



The Application of School-Based Management in Developing Teacher Professionalism

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Abstract

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This study aims to conduct an in-depth analysis of the implementation of School-Based Management (SBM) in developing teacher professionalism at State Senior High School 1 Medan and State Model Senior High School 2 Medan. This study employs a qualitative approach with a multisite design, where data collection was conducted through in-depth interviews, participatory observation, and document analysis, involving school principals, vice principals, teachers, school committees, and school supervisors. The results indicate that the implementation of MBS at both schools has significantly contributed to enhancing teacher professionalism, though with distinct implementation characteristics. At MAN 1 Medan, MBS was implemented with an emphasis on program implementation, work discipline, and compliance with learning administration standards. Planning and evaluation were conducted periodically, but tended to remain administrative in nature, short-term in orientation, and not yet fully integrated with teachers' continuous professional development. In contrast, MAN 2 Model Medan demonstrates a more systematic, participatory, and quality-culture-based implementation of MBS. Program planning is based on needs analysis and teacher performance data; implementation is focused on strengthening the professional learning community; and evaluation is utilized as an organizational learning tool that fosters collective reflection and innovation in teaching practices. This study offers new findings that the effectiveness of MBS in the madrasah context is determined not only by school management autonomy but also by the internalization of Islamic values and the development of a reflective culture among teachers as part of the madrasah's internal quality assurance system.

Keywords:

School-based management, teacher professionalism, MAN 1 Medan, MAN 2 Model Medan

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INTRODUCTION

The essence of school-based management—or madrasah-based management—lies in the management of educational quality, which is built upon five pillars: autonomy, partnership, participation, transparency, and accountability. These five pillars are intended to serve as the guiding spirit and principles in the managerial processes of planning, implementation, and quality evaluation in schools and madrasahs (Winoto, 2020). However, the implementation of these principles has not yet been fully realized, as evidenced by the still-low quality of education in Indonesia, which is closely linked to weak educational management (Akmalia et al., 2023; Siahaan, Syukri, et al., 2022). Educational



management is a tool for managing learning resources in order to achieve educational goals effectively and efficiently (Dohou, 2002; Mulyasa, 2011).

In this context, improving the quality of education cannot be separated from the quality of the learning process itself. An engaging and challenging learning process will foster sustained, optimal learning outcomes (Nurhasanah & Sobandi, 2016; Ricardo, R., & Meilani, 2017). The quality of national education must continue to be improved as an integral part of the national development program in order to produce human capital that is of high value in terms of economic potential, knowledge, skills, and abilities (Indriani, I., & Syamsudin, 2023; Utami, 2019). Achieving such quality requires comprehensive management of all components of education, including the curriculum, teaching staff, facilities and infrastructure, funding, and community relations. Therefore, strong management within educational institutions is essential for the realization of quality education that is relevant to the needs of the community (Siahaan, Akmalia, et al., 2022; Syafaruddin, 2015).

Given this urgency, School-Based Management (SBM) has emerged as a new paradigm for restructuring educational organizations and has become a central theme in educational reform. SBM is designed to promote the humanization of individuals through the school system (Zai et al., 2022) that can give rise to new patterns in national, state, and social life that were previously often overlooked (Timpal, 2024). By focusing on the optimization of school resources, MBS has become a relevant and strategic choice for improving the quality of graduates and the overall quality of education (Iswahyudi et al., 2023). The autonomy granted to schools allows for the contextual management of resources in accordance with local priorities (Setiawan et al., 2022), with community participation serving as a mechanism for oversight and support, without neglecting the national policies that are a priority for the government.

Within this framework, MBS is essentially an educational management model that grants schools greater autonomy in organizing and developing their full potential, including human resource management (Hasibuan, 2022). Through MBS, school principals, teachers, and the entire school community are expected to collaborate independently and actively in planning, implementing, and evaluating school programs. Research (Novelita et al., 2017) emphasizes that strategies for developing teacher professionalism through technology have been shown to expand access to educational resources, foster global collaboration, and increase student engagement in the digital age. Thus, the success of MBS implementation is largely determined by the quality and competence of teachers in schools. Furthermore, research (Saerang et al., 2023) reveals that the development of teacher professionalism in the digital age requires strategies that include supervision, KKG, PKG, and MGMP, in addition to the organization of training sessions, workshops, seminars, and certification programs related to the production of media and digital-based materials; therefore, MBS needs to serve as an institutional framework that facilitates all of these strategies in a structured and sustainable manner. In line with this, (Listyari et al., 2024) found that the main obstacles to implementing MBS are budget constraints, insufficient technology training for teachers, and suboptimal community participation; therefore, intensive collaboration among all stakeholders is needed to overcome these challenges and achieve better educational quality. Furthermore, the results of the literature review indicate that the impact of implementing MBS can be seen in the optimization of performance, learning, learning resources, teacher professionalism, and administrative systems within a school (Lestari et al., 2021).

