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The Basic Concepts Of Islamic Education Management And Its Correlation With Polexsosbud Aspects

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Abstract

The objects of educational management in this description are all types of management activities that are directly or indirectly involved in educational activities. As the central point of view is educational activities in schools. However, because activities in these schools cannot be separated from formal and non-formal environmental channels, then of course the scope of the education system up to the central level is also discussed. In a classroom environment, the teacher is the administrator. Gutu must carry out management activities. In the school environment, the principal is the administrator. With the understanding that management is management, management, the principal acts as a manager in the school he leads. Apart from administrators at school, there are also education management executors, namely people who work in education offices and training centers or in courses that have roles and duties like administrators at school. The management process involves the main functions of a manager/leader, namely planning, organizing, actuating and controlling. Education management is also a series of joint activities or the entire business control process for cooperation. a group of people in achieving educational goals that have been set in a planned and systematic manner, which are held in a certain environment. Management of education is essentially related to educational goals, people who collaborate, systemic and systematic processes, and the resources that are utilized.

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INTRODUCTION

Managers can also mean leaders, directors, management, which is taken from the verb manage which means to drive, manage, and govern (Purwadar Minta, 1974: 76). Management according to Dr. Hadari Nawawi is an activity carried out by managers in managing organizations, institutions, and companies (Nawawi, 1997: 78). Islamic education management is an activity to mobilize and integrate all Islamic education resources in order to achieve the goals of Islamic education that have been set previously.

According to Prof. Dr. H. Muhaimin, MA put forward the notion of Islamic Education in the first two aspects *of* Islamic education as educational activities organized or established with the desire and intention to embody Islamic teachings and values. *Second,* Islamic education is an education system developed from and inspired or imbued with Islamic teachings and values (Muhaimin et al, 2010: 4).

The Al-Qur'an's instructions regarding flexibility in this management system are included in Surah al-Hajj verse 78: And strive for the cause of Allah with true jihad. he has chosen you and he has never made any hardships for you in religion. Surah Al-Baqarah verse 185 " *Allah wants convenience for you and does not want difficulties for you* ".

To realize all the aspects revealed in the explanation above, it turns out that management problems cannot be separated. And management itself has actually been described in the Koran. If we want to understand and analyze various aspects that exist that management is to know where to go, what difficulties to face, what forces to run and how do you drive your vehicle by making your passengers comfortable in your vehicle that you drive, not the other way around.

DISCUSSION

Definition of Education Management

The word management comes from the word *manus* and *agree* which means do. The words are combined into the verb *managere* which means handle. *Managere* is translated into English in the form of a verb *to manage,* with a noun with *management* , and manager for people who carry out management activities. Finally Management translated in language Indonesia become management _ or management (Usman, 2006: 3). According to GR Terry as quoted by Mulyasa in his book *"principle of management"* defines management as a

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process consisting of planning, organizing, actuating and controlling actions, which carried out to determine and achieve predetermined goals through the use of human resources and other resources (Mulyasa, 2004: 3), the term madrasa management is often juxtaposed with the term madrasa administration . In this regard, there are three views different; *first* , defines it more broadly than Management (Management is the essence of administration); *secondly* , looking at management more broadly than administration and *thirdly* , the view that considers that management is synonymous with administration. Based on its main function the term management and Administration has the same function. Therefore, the difference between the two terms is inconsistent and insignificant (Mulyasa, 2004: 19) .

To create a learning atmosphere and learning process students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by himself, the nation community and the State (Usman, 2006: 7).

Purpose Education Management

The objectives of educational management are very close to the objectives of general education general, because educational management is essentially a tool for achieve educational goals optimally.

In detail, the objectives of education management include:

1. Creating an active, creative, effective and fun learning atmosphere and learning process (PAKEM)
2. The creation of students who actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state
3. Achievement of educational goals effectively and efficiently
4. Provision of educational staff with theories about the processes and tasks of educational administration
5. Overcoming the problem of quality of education.

Education Management Function

1. Planning (*planning*)

Planning is a number of activities that are predetermined for carried out in a certain period in order to achieve that goal set. Planning according to Bintoro Tjokroaminoto is a process Prepare systematic activities that will be carried out to achieve certain goals. Prajudi

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atmosurodirdjo, defines planning as calculation and determination of something to be executed in order to achieve specific goals, who does, when, where, and how do it. SP.

2. Organizing (*organizing*)

The word organization comes from the Latin, *organum* which means tool, part, limb. Mooney, a general motors executive in his book *the principle of organization* (1947) defines an organization as a group of two or more people who join to achieve certain goals (Usman, 2006: 127-128).

3. Movement (*actuating*)

The actuating function is part of a group or organizational process that cannot be separated. The terms that can be grouped into this function are *directing commanding* , *leading* and *coordinating* (Tanthowi, 1983: 74). Due to actuating actions as mentioned above, this process also provides motivating, to provide mobilization and awareness of the basis of the work they are doing, namely towards the goals that have been set, accompanied by providing new motivations, guidance or direction, so that they can realize and arise the will to work diligently and well.

