



## ISLAMIC EDUCATION MANAGEMENT IN SENIOR HIGH SCHOOL

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### ABSTRACT

In Islam, everything should not be done haphazardly. Everything must be regulated and carried out by the rules. Moreover, the education management process, all of which must be well designed. SMA/MA educational institutions are asked to provide quality education because inferior educational institutions will gradually be abandoned by society and automatically marginalized. The purpose of this article is to understand the implementation of Islamic education management in SMA/MA, and to study the development and improvement of the quality of personnel in the management of Islamic education in SMA/MA. This type of research was conducted using qualitative research because the data is presented through descriptive analysis. The data collection technique is a literature survey by looking for scientific articles published at least in 2018. Through this research it can be shown that the implementation of Islamic education management in SMA/MA is through programs such as providing well-packaged student orientation events, delivering student learning programs that are in accordance with the curriculum by adding religious values, and running and assisting the program. extracurricular activities that lead to the formation of maturity and morale of students through healthy physical and social activities. In order to maximize human resources, both school principals, teachers and related parties need to carry out coaching and further learning both at the local and international levels so that from this learning and coaching they are able to answer the challenges the industrial world is currently facing in the era of society.

Keywords :*Management, Islamic Education, SMA/MA*

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### 1. INTRODUCTION

Good education management is entitled to the success of a process and learning outcomes in educational institutions, although there are also other factors that drive this success. However, management is at the forefront because it determines how most aspects of learning in the institution are managed. Judging from its basic concept, management is any legitimate human activity carried out by a person or group of people within a limited timeframe to achieve a permissible goal, besides that management is also about serving other people and everything needed to achieve that goal. planning, organizing, coaching, follow-up and presentation operations. Based on these, it becomes clear that good management plays an important role in public institutions to provide the most effective services to the public. Management in educational institutions has a higher position, among other things, because it has the main function of having an impact on student learning success which also has an impact on building abilities, character and civilization that are useful in the context of educating the nation. Therefore, there is no doubt that good education management

will trigger development in various sectors in the country because youth who are currently studying at schools and universities are leaders and actors in all areas of life in the future (Ahma and Aminah, 2021). Management in educational institutions has a higher position, among other things, because it has the main function of having an impact on student learning success which also has an impact on building abilities, character and civilization that are useful in the context of educating the nation. Therefore, there is no doubt that good education management will trigger development in various sectors in the country because youth who are currently studying at schools and universities are leaders and actors in all areas of life in the future (Ahma and Aminah, 2021). Management in educational institutions has a higher position, among other things, because it has the main function of having an impact on student learning success which also has an impact on building abilities, character and civilization that are useful in the context of educating the nation. Therefore, there is no doubt that good education management will trigger development in various sectors in the country because youth who are currently studying at schools and universities are leaders and actors in all areas of life in the future (Ahma and Aminah, 2021).

In managing their education, institutions can refer to any model including the management of Islamic education which is one of the most widely referred to. At the beginning of its introduction, the management of Islamic education was exclusively intended for Islamic educational institutions. Management of Islamic education is a process of organizing Islamic educational institutions according to Islam' in handling learning resources and other matters related to achieving the goals of Islamic education effectively and efficiently. In other sources, the management of Islamic education is also a physical and spiritual development based on Islamic rules towards the formation of the main person as an Islamic parameter (Fauzan and Tharaba, 2022). Today, many non-Islamic institutions have also adopted it,

In Islam everything cannot be done carelessly. Everything must be regulated and in accordance with the rules. Moreover, the management process, everything must be well planned and organized. A clear sequence of work as well as a clear foundation and general methods will make the actions performed receive the blessing and guidance of Allah. Actually management in the sense of something that is organized and runs effectively and efficiently is something that pleases Allah, and is recommended in Islamic law, it can even be said that it is included in the sunnah category. Because the Prophet Muhammad SAW, never did anything carelessly let alone without planning. Indeed, humans can only plan, but without a plan, the order of things will be meaningless. Especially in the learning process which is a noble deed, which has been praised by many hadiths which say that this activity is more important than sunnah worship, everything must be orderly and transparent so that the learning process can run smoothly, effectively and efficiently. Which is the core curriculum and learning content must also be regulated through management so that its implementation can be significant, so that if the curriculum is not regulated by management then the learning process cannot take place optimally and will become an obstacle.