Nevertheless, the gap between the ideal potential of MBS and the reality of its implementation in the field remains an issue that has not been systematically resolved. A similar situation is also evident at MAN 1 Medan and MAN 2 Model Medan, where both madrasahs have implemented various teacher development programs—including

supervision, training, and institutional engagement—yet still face obstacles such as limited resources, insufficient teacher participation in decision-making, and competency gaps in the use of technology and learning innovations. The urgency of this research is further underscored by the fact that the development of teacher professionalism requires strategies from madrasah principals that include continuous training, the provision of support and recognition, and ongoing supervision. Without systematic management within the MBS framework, teacher development programs risk being sporadic and not grounded in real needs. This study specifically examines and compares the implementation of MBS at MAN 1 Medan and MAN 2 Model Medan, two leading state senior high schools in the city of Medan with distinct management characteristics as a relevant and strategic comparative study. This research is important given that, to date, there has been limited research specifically comparing the effectiveness of School-Based Management (SBM) at two State Islamic Senior High Schools (Madrasah Aliyah Negeri) within the same region, while giving due attention to SBM indicators in developing teacher professionalism. The objective of this research is to provide conceptual and practical contributions to madrasah education policymakers in designing a management model that is not only administratively orderly but also capable of fostering substantive and sustainable transformation in teacher professionalism.

METHODS

This study was designed as a multi-site qualitative study using the case study method. This multi-site qualitative approach was chosen because it is a form of qualitative research that can be used primarily to develop theory from several similar research settings. La recherche sera menée de mars 2025 à mars 2026. Data sources were obtained through primary and secondary data, as the researcher sought to uncover authentic, genuine, original, and in-depth data. In this study, the research subjects were the Madrasah Principal, the Curriculum Coordinator, the Public Relations Coordinator, three teachers, the Madrasah Committee, and the Madrasah Supervisor. Informants were selected using purposive sampling, based on the consideration that these individuals were deemed to be the most knowledgeable about the research objectives. The data collection methods used include observation, interviews, questionnaires, documentation, and a combination of all four (Sugiyono, 2018). Once all the data has been collected, the next step is to analyze it. In this study, the methods used for data analysis were multisite data analysis and cross-site data analysis. Subsequently, the data validity testing included tests of credibility, transferability, dependability, and confirmability (Moleong, 2018).

RESULTS & DISCUSSION

MBS Planning in Developing Teacher Professionalism at MAN 1 and MAN 2 Medan **a. MAN 1 Medan**

School-Based Management (SBM) planning for teacher professional development is carried out in a systematic, targeted, and data-driven manner. The planning process always begins with an analysis of teachers' needs, which is conducted at the start of the school year. In line with this, the Principal of MAN 1 Medan explained that:

“We don't want our teacher development program to be just a formality. So we start by mapping competencies to ensure that what we plan truly addresses teachers' actual needs. This mapping is conducted through classroom observations, academic supervision, performance reflections, and training needs questionnaires.”

The results of the teacher needs assessment serve as the basis for the development of the Madrasah Work Plan (RKM) and the Madrasah Activity and Budget Plan (RKAM). In line with this, the results of interviews with the Curriculum Division Head also revealed that:

“MBS planning must be incorporated into the madrasah’s official documents, particularly the RKM and RKAM, to ensure that its implementation is well-directed and has clear budgetary support. Furthermore, every teacher development program must have measurable indicators, performance targets, and outcomes. Over the past two years, the madrasah’s priorities have focused on enhancing teachers’ skills in digital-based learning, developing teaching materials for the Merdeka Curriculum, and improving their ability to create authentic assessments.”

