



School Based Management at MTs Anwaha

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ARTIKEL INFORMATION	ABSTRACT
<p>Received: 2026-04-16</p>	<p><i>This study aims to analyze the implementation of school-based management at MTs Anwaha in the context of strengthening religious culture, technology-based monitoring systems, and the digitization of learning management. This study employs a qualitative approach using a case study design to gain an in-depth understanding of the school's distinctive management practices. Data were collected through observation, in-depth interviews, and documentation, then analyzed using the Miles and Huberman interactive model through the stages of data reduction, data presentation, and drawing conclusions. The results of the study indicate that school-based management at MTs Anwaha is realized through three main dimensions. First, the strengthening of religious culture through policies requiring male students to wear a turban and female students to wear a veil as a means of fostering identity and discipline rooted in Islamic values. Second, the implementation of an intensive surveillance system through the installation of 85 CCTV cameras, which serve to enhance control, security, and order within the madrasah environment. Third, the digitization of learning management through the use of the A-Smart application in the teacher and student attendance system, which improves efficiency, data accuracy, and institutional accountability. The conclusion of this study indicates that school-based management at MTs Anwaha forms an integrated governance model combining religious identity, control systems, and digital technology. The implications of this study emphasize that madrasah management in the digital era requires not only technological innovation but also integration with cultural and religious values as the institutional foundation. This study contributes to the development of an adaptive, contextual, and value-based model of Islamic education management.</i></p>
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INTRODUCTION

School based management is an educational management approach that emphasizes school autonomy in decision making, stakeholder participation, and accountability in improving the quality of education. In the context of madrasahs, the implementation of school based management is not only oriented toward administrative and instructional effectiveness but also encompasses the reinforcement of religious values, character development, and the management of a distinctive institutional culture.¹ A number of studies indicate that the application of school based management in madrasahs contributes to improving the quality of educational services through strengthened leadership, community participation, and governance that is more adaptive to local needs.²

In the era of digital transformation, school-based management practices have undergone a significant shift from conventional models toward systems that are more information technology based.³ Digitalization in educational management has proven capable of enhancing efficiency, transparency, and the accuracy of school data management, including in aspects of attendance, supervision, and learning evaluation. This transformation requires schools to integrate technology as an integral part of the management system that is inseparable from the educational process.⁴ In the context of madrasahs, the use

¹ Siregar, R., Harahap, M., & Daulay, N. (2024). School Based Management In Improving Madrasah Performance. *Journal of Educational Management*, 11(1), 21–34.

² Fajri, M. (2023). Implementasi Manajemen Berbasis Sekolah Pada Madrasah Tsanawiyah. *Jurnal Belejer*, 5(2), 112–125

³ Arifin, M., Hasan, R., & Yusuf, A. (2025). Digital Transformation in School Management Systems and Its Impact on Educational Quality. *Journal of Educational Innovation and Research*, 12(1), 45–60

⁴ Huda, N., & Rahman, A. (2024). Transformasi Digital Dalam Manajemen Pendidikan: Meningkatkan Efisiensi dan Aksesibilitas. *Idaroh Journal*, 8(1), 15–28

of information systems such as EMIS and other digital platforms has become a crucial component in strengthening data-driven governance.⁵

However, the implementation of school based management in practice still faces various challenges, particularly regarding the integration of school cultural values, monitoring systems, and the digitalization of management. Most previous studies have tended to examine MBS in a fragmented manner, focusing on aspects such as leadership, community participation, or technology use, without considering the comprehensive interconnections among these dimensions.⁶ In reality, however, effective school management requires synergy between the strengthening of institutional identity, a structured control system, and the utilization of technology as a tool to support decision-making.

This situation is clearly evident in the school-based management practices at MTs Anwaha. Based on field data, this madrasah has a very distinctive policy regarding the management of religious culture, namely requiring male students to wear a turban and female students to wear a face veil. This policy demonstrates that school based management at MTs Anwaha functions not only as an administrative system but also as an instrument for building institutional identity and internalizing Islamic values in students' daily lives. This aligns with research findings stating that a strong school culture plays a crucial role in shaping students' character and enhancing the quality of learning.⁷

Additionally, MTs Anwaha implements intensive surveillance management through the installation of 85 CCTV units distributed throughout the madrasah

⁵ Nasution, H., Siregar, D., & Lubis, M. (2024). Digitalisasi Tata Kelola Madrasah Berbasis EMIS. *Jurnal Manajemen Pendidikan*, 10(2), 89-102.