In the Islamic learning method, the curriculum must be prepared with regular management to create humans who are in accordance with the goals of Islamic education, namely perfect humans. Especially in the current conditions, where the curriculum often changes according to the times and technological advances. In addition, the Islamic education curriculum is added or enriched again, because it is better, as the scholars say that Islamic tradition is to maintain the good old and take the new better, management is also regulated so that the implementation of Islamic learning is successful (Wahyudin et al., 2021). Because without good curriculum management, it is impossible for the implementation of learning to take place effectively and efficiently. Therefore,

Along with the times that continue to change towards progress, in the era of globalization which is characterized by increasingly fierce competition as it is today, high school/MA educational institutions are required to provide quality education because inferior educational institutions will gradually be abandoned by society and marginalized economically. automatic. Therefore, the form of improving the quality of education by the government is to establish policies based on improving the quality of the curriculum by delegating authority from the center to the



regions, where schools are given the freedom and authority to regulate and implement education, until the educational evaluation is carried out. In other words, based on this background, the purpose of writing this article, among others:

- 1) Knowing the management of Islamic education in SMA / MA
- 2) Know the development and improvement of the quality of human resources management of Islamic education in SMA / MA

## 2. LITERATURE REVIEW

### 2.1. Basic Principles of Islamic Education Management

According to Ramayulis, the principles of educational management are honest, sincere, trustworthy, fair, responsible, dynamic, practical and flexible. Several discussions about the Qur'an as the basic principles of Islamic education management will be explained in more detail as follows (Hidayatullah et al., 2020):

1. Honest character

The principle of justice in the implementation of Islamic education must be the most important part of the leaders and the people they lead. If there is no sincerity, there will be chaos and disorder in carrying out activities and work that are not worthy of worship. Without honesty, then all his actions to achieve the general goals of educational institutions and institutions will be in vain, because they are done out of compulsion or for the sake of God.

2. Integrity principle

Allah commands every Muslim to act and cooperate with honest people. "You have faith, fear Allah, follow those who fear you." This verse shows that when a believer becomes part of a group or organization, he is an honest person. If many people are sincere in their Islamic education, Allah will reward them for their truthfulness and sincerity.

3. The principle of trust

This principle must be upheld by every Muslim, when he gets a position, when he does a job, he must be responsible and honest in the work given to him. Because basically God commands humans to hand over power to those who are able. four,

4. Principle of responsibility

Each level of management must have people who are responsible for not only completing tasks, but also have the courage to take responsibility for all decisions and actions to achieve common goals. In the implementation of Islamic education, the answer lies not only in its administration but also in Allah. Ramayulis also said that managers will be held accountable for everything they have done, and they will be accountable to humans and God for the actions and policies taken.

5. active principle

Organizers of Islamic education must always be active, bearing in mind that changes may require changes and try not to depend on the implementation of Islamic education, all incentives must be on target and adapted to needs. Just learning Islam.

### 2.2. Main Functions in Islamic Education Management

The main functions of Islamic education management are (Rachman, 2021):

1. work schedule

Planning is the process by which a manager sets goals and takes action to ensure that those goals are achieved. On the other hand, according to Ramayulis, planning is the first step that must be considered by managers and organizers of Islamic education. Planning is an important element

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that must exist in the implementation of Islamic education. In planning a place of Islamic education, it is not only to achieve the goals of Islamic education in a certain place, but also to plan Islamic education beyond the boundaries of the world.

2. Organization

According to Asnawir, organization is the activity of building and establishing cooperative relationships between people to create a business entity to achieve a desired goal. Ramayulis argues that organizational management is an attempt to define the role structure by considering the activities required to achieve goals. This further clarifies the position of the organizer in leadership, the idea of organization is reflected in leadership in an effort to carry out various roles to achieve common goals, even though these roles are different from each other, all roles and activities are leading. directed at a common goal. the expected goals to achieve the previously agreed goals.