The MBS planning process is considered to be proceeding well because it involves community members, particularly in providing input regarding the relevance of teacher training programs to the needs of students. The committee believes that strengthening teacher professionalism has a direct impact on the quality of educational services; therefore, the committee is always involved in the consultation phase for budget plans and human resource development programs. Based on the results of an interview with the Public Relations Division, it was revealed that:

“The involvement of supervisors in the planning process helps madrasahs align their programs with the government’s teacher competency standards. At MAN 1 Medan, I observed that the program is already focused on improving digital competencies, active learning models, and assessment skills. This aligns with the demands of today’s era.”

Based on the results of the interviews above, it can be concluded that the MBS planning steps at MAN 1 Medan have integrated three key elements: needs assessment, participation, and the formality of planning documents. These three aspects contribute significantly to the effectiveness of the teacher professional development program. However, although the planning process has proceeded well, challenges remain in implementation, particularly the lack of follow-up support after training and resource constraints. Some teachers noted that while digital training is conducted regularly, not all teachers can apply it optimally without further assistance in the form of coaching or mentoring. This indicates a gap between planning and implementation that requires more serious attention during the evaluation phase. Overall, these findings indicate that MBS planning in teacher professional development at MAN 1 Medan has been effective and demonstrates indicators of modern management, such as being data-driven, participatory, and quality-oriented. However, the long-term effectiveness of planning depends heavily on the madrasah’s ability to provide ongoing support, particularly academic supervision, guidance on applying training outcomes, and consistent funding. Therefore, a sound planning process must be accompanied by robust implementation and evaluation mechanisms to ensure that teachers’ professionalism truly develops to its full potential.

b. MAN 2 Medan

MBS planning at MAN 2 Model Medan begins with a needs assessment process focused on teacher competencies, including pedagogical, professional, social, and personal aspects. This needs assessment is conducted through an analysis of academic supervision results, teacher performance reflections, student learning evaluation results, and regular coordination meetings among units. This needs data is then used as the basis for formulating more relevant professional development programs, such as workshops on innovative learning models, educational technology training, assistance in developing

learning materials, and improving classroom action research (PTK) competencies. Based on the results of an interview with the Madrasah Principal, it was found that:

“MBS planning at MAN 2 Model Medan is carried out through a systematic process of mapping teachers’ competency needs. At the start of each school year, the madrasah conducts a needs assessment through academic supervision, evaluation of learning outcomes, and analysis of teachers’ weaknesses in designing instructional materials. These findings are then discussed in a leadership meeting to be established as priorities for professional development programs in the Madrasah Work Plan (RKM) and RKAM. Furthermore, planning must be data-driven and aligned with teachers’ needs, so that the results truly impact the quality of learning.”

In addition, the madrasah has adopted a bottom-up planning mechanism, in which each subject teacher submits training needs proposals based on their respective fields. This demonstrates that the MBS planning implemented is not merely an administrative formality, but rather a strategy for strengthening professionalism through two-way communication between administrators and teachers. The results of an interview with the Head of the Curriculum Division also confirm that:

“Involving teachers in the planning process makes the program more relevant and increases teachers’ motivation to participate in all planned activities. The madrasah’s top priorities at present are strengthening technology-based learning and enhancing teachers’ capacity for modern instructional innovation.”

Based on the results of the interviews above, it can be concluded that School-Based Management (SBM) planning for the development of teacher professionalism at MAN 2 Model Medan has been implemented in a systematic, participatory manner and is integrated with the madrasah’s vision. Therefore, various teacher professional development programs are focused on strengthening digital literacy, mastery of modern learning media, and the ability to apply project-based and collaborative learning approaches. All informants agreed that planning begins with the process of mapping teachers’ competency needs, conducted through academic supervision, analysis of student learning outcomes, and reflection on teacher performance. This data serves as the basis for the formulation of the School Management Plan (RKM) and the School Academic Management Plan (RKAM), which outline targeted teacher professional development programs.