⁶ Putra, A. (2023). School Based Management and Educational Leadership. *International Journal of Education Studies*, 6(2), 55-70.

⁷ Rahman, F. (2023). School Culture And Character Building In Islamic Education Institutions. *Journal of Islamic Education*, 9(1), 77-90.

premises. This surveillance system reflects the institution's efforts to create a safe, orderly, and controlled environment.⁸ Research indicates that the use of CCTV in educational settings can improve student discipline and behavioral control, although it also raises issues related to student privacy and psychological well being.⁹ Therefore, the implementation of technology-based surveillance requires a more in depth analysis within the context of school-based management.¹⁰

In the field of learning, MTs Anwaha has adopted digital innovations through the use of the A-Smart application in the teacher and student attendance system.¹¹ The use of this application demonstrates a transformation in learning management toward a more modern, efficient, and data-driven system. Recent studies indicate that digital attendance systems can improve the accuracy of attendance data, minimize manipulation, and support the effectiveness of learning management.¹² In fact, the integration of attendance systems with surveillance technologies such as CCTV and artificial intelligence has begun to be developed to create a more comprehensive monitoring system.¹³

Nevertheless, studies that integrate school-based management, the strengthening of religious culture, CCTV-based surveillance systems, and the

⁸ Lee, J. (2024). The Hidden Curriculum Of Surveillance In Schools. *Social Sciences Journal*, 9(3), 201–215

⁹ Putri, L., & Santoso, B. (2024). Effectiveness of CCTV Implementation in Improving Student Discipline. *Indonesian Science Conference Journal*, 11(4), 300–312

¹⁰ Khair, A., Bukhari, A., Rahman, GA, & Amin, I. (2025). Manajemen Sistem Pendidikan Dalam Pengaplikasi Teknologi Digital Terhadap Pembelajaran Berani Pada Madrasah Tsanawiyah Anwarul Hasaniyyah. *Jurnal Pendidikan Dan Keguruan*, 1 (7), 2200-2215

¹¹ Kumar, S., Patel, R., & Singh, A. (2025). Smart Attendance System Using AI and Surveillance Integration. *Procedia Computer Science*, 250, 112–119

¹² Pratama, R., Wijaya, D., & Saputra, H. (2025). Sistem Presensi Digital Berbasis Web Pada Madrasah. *Jurnal Teknologi Informasi*, 7(1), 33–40

¹³ Zhang, Y., Chen, L., & Wu, H. (2025). AI-Based Classroom Monitoring System Integrating CCTV And Attendance Tracking. *Procedia Computer Science*, 250, 210–218.

digitization of learning remain very limited. Most studies only highlight one of these aspects separately, thus failing to provide a comprehensive picture of how these three dimensions interact in school management practices. Consequently, there is a research gap that needs to be addressed, particularly in the context of madrasahs, which possess unique and complex characteristics.¹⁴

Based on the above, this study has distinctive features that set it apart from previous research. First, this study examines school-based management within the context of a strong religious culture through policies regarding the use of the turban and veil. Second, this study analyzes a massive surveillance system through the use of 85 CCTV cameras as part of institutional control management. Third, this study explores the use of the A-Smart application in learning management, particularly in the teacher and student attendance system. Thus, this study offers a new perspective on the integration of culture, surveillance, and digitalization within the framework of school-based management in madrasahs.¹⁵

This study is expected to provide theoretical contributions to the development of Islamic educational management studies, as well as practical contributions to madrasah administrators in designing adaptive, effective, and technology-based management systems without neglecting the cultural and religious values that constitute the identity of the educational institution.

¹⁴ Sakdiah, H., & Syahrani, S. (2022). *Pengembangan standar isi dan standar proses dalam pendidikan guna meningkatkan mutu pembelajaran di sekolah*. *Lintas Batas*, 5 (1), 622-632 .

¹⁵ Syahrani, S. (2021). Anwaha's education digitalization mission. *Indonesian Journal of Education (INJOE)*, 1(1), 26-35.