3. Weighting function

Management scale allows an organization to operate and plan. Therefore, the rating is carried out by the main director of the board of directors. Managers who are able to motivate their subordinates must have special techniques such as motivation which are expected to make their management more enthusiastic.

4. Monitoring

Monitoring is an effort to ensure that performance does not deviate from the plan that has been set. supervision in an Islamic perspective prioritizes a humanistic approach, namely an approach imbued with Islamic values.

### 3. RESEARCH METHOD

The type of research used is qualitative research because the data is presented through descriptive analysis. Qualitative research is a unique practice within the social sciences that is based on observing people in their context and dealing with those people in their own language and terminology. The data collection technique is literature study by searching for scientific articles published from 2018. The journal articles used are in the form of international and national articles. Journal articles can be found on Science Direct, Garuda Portal, Proquest and Google Scholar. Database search is done by looking at each journal article title. Journal articles used as sources are journal articles containing Islamic education management. The selection of selected journals is adjusted to the purpose of writing

### 4. DISCUSSION

#### 4.1. Management of Islamic Education in SMA/MA

In the field of curriculum management, the curriculum gets the main attention because most of the student education process takes place from here. The 2013 Curriculum (K13) is used as a substitute for the Education Unit Level Curriculum (KTSP), and this brings many changes to most aspects of the student learning experience in a relatively short span of time. The 2013 curriculum contains more learning objectives and expected skills which are then followed by higher task demands for both teachers and students. Some very good things to note about the new curriculum are (Modelu and Pido, 2019). :

1. Targeting the pedagogic process aims to develop many other student skills, not just knowledge through a wider variety of activities that train students' abilities to observe, question, process, present, infer, and create.



2. Implementation of ICT-based learning thinking about all subjects instead of having exclusive ICT classes, policies forcing students to take part in scout extracurriculars, and reversing the main roles of subjects and Guidance and Counseling units from solving student problems to developing potential students greatly stimulate students to engage in more critical creative thinking and interactional activities.

These points may not directly provide an understanding of religious values, but strengthen their intellectual and physical capacity which empowers the two goals of Islamic education. In addition to the learning process based on the curriculum used, reading *Asmaul Husna* (99 Names of Allah) is also held to start Islamic religious education lessons. This is very effective in instilling a good and peaceful atmosphere among new students in the class and helping students follow lessons more conductively so that the religious material discussed can be better received. Traditions like this need to be continued (Rachmawati, 2018).

Every day, students start learning with a 15-minute literacy session in which they read several verses of the Qur'an (this can also be filled once or twice with activities such as reviewing books, sharing motivation, etc. which encourage increased student literacy). The one the first grade teacher supervised that day. Once a week, they go to the school mosque for a 30-minute mentoring session that begins with a 15-minute recitation followed by a scheduled 15-minute lecture by the teacher on religious and character-building themes. Because it is one of the school's priorities to ensure that all Muslim students are able to read the Koran and write basic Arabic script. Students who do not pass the competency standards are required to take part in the Al-Qur'an Literacy Program (BTQ). Apart from religious activities,

As narrated, all management practices in SMA/MA reflect the Islamic education management concept which upholds the growth of students' spiritual, physical and intellectual intelligence. Student orientation programs and extracurricular programs, for example, have covered these three elements very well in their series of sessions even though in appearance they do not refer to religious programs. Further, the fact that the importance of extracurricular activities that enable students to learn life skills and social skills. Familiarize students with positive activities which make sense because currently there is rampant delinquency and crime among students such as drinking, having free sex, mass brawls between students, tend to be stressed and pessimistic about themselves and their future easily, to the simple but embarrassing act of coloring school uniforms on the day of the announcement of the national exam results. Curriculum is one big entity to discuss. First, curriculum changes are necessary for many good reasons. In the context of the 2013 Curriculum, replace those that are not in accordance with the current educational context or complement the previous curriculum with values that have not been prioritized to build community character, where in general all of this leads as one of the government's efforts to improve the quality of the education system in the country. Curriculum is one big entity to discuss. First, curriculum changes are necessary for many good reasons. In the context of the 2013 Curriculum, replace those that are not in accordance with the current educational context or complement the previous curriculum with values that have not been prioritized to build community character, where in general all of this leads as one of the government's efforts to improve the quality of the education system in the country. Curriculum is one big entity to discuss. First, curriculum changes are necessary for many good reasons. In the context of the 2013 Curriculum, replace those that are not in accordance with the current educational context or complement the previous curriculum with values that have not been prioritized to build community character, where in general all of this leads as one of the government's efforts to improve the quality of the education system in the country.