Planning at MAN 2 Model Medan is also collaborative, involving teachers through internal MGMP forums to propose training needs relevant to classroom learning challenges. This fosters a sense of ownership and increases teachers’ motivation to participate in competency-building programs. Furthermore, support from the public relations office and the madrasah committee demonstrates that teacher development is not solely the internal responsibility of the madrasah but is also part of a collaboration with various external parties, such as universities, training institutions, and the community. Overall, it can be concluded that the MBS planning at MAN 2 Model Medan serves as a solid foundation for teacher professional development, as it is data-driven, involves various stakeholders, and aligns with 21st-century educational needs. This comprehensive planning has driven continuous improvements in the quality of learning and the strengthening of teachers’ competencies.

The Implementation of MBS in Developing Teacher Professionalism

a. MAN 1 Medan

The implementation of School-Based Management (SBM) at MAN 1 Medan is carried out in a systematic, participatory manner focused on the professional development

of teachers. The implementation of SBM involves the principal, vice principal, teachers, committees, and the public relations officer. Based on the results of an interview with the Public Relations Committee, it was found that:

“We strive to ensure that every teacher development program is tailored to the needs of the madrasah and aligns with professional standards. We also provide recommendations regarding facilities and teacher training programs to ensure they are more targeted during our monthly coordination meetings.”

In line with this, the principal of the madrasah also confirmed that:

“We emphasize the importance of teachers having the freedom to develop their own teaching methods. However, we continue to conduct regular evaluations to ensure that teachers’ professional competence improves consistently.”

Based on the results of the interview above, the Akidah Akhlak teacher also explained that:

“As teachers, we are given the opportunity to participate in training sessions, workshops, and professional development activities tailored to our respective fields.”

Next, the Curriculum Working Group added that:

“We help teachers implement creative and innovative teaching methods. In addition, we provide technical guidance on developing teaching materials that meet national education standards.”

Based on the results of the interviews above, it was concluded that the implementation of MBS in developing teacher professionalism at MAN 1 Medan follows a structured pattern but remains focused on internal madrasah efforts. The findings reveal that the implementation of MBS begins with the elaboration of teacher development programs that have been planned in the RKM and RKAM, which are then translated into practical activities such as routine academic supervision, workshops on learning tools, and basic training in the use of learning technologies. These programs are carried out by the curriculum team and internal MGMP coordinators, with the support of the madrasah principal. However, the implementation of MBS at MAN 1 Medan tends to emphasize routine internal activities, so external collaboration with other institutions or agencies has not been optimal. Nevertheless, the madrasah continues to demonstrate a commitment to improving the professional quality of teachers through scheduled supervision activities, assistance in developing lesson plans, and providing opportunities for teachers to participate in self-directed training via online platforms.

b. MAN 2 Medan

The implementation of School-Based Management (SBM) at MAN 2 Model Medan demonstrates a systematic and strategic approach to enhancing teacher professionalism. Interviews with the madrasah committee revealed that:

“MBS provides teachers with the freedom to innovate in teaching methods and curriculum planning to meet students’ needs, thereby fostering adaptive and responsive teaching practices that support academic development.”

In addition, the Deputy Principal explained that:

“Teacher performance evaluations are conducted systematically using clear professional indicators, including pedagogical, managerial, and social competencies, so that each teacher can assess their own achievements and plan for

ongoing professional development.”

This is in line with the statement made by the Islamic Education teacher, in which: “Teachers' active involvement in academic decision-making enhances their sense of responsibility, motivation, and professionalism in carrying out their daily duties.”

The observation results also show that MBS practices are being implemented in tangible ways, including regular curriculum development meetings, mentoring of new teachers, internal and external training, and the development of innovative learning materials and methods. Documented data also supports these findings, with evidence of reports on teacher professional development activities, performance evaluation records, and capacity-building programs that are systematically documented and accessible to stakeholders. Overall, the implementation of MBS at MAN 2 Model Medan reflects a progressive, integrative, and participatory managerial approach, in which teachers are given opportunities to develop their professional capacity continuously. This model not only enhances teachers' academic and pedagogical competencies but also strengthens the involvement of all stakeholders in achieving the madrasah's vision and mission.

MBS Oversight in Developing Teacher Professionalism

a. MAN 1 Medan

School-based management oversight at MAN 1 Medan is carried out through academic supervision, administrative supervision, monitoring of teacher performance, and periodic evaluation of learning programs. From an educational management perspective, school-based supervision also fosters a culture of evaluation and internal accountability. At MAN 1 Medan, supervision is collaborative and participatory, thereby creating a conducive work environment and motivating teachers to continue learning and improving their professional performance. Based on interviews with the Madrasah Committee, it was found that:

“Supervision does not focus solely on administrative aspects, but also encompasses the development of teachers' pedagogical competencies, discipline, work ethic, and ability to adapt to changes in the curriculum and learning technologies. The madrasah committee also serves as a strategic partner in providing input, evaluation, and support for the madrasah principal's policies in order to create a more effective, transparent, and accountable supervision system.”