RESEARCH METHODS

This study employs a qualitative approach using a case study design to conduct an in-depth examination of the implementation of school-based management at MTs Anwaha. The qualitative approach was chosen because this study aims to understand the phenomenon holistically within its natural context, particularly regarding the integration of religious culture, technology-based monitoring systems, and the digitization of learning in madrasah management practices. A case study was chosen because the research focus is on a single location with unique characteristics that cannot be broadly generalized but provides a deep understanding of the phenomenon under study.

The research location is MTs Anwaha, selected through purposive sampling based on the consideration that this madrasah has distinctive features in the implementation of school-based management, namely through religious dress policies (turban and veil), an intensive surveillance system using 85 CCTV cameras, and the use of the A-Smart application in learning management. The research subjects consisted of the madrasah principal, the vice principal for curriculum, teachers, educational staff, and students directly involved in the implementation of these policies. Informants were selected using purposive sampling, taking into account their involvement, experience, and understanding of the implemented management system.

Data collection methods included observation, in-depth interviews, and documentation. Observations were conducted to directly observe school-based management practices, including the implementation of dress code policies, the use of CCTV for surveillance, and the implementation of attendance tracking via the A-Smart app. In-depth interviews were conducted using a semi-structured

approach to explore informants' perspectives on the objectives, processes, benefits, and challenges of implementing the management system. Documentation was used to supplement the data, including school policy documents, attendance system records, and visual evidence related to the CCTV surveillance system and the use of the A-Smart application.

Data validity in this study was ensured through triangulation techniques, including source, method, and temporal triangulation. Source triangulation was performed by comparing data obtained from various informants, such as the school principal, teachers, and students. Methodological triangulation was conducted by comparing the results of observations, interviews, and documentation. Meanwhile, temporal triangulation was conducted by collecting data at different times to ensure the consistency of the information obtained. Additionally, the researcher also conducted member checks with informants to ensure that the data obtained corresponded to the intended reality.

Data analysis was conducted interactively using the Miles and Huberman model, which comprises three main stages: data reduction, data presentation, and drawing conclusions. Data reduction involved selecting, focusing on, and simplifying data relevant to the research focus. Data presentation was conducted in the form of descriptive narratives to facilitate understanding of patterns and relationships among variables. Furthermore, drawing conclusions is done gradually and continuously throughout the research process until valid and accountable findings are obtained.

To uphold research ethics, the researcher ensures that all informants provide consent before interviews are conducted and maintains the confidentiality of informants' identities. This research was also conducted

based on the principles of objectivity and transparency, ensuring that the results truly reflect real-world conditions in the field without any data manipulation.

With this approach and these procedures, this study is expected to provide a comprehensive overview of the implementation of school-based management at MTs Anwaha, particularly regarding the integration of religious culture, technology based monitoring systems, and the digitization of learning through the A-Smart application.

DISCUSSION

The findings of this study indicate that school-based management at MTs Anwaha does not stop at the administrative meaning commonly understood in many educational management studies, but has evolved into a management system that integrates institutional authority, culture building, behavioral control, and the utilization of technology.¹⁶ In the literature, school-based management is generally understood as a form of decentralization that grants schools autonomy to improve educational quality through more flexible decision making.¹⁷ However, at MTs Anwaha, this autonomy is not only utilized for administrative innovation but is directed toward the formation of a strong institutional identity through cultural regulation, monitoring systems, and the digitization of learning.¹⁸ This indicates that school-based management in the

¹⁶ Adiyono, A., Al Matari, A. S., Patimah, L., & AS, A. A. N. (2025). Can AI-Optimized YouTube Videos Enhance Islamic Religious Education? A Quantitative Study on Student Learning Outcomes. *Jurnal Pendidikan Agama Islam*, 22(1), 175-194.

¹⁷ Widodo, A., Santoso, B., & Lestari, R. (2024). School Based Management And Institutional Autonomy In Islamic Education. *Journal of Educational Policy*, 12(1), 66-80

¹⁸ Ikhsan, M. (2025). Analysis of the Impact of Digital Transformation on Student Learning Outcomes in Islamic Education Subjects at MTsN 6 HSU. *Journal Innovative Practices in Education (JIPE)*, 1(1), 13-21

context of madrasahs can evolve into a governance model that is normative and symbolic in nature, rather than merely administrative.