The implementation that has been carried out in several schools turned out to cause several problems, with one of the main causes being the difference in the 2013 Curriculum which was very far from the previous curriculum. Teachers face obstacles, especially in designing activities that can accommodate the many skills needed but still focus on one material topic and present it in an interesting and effective approach. Regarding the teacher's experience in implementing the 2013 Curriculum, there are also other challenges such as time, school facilities and infrastructure, student activities in the teaching and learning process, and assessment problems. It is undeniable that the successful implementation of the 2013 curriculum in schools is highly dependent on teacher participation, therefore teachers need to continue to try the best way to present it in class.

The management of Islamic education in the school environment can be a preventive and anticipatory solution to students' deviant behavior, which is also found in this study. Therefore, such management is expected to be implemented in many other non-Islamic schools especially as they do not really have the privilege of having sufficient religious and moral content in the curriculum. Institutions also need to emphasize providing well-managed educational classes and extracurricular programs for new students every year as they are in the process of adjusting to their new higher education environment. Therefore, providing a positive environment must be a priority; however, Advanced programs should also be provided when they graduate to the next class so that a sustainable impact on students' long-term character building is maintained. Finally, innovative programs for management of Islamic education need to be widely implemented not only in the aspects of students but also teachers, staff and institutional academic administration to achieve maximum performance. Education is a service provider and Islamic education management has proven that it can offer one of the best models of an education system that works well not only in Islamic institutions but also on a non-religious basis and is highly adapted to today's context or any environment. Innovative programs for management of Islamic education need to be widely implemented not only in terms of students but also teachers, staff, and institutional academic administration to achieve maximum performance. Education is a service provider and Islamic education management has proven that it can offer one of the best models of an education system that works well not only in Islamic institutions but also on a non-religious basis and is highly adapted to today's context or any environment. Innovative programs for management of Islamic education need to be widely implemented not only in terms of students but also teachers, staff, and institutional academic administration to achieve maximum performance. Education is a service provider and management of Islamic education has proven that it can offer one of the best models of an education system that works well not only in Islamic institutions but also on a non-religious basis and is highly adapted to today's context or any environment.

The management of Islamic education management must be considered from several factors, including: 1) Good intentions and management, which begins with planning, organizing, and others. 2). hard work and 3). Money or finance. Efforts to organize and improve education (quantitative and qualitative) require continuous expertise and communication, both "internal" and "external". This means that it is necessary to apply "management principles" that are able to organize and utilize all resources and manage them to become a real force that revives Islamic education. All resources are designed to be positively "interactive" and refer to productive, useful, and promising network systems for various parties. Fighting negative behavior requires human creativity.

Therefore, from the point of view above, education plays an important role in the development of people's thinking, culture and lifestyle, both directly and indirectly. So that change must start from the point of view of institutions, teaching materials, teachers as education providers, methods, materials, and others. All aspects and elements that support the educational process must be able to consider carefully and in depth, in order to be able to build a model of educational culture at the SMA/MA level.



## 4.2. Development and Improvement of the Quality of Human Resources

Improving the quality of human resources (HR), according to Sarnoto and Romli (2019), to address strategic issues of education policy in SMA/MA presents challenges and needs to be further improved to improve human resources. This policy is mandatory to oversee Islamic education in SMA/MA. The quality of human resources will greatly affect the improvement of the quality of Islamic education, both institutionally and in other aspects. Human resources who have talent, experience and professional competence will be able to develop Islamic education very well with all available resources. The quality of human resources is related to technical and non-technical skills. Technical competence includes competence, experience and professional skills, which are absolute requirements to achieve national competitiveness in the international era.