This finding was corroborated by an interview with the Academic Affairs Coordinator, who stated that:

“Academic oversight is conducted in a structured manner through instructional supervision, evaluation of teaching materials, monitoring of curriculum implementation, and review of student learning outcomes. In addition, oversight is also focused on teacher development through academic discussion forums, internal training, subject-specific teacher working group (MGMP) activities, and periodic evaluations aimed at strengthening teachers' pedagogical and professional competencies.”

Based on the results of the interviews above, it can be concluded that school-based management supervision at MAN 1 Medan plays a very important role in developing teacher professionalism. Supervision serves not only as a control mechanism but also as a means of guidance that encourages the improvement of teachers' pedagogical, professional, and social competencies, as well as their discipline. Furthermore, coordination and collaboration among the school principal, supervisors, the committee, and

all school management staff help foster a work culture that is accountable, transparent, and quality-oriented. Thus, school-based management supervision at MAN 1 Medan has proven to be a strategic instrument in enhancing teacher professionalism, improving learning effectiveness, and strengthening the overall quality of educational governance. Teachers who receive good supervision and managerial support tend to have high work commitment, creativity in teaching, and the ability to adapt to developments in the curriculum and educational technology. However, the implementation of school-based management supervision at MAN 1 Medan still faces various challenges, such as limited supervision time, teachers' administrative workload, resistance to evaluation, and the need to enhance the capacity of internal supervisors. Therefore, a systematic, data-driven, and sustainable supervision strategy is required to ensure that teachers' professionalism can develop optimally.

b. MAN 2 Model Medan

School-Based Management (SBM) oversight at MAN 2 Model Medan is carried out through academic supervision, monitoring of teacher performance, evaluation of instructional administration, and ongoing guidance. The principal serves as the primary supervisor, overseeing the implementation of the teaching and learning process, teacher discipline, the readiness of instructional materials, and the effectiveness of the methods used in the classroom. Based on interviews with Indonesian language teachers, it was found that:

“The madrasah committee helps monitor the effectiveness of school policies, teacher discipline, and the implementation of learning programs to ensure they align with established objectives. Furthermore, through effective coordination and communication between the madrasah and the committee, MBS oversight fosters a more conducive, transparent, and accountable work environment in the effort to continuously develop teacher professionalism.”

The Supervisor also explained, when asked, that:

“Madrasah supervisors regularly provide guidance, offer direction, and evaluate teachers' readiness in developing instructional materials, applying teaching methods, and managing the classroom. Furthermore, the results of these supervisory activities serve as the basis for follow-up actions, such as mentoring, training, and capacity-building for teachers to help them improve the quality of instruction. Consequently, MBS supervision is considered to make a significant contribution to fostering a professional work culture, enhancing discipline, and promoting instructional innovation at MAN 2 Model Medan.”

Based on the results of interviews and observations, it can be concluded that School-Based Management (SBM) supervision is a key component in improving the quality of education through the effective utilization of all school resources, including the enhancement of teacher professionalism. At MAN 2 Model Medan, SBM supervision is carried out systematically by the principal, the vice principal for academic affairs, the school supervisor, and the internal supervision team to ensure that the learning process, administration, and teacher competency development proceed in accordance with national education standards. In practice, SBM supervision is implemented through several approaches, namely academic supervision, teacher performance monitoring, evaluation of learning materials, and continuous professional development. In the context of teacher professionalism, school-based supervision encourages teachers to continuously develop their competencies through training, workshops, Subject Teacher Working Groups (MGMP), educational seminars, and the strengthening of digital literacy. The primary

focus of the monitoring is on improving teachers' work discipline, the readiness of teaching materials, the effectiveness of the teaching and learning process, and teachers' ability to adapt to developments in the curriculum and educational technology. Furthermore, the results of the monitoring serve as the basis for providing guidance, direction, and follow-up on various challenges identified in the field. Through continuous monitoring, MAN 2 Model Medan has demonstrated improvements in work discipline, pedagogical competence, innovative capacity, and overall teacher professionalism.