1. School Based Management Is Achieved Through the Strengthening of the Madrasah's Religious Culture

One of the key findings of this study is that MTs Anwaha implements school-based management by grounding its institutional governance in a religious culture. This is evident in the dress code policy, which requires male students to wear a turban and female students to wear a veil. This policy is understood not merely as a formal dress code but as part of a strategy to shape the madrasah's identity, distinguishing it from other educational institutions. Based on the results of observations, these dress code rules are consistently enforced in the school's daily activities and serve as a symbol of students' commitment to the Islamic values embraced by the institution.

Interview results indicate that madrasah officials view this policy as a means of instilling values, discipline, and religion-based social control. The madrasah principal and teachers believe that the implementation of these religious symbols helps create a more orderly learning environment, upholds social etiquette, and strengthens the institution's image in the eyes of the community. From a management perspective, this policy demonstrates that the madrasah possesses autonomous authority to formulate internal regulations aligned with the institution's vision, mission, and culture.

The findings also indicate that students generally adapt to this policy as part of school norms. Although an adaptation process occurred initially, particularly for new students, in practice the rules are accepted as ingrained customs within the madrasah environment. Thus, the results of this study demonstrate that school-based management at MTs Anwaha is not only

manifested in administrative management but also in the school's ability to construct a strong institutional culture that is internalized in students' behavior.¹⁹

In the first dimension, the research findings indicate that the policy requiring male students to wear a turban and female students to wear a veil is a concrete manifestation of religious cultural management. This policy cannot be understood merely as a uniform regulation, but rather as a strategic instrument in shaping students' habitus and identity. Previous research indicates that school culture plays a significant role in fostering students' religious character and discipline through structured habituation processes.²⁰ In the context of MTs Anwaha, these religious symbols function as visual and collective social control mechanisms, thereby reinforcing the continuous internalization of values. Thus, these findings not only confirm the importance of school culture but also demonstrate that in certain madrasahs, cultural reinforcement is achieved through more stringent and standardized symbolic regulations.

Furthermore, these findings indicate that school-based management autonomy is utilized by MTs Anwaha to establish institutional differentiation through a distinctive religious identity. In many studies, school autonomy is often associated with learning innovation or academic quality improvement.²¹ However, in this case, such autonomy is instead utilized to strengthen institutional character through regulations that address students' daily lives.

¹⁹ Syahrani, S. (2022). Strategi Pemimpin dalam Digitalisasi Pendidikan Anwaha Tabalong. *AL-RISALAH*, 18(1), 87-106.

²⁰ Cahyanto, A., Mulyani, S., & Hidayat, R. (2024). Penguatan Karakter Religius Melalui Budaya Sekolah Pada Lembaga Pendidikan Islam. *Elementary: Islamic Teacher Journal*, 12(1), 77-90

²¹ Fahrezi, M., & Abdi, M. (2024). Implementasi Manajemen Berbasis Sekolah Dalam Peningkatan Mutu Pendidikan Madrasah. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(2), 210-223

This indicates that school-based management is not only oriented toward academic outcomes but also toward the formation of values and identity that characterize Islamic educational institutions.

2. A Surveillance System Using 85 CCTV Cameras Enhances Control, Security, and Institutional Discipline

The second finding indicates that MTs Anwaha implements intensive surveillance management through the installation of 85 CCTV units throughout the madrasah. Based on observations, the CCTV cameras are installed at strategic locations such as the entrance gate, classroom hallways, the courtyard, office areas, study rooms, and several corners where student activity is concentrated. The presence of these CCTV cameras serves not only as a security tool but also as a monitoring instrument that supports comprehensive institutional control.

Interview results with madrasah officials indicate that the installation of CCTV was carried out to address the need for order, security, and real-time monitoring of school activities.²² Teachers and educational staff stated that the presence of CCTV facilitates the monitoring of student behavior, reduces the potential for disciplinary violations, and assists in handling specific incidents that occur within the madrasah environment. With this surveillance system in place, the control process no longer relies solely on the physical presence of teachers or staff but is supported by technology that operates continuously.²³

This study also found that the use of CCTV has an impact on the behavior of madrasah members. Most informants stated that students became more

²² Faradila, AN, & Sholehah, D. (2023). Manajemen Supervisi Pendidikan Di MTs Anwarul Hasaniyyah. *Jurnal Pendidikan Dan Keguruan*, 1 (6), 1797-1808

²³ Syahrani, S. (2022). Peran Wali Kelas Dalam Pembinaan Disiplin Belajar di Pondok Pesantren Anwarul Hasaniyyah (Anwaha) Kabupaten Tabalong. *Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan*, 16 (1), 50-59.

orderly in their attire, more disciplined in following rules, and more cautious in interacting within the school environment because they felt their activities were under surveillance. This indicates that, in the context of MTs Anwaha, CCTV based surveillance management is positioned as a tool to support discipline and order, as well as a component of a modern institutional control system.