4. Supervision (*controlling*)

Supervision is an activity that strives for work can be carried out in accordance with the plans or objectives that have been set. In other words, supervision is an assessment As well as corrections so that what has been planned can be implemented correctly. *Controlling* is important because it is the final bridge in the functional chain of management activities. Control is one way for managers to find out whether organizational goals are achieved or not and why they are achieved or not achieved. Besides that, controlling is a control concept, monitoring the effectiveness of planning, organizing, and leadership as well as making improvements when needed.

Scope of Education Management

In discussing the scope of education management, it will be seen from 4 perspectives, namely from the point of view of work areas, cultivated objects, functions or sequences of activities and executors (Arikunto & Yuliana, 2008: 5-8).

1. Scope by work area.

   Based on the work area review, the scope of education management is separated into:

   a. Management of education throughout the State, namely management of education for national affairs. What is handled within this scope is not only the implementation of education in schools but also education outside of school, youth education,

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organizing training, research, developing educational issues and also covering culture and the arts.

b. One-province education management, namely education management covering the work area of one province whose implementation is further assisted by education management officers in districts and sub-districts.
c. Education management for one district/city, namely education management covering the work area of one district/city, covering all educational affairs including levels and types.
d. One work unit education management. The understanding in the management of this unit is more focused on a work unit that directly handles educational work, for example; schools, training centers, educational centers, and courses. Thus the characteristics of the unit are (1) a tutor. (2) Materials taught. (3) Lesson recipients, plus all supporting facilities.
e. Classroom management, as the smallest unit of activity in the educational endeavor, is precisely the "core kitchen" of all types of educational management. It is in this classroom management that the term "classroom management" is used, both instructional and managerial in nature.

2. Scope according to cultivated objects

In terms of the objects worked on by education management, with the starting point of the "core kitchen" activities, namely teaching and learning activities in the classroom, there are at least 8 objects worked on, namely:

a. Student management
b. School personnel management
c. Curriculum management
d. Facilities or material management
e. Educational management
f. Financing management
g. Management of educational institutions and educational organizations
h. Management of public relations or educational communications

3. According to the function or sequence of activities

The management or management functions are:

a. Plan
b. Organize
c. Direct

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d. Coordinate
e. communicate
f. Supervise or evaluate

However the distribution, or whatever it's called, the elements of these activities are still related to one another. The link is reversible. So for example we think about planning, of course we have also thought about how the organization will be formed, who will handle the task, how it will be directed and so on.

4. According to the executor

Many people think that only the principal and administration staff are responsible for carrying out education management. Such a view is wrong. Management is an activity that is serving. In teaching and learning activities, management functions to expedite the course of the process, or assist the implementation of activities to achieve goals in order to obtain effective and efficient results.

Characteristics of Islamic Education Management

In our opinion the concept of management of Islamic education according to the perspective (view) of the Qur'an is as follows, namely flexible, effective, efficient, open, cooperative and participatory.

1. Flexible

Flexible in question is not rigid (flexible). According to Prof. Dr. Imam Suprayogo that based on the results of his observations, even though they are still limited in nature, indicate that schools or madrasas achieve superior performance precisely because of the flexibility of their managers in carrying out their duties (Suprayogo, 1994: 74).

2. Effective and Efficient

According to Dr. Wayan Sidarta; "Effective work is work that gives results as originally planned, while efficient work is work that costs according to the original plan or is lower, what is meant by cost is money, time, energy, people, materials, media and facilities (Sidarta, 1999: 4). The verses of the Qur'an that can be used as a reference for these two things are Surah al-Kahf verses 103-104 (about effectiveness), " *Say: "Shall we tell you about the people whose actions have the most to lose. Namely those who people whose deeds in the life of this world have been in vain, while they think that they are doing their best* " and Surah Al-Isra, verses 26-27 (about efficiency) " *And give to families who are close to their rights, to the poor and people on the way and do not squander (your wealth) extravagantly. Verily, those spendthrifts are the brothers of satans and satans are very disbelievers in their Lord."*

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3. Open

What is meant by being open here is not only being open in providing correct information but also willing to give and receive suggestions/opinions from other people, opportunities are open to all parties, especially staff to develop themselves according to their abilities both in positions and other fields

The verse of the Qur'an which instructs mankind to act honestly and fairly, both of which are the key to openness, is in the letter An-Nisa verse 58 as follows *: when stipulating laws among people that you may judge fairly. Verily Allah gives you the best teaching. Verily, Allah is All-Hearing, All-Seeing."* According to Jeane H. Ballantine in his book "sociology of education" as follows: *Principals have power to influence school effectiveness through their leadership and interaction. In the successful school, principals meet teachers regularly ask for suggestions and give teachers information concerning effectiveness, principals rarely act alone* (Ballantine, 1989: 183).