Evaluating MBS in Developing Teacher Professionalism

a. MAN 1 Medan

At MAN 1 Medan, the implementation of MBS evaluation tends to be administrative and managerial in nature, with an emphasis on meeting formal standards and complying with regulations. This situation has led to the development of teachers' professionalism in procedural terms, but has not yet resulted in a substantive transformation in the quality of student learning. Based on interviews with the Madrasah Committee, it was found that:

"The implementation of School-Based Management (SBM) has been carried out by granting madrasahs the authority to manage educational programs, including teacher professional development. However, the role of committees in teacher professional development remains limited to an advisory function, and they have not yet been optimally involved in evaluating improvements in the quality of learning and the ongoing strengthening of teacher competencies. This situation indicates that the participatory principle of SBM has not yet been fully and substantively internalized."

Based on the results of interviews with supervisors, it was also revealed that:

"Evaluations are conducted on a regular basis. The school committee plays an active role in providing input, oversight, and evaluation of madrasah policies, particularly those related to improving teachers' competencies and professionalism. These evaluations cover aspects such as teacher discipline, the quality of instruction, teachers' participation in training and professional development, and their ability to adapt teaching methods to students' needs."

Culturally, MBS has not yet succeeded in transforming the madrasah's work environment into a reflective and collaborative academic culture; consequently, teachers' professionalism is still viewed merely as the fulfillment of teaching duties, rather than as continuous competency development. Consequently, the MBS at MAN 1 Medan requires strengthening in three crucial aspects: data-driven planning based on real needs, supervision focused on continuous individual development, and the reinforcement of a professional culture among teachers. These three aspects are prerequisites for the MBS to transform from a mere administrative tool into a strategic instrument for the sustainable improvement of madrasah education quality.

b. MAN 2 Model Medan

An evaluation of the MBS at MAN 2 Model Medan indicates a relatively optimal implementation, as evidenced by the realization of management autonomy, stakeholder participation, and collaborative decision-making. Based on interviews with the Madrasah Committee, namely:

"Evaluations are conducted periodically through academic supervision, assessment of instructional administration, monitoring of discipline, and teacher participation in training. These evaluations focus not only on administrative achievements but

also on the quality of the learning process. The success of MBS is evident in the increased participation of teachers in training sessions, workshops, and subject-specific teacher working groups (MGMP), as well as in the development of teachers' abilities to implement innovative learning strategies tailored to students' needs."

In line with this, the Deputy Principal for Curriculum also emphasized the importance of evaluations that are integrated into the program planning cycle:

"We do not let evaluation results remain mere reports. Every finding from supervision, teacher performance reflections, and analysis of student learning outcomes is immediately used to improve our programs for the following semester. This is what we call the quality cycle—evaluation must serve as the starting point for better planning, not merely an administrative formality."

Islamic Religious Education teachers also confirmed that participatory evaluation mechanisms have a tangible impact on the independent development of professional competencies:

"As teachers, we are not merely the subjects of evaluation; rather, we are actively involved in the process of self-reflection and peer assessment. These regular evaluation forums help me identify weaknesses in my teaching practice and encourage me to continually seek innovations that are relevant to my students' development."

The overall evaluation results indicate that the MBS program at MAN 2 Model Medan has had a positive impact on teacher professionalism, particularly in terms of pedagogy and instructional management. However, this impact remains limited. The areas of academic development, continuous innovation, and professional autonomy still require strengthening through more strategic and long-term MBS policies.

Comparative Findings: MAN 1 Medan and MAN 2 Model Medan

Comparatively speaking, both madrasahs implement participatory planning, routine academic supervision, periodic monitoring, and follow-up based on guidance. However, the fundamental difference lies in the orientation of implementation: MAN 1 Medan places greater emphasis on administrative order and the development of individual teacher competencies, whereas MAN 2 Model Medan is more oriented toward academic innovation, team collaboration, and the continuous improvement of learning quality. The table below comprehensively summarizes the cross-site comparative findings covering all management functions—namely planning, implementation, supervision, and evaluation—which constitute the novelty of this study.