Thus, employees in this context include administrators, teachers, education staff as well as officials/staff and students. The desired quality of personnel is that they have the ability and knowledge to carry out their duties and responsibilities. Experience and skills are required to carry out responsibilities. If a school does not have qualified and reliable human resources, then its programs and activities will not run well. Worse, they produce graduates who are ignorant and less able to compete in many areas of life. Leaders, teachers and education staff in SMA/MA, emphasize adequate religious knowledge and perspectives or with a mature, practical level of religious knowledge.

Apart from those who are directly involved in the development of Islamic education, students are also participants whose resources must be fully developed, namely their physical, mental and spiritual abilities. If these three are developed as well as possible, then students who are knowledgeable and highly capable will be born who will influence the quality and character of the nation in accordance with the religious program and the nation's outlook on life (Wahyudin et al., 2021).

The strategic direction of Indonesia's education policy in SMA/MA is also important in order to build relationships and strengthen various partnerships with educational and non-educational institutions, both government and non-government, and non-governmental organizations, at home and abroad. Currently, cooperation is increasingly needed because of the interdependence between one organization and another. The challenges ahead are enormous. Collaboration is a solution to the challenges faced by Islamic education and is a response to the digital era. In addition, globalization requires Islamic education in SMA/MA to answer the challenges and problems of human life. The collaboration aims to increase the capacity of human resources, exchange and absorption of information and increase the capacity of Islamic education, both in terms of institutional capacity and personnel capacity, curriculum, related programs and development of supporting infrastructure. This collaboration will make a major contribution to Islamic education and help improve Islamic education in the future.

SMA/MA must also change its educational paradigm to respond to the challenges of society 5.0. To measure the integrity of the education curriculum in Indonesia, especially Islamic education, namely improving the quality of teachers as facilitators, teachers as inspirations, and role models for the growth of student creativity and tutors who can motivate each student to continue learning. Likewise, a technology-based national education system and adequate infrastructure are needed to create good schools. In addition, a leader who has a leadership spirit and can manage Islamic education well is also needed, and collaboration with the government and the surrounding environment is also needed to realize school activities and learning activities. Meanwhile, to improve human resources, both school principals, teachers,

In today's 5.0 society, of course, with the development of an increasingly advanced era and increasingly providing new hope for society, where people are faced with technology that can access virtual spaces such as physical space and technology in a big data-based society. Likewise with robots that are used to support and assist human work, the impact of technology is that it can cause social, language, age and all special needs that are designed to meet individual needs, in the world of education the student learning process is directly confronted with robots that are designed

to replace the teacher or even remotely controlled. In SMA/MA, the learning process can happen anytime and from anywhere. In the 20th century, education focused on information based on book sources. The focus is only on local and national areas, whereas in the current era education is more focused on all ages where every child is part of society, learning activities not only from books but also from the internet. Indonesian SMA/MA students need at least six basic literacy skills, namely the ability to read, analyze and use information or big data in the digital world, then technology literacy, understanding how machines and applications work.

## 5. CONCLUSION

Based on the presentation it can be concluded that:

1. The implementation of management of Islamic education in SMA/MA is through programs such as providing well-packaged presentation of student orientation events, delivering student learning programs that are in accordance with the curriculum by adding religious values, as well as running and assisting extracurricular programs that lead to the formation of maturity. and morale of students through healthy physical and social activities.
2. The strategic direction of Indonesia's education policy in SMA/MA is also important in order to build relationships and strengthen various partnerships with educational and non-educational institutions, both government and non-government, and non-governmental organizations, at home and abroad. Currently, cooperation is increasingly needed because of the interdependence between one organization and another. To improve human resources, both school principals, teachers and related parties need to carry out further coaching and learning both at the local and international levels so that this learning and coaching is able to respond to the challenges the industrial world is currently facing in the era of society 5.0.





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