In the second dimension, the research findings indicate that the installation of 85 CCTV cameras throughout the madrasah has transformed the surveillance system into one that is more systematic, sustainable, and technology-based.²⁴ These findings align with studies suggesting that the use of CCTV in school settings can enhance discipline, safety, and control over student behavior.²⁵ However, in the context of MTs Anwaha, CCTV serves not only as a security tool but has become an integral part of the school management system. With real-time and comprehensive surveillance, the school is able to monitor student activities more effectively without relying entirely on direct supervision by teachers.

Nevertheless, these findings also require critical analysis. Studies on surveillance in educational settings indicate that overly intensive monitoring can impact students' freedom of expression and psychological well-being.²⁶ In this study, while CCTV was shown to enhance discipline, it also fostered students' awareness that they are constantly being monitored. This highlights the dual nature of CCTV's function: as an effective control tool and

²⁴ Wade, R. (2024). Surveillance and Student Behavior in Modern Schools. *International Journal of Educational Studies*, 15(2), 120–135.

²⁵ Devkota, K. R. (2024). Closed Circuit television (CCTV) Surveillance in Schools: Balancing Safety and Privacy. *Madhyabindu Journal*, 9(1), 45–58

²⁶ Citron, D. K. (2024). The Ethics Of Surveillance In Educational Environments. *Social Sciences Journal*, 9(3), 201–215.

simultaneously as a mechanism that potentially restricts students' social space. Therefore, the implementation of CCTV based surveillance in school-based management must consider ethical and pedagogical aspects to ensure it does not undermine the essence of education as a process of nurturing, rather than mere control.²⁷

3. The A-Smart App Is a Key Tool in the Digitalization of Learning Management

The third finding indicates that MTs Anwaha has integrated the A-Smart application into its learning management, particularly for tracking teacher and student attendance. Based on documentation and interview results, this application is used as a more practical, faster, and well documented attendance tracking system. The use of A-Smart indicates that the madrasah is beginning to shift from a manual administrative system toward digital-based learning management.

The research findings show that the implementation of A-Smart provides several tangible benefits for madrasah management. First, attendance data becomes more accurate and easily accessible. Second, the process of compiling teacher and student attendance records can be completed more quickly compared to manual systems. Third, madrasah administrators can monitor attendance more systematically as a basis for evaluating discipline and learning effectiveness. Teachers noted that the application helps clarify daily attendance data, while management uses it to support the oversight of learning administration.

²⁷ Rifki, M. (2023). Manajemen Sarana Dan Prasarana Dalam Meningkatkan Efektivitas Media Pembelajaran Siswa-Siswi Di Madrasah Tsanawiyah Anwarul Hasaniyyah (Anwaha) Kabupaten Tabalong. *Jurnal Pendidikan Dan Keguruan*, 1 (6), 2040-2054

Additionally, the research findings indicate that digitization through A-Smart reinforces the principle of accountability in school-based management. Teacher and student attendance is no longer merely administrative data but becomes part of managerial information that can be used in decision-making. In practice, the use of this application also demonstrates a shift in work culture within the madrasah environment, where teachers, students, and educational staff are required to be more disciplined regarding a system that is measurable and documented.

In the third dimension, the research findings indicate that the use of the A-Smart application in the teacher and student attendance system has transformed learning administration mechanisms into a more data-driven approach.²⁸ This digitalization demonstrates that school-based management at MTs Anwaha has shifted toward a modern governance system that relies on information technology. Previous research indicates that the digitization of educational management can enhance efficiency, transparency, and data accuracy in school administration.²⁹ In this context, A-Smart (Anwaha Smart Management & Academic Report Tech) functions not only as an attendance tracking tool but also as a source of managerial information that can be used for evaluation and decision-making.