From the above statement it is clear that the principal has the power to influence the effectiveness of the school through their leadership and interactions. As well as successful schools besides holding regular meetings, the principal also accepts and solicits input from school staff and rarely does his own work. Meanwhile, according to Malayu Hasibuan, in open management, before making a decision, first provide opportunities for employees, give suggestions, opinions, strictly speaking, managers invite employees to:

a. participate in thinking about the difficulties of the organization and its development efforts
b. they know the direction the organization is taking and so have no hesitation in carrying it out
c. participate more in their respective duties
d. creating something healthy while competing to develop initiative and innovative power (Malay, 1989: 77).

4. Cooperative and Participative

In order to carry out their duties, Islamic education managers must be cooperative and participatory. This is due to. There are several reasons why the management of Islamic education must be cooperative and participatory, this is because in life we cannot escape from several limitations which, according to Chester I Bernard, imitation includes:

a. Physical (natural) limitations, for example, to meet food needs he has to plant and this is often done by other people or with other people
b. Limitations Psichologi (science of the soul). Humans will appreciate and respect it

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c. Limitations of sociology. Humans cannot live without other people
d. Biological limitations. Humans are biologically included as creatures including weak creatures so that to strengthen and maintain themselves humans must work together, give and receive each other, unite and hold bonds with humans.

The verses of the Qur'an relating to cooperative and participative, among others, surah al-Maidah verse 2 are as follows: *Help you in doing good and piety and do not help each other in acts of sin and enmity* . (QS. Al-Maidah verse 2)

In order for the goals of Islamic education to be achieved as expected, it is necessary to have a reliable manager who is able to plan well, organize, mobilize, and exercise control and knows *strengths* , weaknesses , opportunities , and threats. (*threat*), then people who are given the mandate to manage Islamic educational institutions should be in accordance with the Qur'an.

According to Tanthowi in his book The elements of management according to the teachings of the Koran are as follows:

a. Knowledgeable, creative, initiative, sensitive, open-minded, and always responsive. This is in accordance with the letter al-MujJadi verse 11, " *O you who believe, if you are told:" Make room in majlis, then make room for you, Allah will make room for you. and if it is said: "Stand up", then stand up, Allah will exalt those who believe among you and those who are given knowledge by degrees. and Allah is Aware of what you do* .
b. Act fairly and honestly and consistently. This is in accordance with the Qur'an surah an-Nisa verse 58, namely " *Verily, Allah orders you to convey the mandate to those who are entitled to receive it, and (orders you) when establishing laws between people so that you determine fairly. Verily Allah gives you the best teaching. Verily, Allah is All-Hearing, All-Seeing."*
c. Responsible. In accordance with surah al-An'am verse 164, " *Say: "Shall I seek God besides Allah, even though He is the Lord of all things. And no one commits a sin but his harm returns to himself; and a sinner will not bear other people's sins. Then you will return to your Lord, and He will tell you what you disputed."*
d. Selective to information. In accordance with surah al-Hujurat verse 6, " *O you who believe, if the wicked person comes to you with news, then check carefully so that you do not inflict a calamity on a people without knowing the circumstances that cause you to regret your actions."*
e. Give a warning. In accordance with Al-Zariat verse 55, " *And keep on giving warnings, for verily the warnings benefit those who believe"*

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f. Giving guidance and direction, In accordance with the verse as-Sajadah verse 24, " *And We made leaders among them who gave instructions to us when they were patient. and is that they believe in our verses."* (Tanthowi, 1983: 63).

Interconnection of Islamic Education Management and Poleksosbud in Indonesia

Political policies in Indonesia greatly determine the progress of education in Indonesia , especially for Islamic educational institutions. Policies made by the government relating to Islamic education policies, cannot be separated from the role of Muslims as policy makers, therefore Muslims must play a role in politics. In addition, the government in making policies, should be oriented to the needs of the community. In improving the quality of education in Indonesia, the government cannot realize it alone, but there must be collaboration with the community (educational institutions), namely the role of leaders and educators in each educational institution. The government must pay attention to quality and also improve the welfare of teaching staff, so that they can focus on devoting themselves to educating the nation's children (Muntholib & Rosadi, 2021: 132).

CONCLUSIONS

Management of Islamic education as a process of using various resources to provide guidance on a person's spiritual and physical growth so that he develops optimally in accordance with Islamic teachings. Management of Islamic education is also management that is applied in the development of education. In a sense it is the art and science of managing Islamic educational resources to achieve the goals of Islamic education effectively and efficiently. It can also be interpreted as the process of planning, organizing, directing and controlling Islamic education resources to achieve the goals of Islamic education effectively and efficiently. Education management is more general in nature for all educational activities in general, while education management is more specifically directed at the management applied in the development of Islamic education. In the sense of how to use and manage Islamic education resources effectively and efficiently to achieve the goals of development, progress and quality of the process and results of Islamic education itself. Of course, the aspects of *managers* and *leaders* who are Islamic or imbued with Islamic teachings and values and/or which have Islamic characteristics, must be attached to the management of Islamic education.

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