Tabel 1. Comparative Matrix of MBS Implementation in Developing Teacher Professionalism at MAN 1 Medan and MAN 2 Model Medan

MBS Aspects	MAN 1 Medan	MAN 2 Model Medan	Cross-Site Results	Proposition
A. MBS PLANNING				
Planning Framework	Strategic Plans, Annual Work Plans, and Annual Work Programs based on Ministry of Religious Affairs policies	Vision for a model madrasah, Strategic Plan, Annual Work Plan, and a comprehensive analysis of teacher quality	Both are based on strategic documents and national regulations	Effective planning relies on context-specific strategic documents and data on teachers' needs
Stakeholder Engagement	The principal plays a leading role; the school management committee and	Participatory: the principal, the Parent-Teacher Association (PTA), teachers,	MAN 2 is more collaborative and inclusive than MAN 1	High participation strengthens teachers' commitment to and sense

MBS Aspects	MAN 1 Medan	MAN 2 Model Medan	Cross-Site Results	Proposition
	teachers are involved to a limited extent	the committee, and the supervisor are actively involved		of ownership of the program
Teacher Needs Analysis	Annual performance evaluations and general supervision	Systematic: supervision, PKG, and data-driven competency mapping	MAN 2 is more structured and data-driven	A systematic needs assessment leads to programs that are more targeted
Development Program	Formal training, MGMP, internal workshops	Training, coaching, lesson study, instructional innovation + action research	MAN 2 offers a wider variety of innovative program options	Program diversity and innovation accelerate the improvement of teachers' professionalism
Budget Planning	BOS + madrasah funds, limited priority	Flexible: BOS, committees, and external partnerships	MAN 2 has broader and more flexible funding sources	Budget flexibility is key to optimizing teacher development programs
Aligning Visions	Religious vision + academic excellence	Vision of the model madrasah: excellence, competitiveness, and moderation	Both integrate teacher development into their institutional vision	A consistent vision reinforces the direction and sustainability of MBS implementation
B. IMPLEMENTATION OF MBS				
Leadership of the Madrasah Principal	Dominant as the primary decision-maker in the implementation of MBS	Participatory leaders and facilitators of teacher professional development	MAN 2 is more collaborative; MAN 1 is more directive	Participatory leadership enhances the effectiveness of MBS implementation
Teacher Engagement	Teachers as implementers of programs established by school administrators	Teachers are actively involved in decision-making and program implementation	Teacher participation rates at MAN 2 are higher	Active teacher involvement enhances commitment and professionalism
Teacher Empowerment & Autonomy	Teachers' autonomy in educational innovation remains limited	Broad autonomy is granted to innovate and develop learning	MAN 2 places greater emphasis on the practical empowerment of teachers	Teacher empowerment promotes the improvement of pedagogical and professional competencies
Professional Development Program	Training, subject-specific teacher working groups, and periodic academic supervision	Ongoing coaching, mentoring, lesson study, subject-specific teacher working groups (MGMP), and action research (PTK)	The MAN 2 program is more diverse and comprehensive	The variety and continuity of the program significantly improve teacher quality
Supervision & Monitoring	Administrative and evaluative in nature with regard to procedural compliance	Clinical and reflective supervision focused on improving the quality of learning	MAN 2 places greater emphasis on improving actual teaching practices	Professional development supervision has a positive impact on teachers' professionalism
Academic Culture	Academic culture develops gradually	A strong, collaborative, and innovative academic culture	The academic culture at MAN 2 is more conducive to professional growth	The implementation of MBS, which fosters an academic culture, accelerates teachers' professional development
C. MBS SUPERVISION				
Supervision Planning	Supervision programs, monitoring, evaluation meetings, and administrative controls	Regular supervision, digital administration, and quality-based monitoring	Both have structured and ongoing monitoring plans	Systematic, planned monitoring enhances the effectiveness of teacher development
Academic Supervision	Classroom observations, review of teaching materials, attendance monitoring	Classroom observation, learning assessment, innovation development, academic mentoring	Academic supervision in both cases serves as both a means of oversight and guidance	Ongoing supervision strengthens teachers' pedagogical and professional competencies