Furthermore, the use of A-Smart also indicates a shift in work culture within the madrasah environment.³⁰ Studies on digital attendance systems indicate that this technology can improve discipline, reduce data manipulation,

²⁸ As-shodiq, M., Hidayat, T., & Rahmawati, N. (2025). Strategi Kepala Madrasah Dalam Meningkatkan Layanan Akademik Berbasis Digital. *Journal of Islamic Education Management*, 6(1), 45–60

²⁹ Maghfiroh, L., & Munajat, N. (2025). Model Pengembangan Madrasah Digital Dalam Meningkatkan Mutu Pendidikan Islam. *Jurnal Pendidikan Islam*, 10(1), 89–104.

³⁰ Haq, M., Rahman, S., & Putri, D. (2025). Digital Attendance System And Its Impact on Administrative Efficiency and User Satisfaction. *Journal of Information Systems*, 11(1), 55–70

and streamline administrative processes.³¹ In this study, the finding that teachers and students became more disciplined regarding attendance suggests that technology functions not only as a tool but also as a behavior-shaping instrument. Thus, digitization through A-Smart can be understood as part of data-driven control management that strengthens institutional accountability.

However, the effectiveness of digital systems also heavily depends on user readiness and integration with organizational culture. Research indicates that technology implementation in education often faces challenges such as limited digital literacy, infrastructure constraints, and user resistance.³² In the context of MTs Anwaha, the success of A-Smart appears to be supported by a school culture already accustomed to discipline and control, allowing the technology to be adopted more easily. This indicates that the relationship between technology and school culture is mutually reinforcing, where culture supports technology implementation, and technology reinforces that culture.

Overall, this discussion demonstrates that school-based management at MTs Anwaha forms a distinctive governance model by integrating religious culture, a CCTV-based surveillance system, and the digitization of learning through the A-Smart application. Unlike previous studies that tended to address these three aspects separately, this study shows that their integration can form a more comprehensive management system. Thus, the main contribution of this study lies in revealing that school-based management in madrasahs can evolve into a management model based on identity, control, and data simultaneously.

³¹ Pranoto, E., Sari, D., & Nugroho, A. (2025). Pengaruh Sistem Presensi Digital Terhadap Kedisiplinan Dan Motivasi Belajar Siswa. *Jurnal Teknologi Pendidikan*, 7(1), 33–45.

³² Burhanan, M., Prasetyo, D., & Kurniawan, A. (2024). Implementasi Sistem Absensi Digital Dalam Meningkatkan Efisiensi Administrasi Sekolah. *Jurnal Manajemen Pendidikan*, 9(2), 101–115

CONCLUDING

This study concludes that the implementation of school-based management at MTs Anwaha has evolved into a distinctive governance model that is not only focused on administrative aspects but also encompasses the strengthening of institutional identity, technology-based control systems, and the digitization of learning management. Through a qualitative case study approach, this research demonstrates that school autonomy is strategically utilized to build an integrated management system that combines religious values, supervision, and technology.

In terms of religious culture, school-based management is manifested through policies requiring male students to wear a turban and female students to wear a veil as a means of reinforcing identity and instilling Islamic values. These policies function not only as formal rules but also as managerial instruments in shaping students' collective habits and discipline. Regarding supervision, the installation of 85 CCTV cameras throughout the madrasah demonstrates a transformation of the control system from a conventional model toward real-time, comprehensive technology-based surveillance, which has proven effective in enhancing order and discipline, though its implementation requires ethical consideration. Meanwhile, regarding the learning aspect, the use of the A-Smart application for teacher and student attendance indicates a digitalization of management that enhances efficiency, data accuracy, and institutional accountability.

Overall, this study confirms that school-based management at MTs Anwaha forms an integrated management model combining religious culture, a surveillance system, and digital technology. The novelty of this study lies in the revelation that these three dimensions do not operate in isolation but interact

with one another to form a management system based on identity, control, and data simultaneously. These findings make an important contribution to the development of Islamic education management studies, particularly in understanding how madrasahs can optimize institutional autonomy to build a management system that is adaptive, structured, and relevant to the demands of the digital age without neglecting the religious values that form the primary foundation of educational institutions.

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