itself cannot be separated from the organization of all leaders and personnel of madrasah. The management of the institution of MAN 2 cannot also be separated from the minimum service quality standards. The Headmaster is very thorough and professional in the management of the institution; it is proved by the development of MAN 2 that becomes a featured MAN.

The short term Program Plan of Madrasah for one year includes the management of evaluation, curriculum, employment, facilities, finance, student, school relationships with the society, and climate of madrasah. Amirudin, always involving the leaders and all residents of MAN 1. In line with that, Aida also always involving the leaders and all residents of MAN 2 in the short term Program Plan of Madrasah.

The learning process in MAN 1 Serang is fully implemented by the Personnel (Teachers). They were given full authority by the head of MAN 1 through the Vice Principals Curriculum. The Vice Principal of curriculum is highly responsible for the academic quality of the students of MAN 1 Serang. The results of accountability are then reported to the Head of MAN 1 Serang. Besides, periodically or incidentally, the head of MAN 1 also supervises each class once a month.

In addition, the learning process in MAN 2 Serang is conducted the same way as MAN 1. In order to improve the quality of the learning process, the Deputy Principal of Madrasah was given a picket every day to control the passage of the learning process in MAN 2. Interestingly, Aida has six hours schedule of teaching every day in the first hour, so the control of the learning is proceed indirectly. Besides, periodically or incidentally, Aida also supervises each class once a month.

Second, the Type of Monitoring and Evaluation. There are two types of monitor and evaluation in MAN 1 Serang: internal and external. The internal evaluation is carried out by the Principal which is delegated to the Deputy Principal. The Deputy Principal reported the results of their evaluations to the Principal. Besides, the Head of the Administration (TU) has to report their administration results, the Head of Libraries has to report their management work, and the Head of Laboratory has to report their laboratory management. However, the external evaluation is carried out by the Head of Regional Office Kemenag of Banten, Kemenag of Serang City, and Supervisors. The evaluation conducted by the Head of Regional Office of Kemenag is in the form of academic evaluation and administration. The evaluation conducted by the Kemenag of Serang City is a secondary evaluation, such as evaluation of the Human Resources, both Teachers and Personnel (administration). Meanwhile, the Supervisors conduct academic evaluation and administration including the control of Operational Support of Madrasah (BOM).

On the other hand, the monitoring and evaluation in MAN 2 is similar to MAN 1. All the process of monitoring and evaluation is same as what MAN 1 did, as already mentioned above. The difference is that the Supervisors in MAN 2 conduct the academic evaluation only.

Third, Indicators of Success of MBM. The implementation of MBM in MAN 1 Serang indicates a success which is proved by the A accreditation. The public's interest to put their kids into MAN 1 Serang was good enough. The

academic achievement is stable. The non-academic achievements, such as in the category of sports and art is also good enough. The leadership of the Principal is good enough to crawl towards a progress and independence. Based on the analysis of the researcher, MAN 1 Serang has not reached the level of success as a superior madrasah. It is because a superior madrasah have the best quality than the corresponding madrasah based on the indicators in the area of the madrasah (level: regency/city). Based on the objective observation, that quality is still under the quality of MAN 2 Serang. On the other hand, MAN 1 Serang also does not reached the level of success yet because the madrasah have not had the best quality compared to corresponding madrasah according to the indicators in the area of the madrasah (provincial and national level).

In line with that, the implementation of MBM in MAN 2 Serang showed a high success, as seen from the A accreditation, the public's interest to put their kids into MAN 1 Serang, the academic and non-academic achievements are good enough. The leadership Principal is quite good, strong and professional in managing MBM, as proved by the achievement of a superior madrasah, but has not reached the level of a succeed madrasah, because the quality of MAN 2 is still under the quality of MAN Insan Cendekia, which is already 100% applying boarding school system.

5. Conclusion

Based on the analysis, it can concluded that: First, there is a difference in the implementation of MBM in MAN 1 and MAN 2 Serang; the implementation of MBM in MAN 1 is not maximally conducted yet compared to MAN 2. Since the authority and creativity of the Principal of MAN 1 are still limited, so the real condition of the implementation of MBM is still at the medium level. On the other hand, the Principal of MAN 2 quite effectively implement MBM, as proved by the autonomous of the Vice Principals, Head of Administration, teachers and other educational staffs in performing their duties and functions. Besides, the achievement of students continuesly grow, both academic and non-academic, and the development of the system from conventional to boarding school.

Second, all personnel of MAN 1 Serang have a good understanding of MBM, as seen from the implementation of MBM that went smoothly, although not too maximal. On the other hand, the understanding of MBM of the personnel of MAN 2 Serang is very good, as evidenced by the maximum level of implementation of MBM in MAN 2 Serang.

Third, the implementation of MBM in MAN 1 Serang is in the medium category, as evidenced by the medium level of performance of students both academic and non-academic, the achievements acquisition charts of students, the management of madrasah, and the physical facilities of buildings and non-buildings from year to year. Unlike MAN 1, the implementation of MBM in MAN 2 Serang is good, as evidenced by the high achievement of students in both academic and non-academic, the management development of madrasah, and the physical facilities of buildings and non-buildings from year to year are dynamic and relatively high. In addition, the development of systems of madrasah institutions is innovative enough; from conventional systems to the boarding school system.

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