MBS Aspects	MAN 1 Medan	MAN 2 Model Medan	Cross-Site Results	Proposition
Performance Monitoring	Work discipline, equipment readiness, and the implementation of classroom instruction	Learning effectiveness, teaching innovation, and the use of technology	Both conduct routine monitoring to ensure the quality of instruction	Consistent monitoring enhances teachers' accountability and professionalism
Construction & Follow-up	Subject-Specific Teacher Working Groups (MGMP), workshops, internal training, and guidance from principals and supervisors	Seminars, digital training, academic evaluations, and teacher collaboration forums	Capacity building is the primary follow-up to the findings of the oversight at both madrasahs	Ongoing monitoring and follow-up efforts promote the improvement of teachers' competencies
Impact on Professionalism	Improvements in pedagogical competence, discipline, and administrative quality	Enhancing innovation, professionalism, technological proficiency, and the quality of teaching	MBS supervision has a positive impact on teacher professionalism at both madrasahs	Effective MBS supervision significantly contributes to teacher professionalism

D. MBS EVALUATION

Teacher Performance Monitoring	Regular supervision and performance appraisals; evaluations are more administrative in nature	Clinical supervision, reflective learning, and comprehensive data-driven performance evaluation	MAN 2 is more systematic and data-driven than MAN 1	Data-driven evaluation improves the effectiveness of efforts to enhance teacher professionalism
Follow-Up on the Evaluation	Limited; not yet a sustainable development program	The evaluation results serve as the basis for planning professional development programs	MAN 2 has implemented a more sustainable evaluation cycle	Follow-up on ongoing evaluations strengthens efforts to improve teacher competence
Stakeholder Engagement	The principal and some members of the Parent-Teacher Association; teachers rarely participate actively	The principal, WKM, teachers, committee members, and supervisors are actively involved in the evaluation	Participatory evaluation at MAN 2 is more effective and inclusive	Broad stakeholder involvement enhances teachers' accountability and professionalism
Evaluation Tools & Instruments	PKG, supervision, and learning reports	PKG, classroom observations, teacher reflections, lesson study, and action research findings	MAN 2 uses a wider variety of practice-based assessment tools	Context-appropriate variations in assessment tools improve the accuracy of professionalism assessments
Culture of Evaluation	It has not yet fully become part of the academic culture; administrative routines still dominate	Evaluation as an academic culture that fosters reflection and collaboration	The evaluation culture at MAN 2 is more conducive to professional learning	A strong culture of evaluation fosters continuous learning and teacher professionalism
Integration of Evaluation and Planning	Evaluation has not yet been fully integrated into MBS planning	The results of the evaluation are directly integrated into the teacher development program	More Effective Integration of Evaluation and Planning at MAN 2 Model Medan	Integrating evaluation with MBS planning accelerates improvements in teacher quality

Source: Field research findings (2025–2026)

CONCLUSION

This study reveals that the implementation of School-Based Management (SBM) in developing teacher professionalism at MAN 1 Medan and MAN 2 Model Medan occurs through four interrelated management functions—planning, implementation, supervision, and evaluation albeit with substantively different levels of internalization and orientation. MAN 1 Medan implements SBM with an emphasis on administrative orderliness and the development of individual teacher competence, resulting in implementation that tends to be short-term oriented and evaluation that remains managerial-administrative in nature, not yet transforming the work culture into a reflective and collaborative one. In contrast, MAN

2 Model Medan implements SBM in a more systematic, participatory, and quality-culture-based manner, with planning grounded in a comprehensive analysis of teacher needs, clinical-reflective supervision, and evaluation integrated with planning, thereby positioning SBM as a driving force for the holistic transformation of teacher professionalism. These comparative findings confirm that the effectiveness of SBM in the madrasah context is determined by three key factors—the internalization of Islamic values, the formation of a reflective culture as an integral part of the internal quality assurance system, and participatory leadership by madrasah principals which give rise to a new theoretical proposition that teacher professionalism develops optimally when administrative management transforms into value-based and sustainable quality-culture-based management. The practical implication is that madrasahs still at the administrative SBM stage, such as MAN 1 Medan, need to strengthen planning based on measurable and genuine teacher needs, supervision oriented toward continuous individual coaching, and a reflective-collaborative evaluation culture, so that these findings can serve as a comparative framework for madrasah education policymakers in designing a management model that is not only administratively orderly but also capable of fostering substantive, sustainable, and madrasah-value-based transformation of teacher professionalism.

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