

# Management of Madrasah Education in Improving the Quality of Education

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**Abstract:** This paper aims to explain the existence of madrasah in Indonesia as an effort to accommodate the growth and development of science and the increasing number of students. In addition, madrasah is also one form of institution that can improve the quality of education. Therefore, madrasah as an Islamic educational institution that exist in Indonesia, developed around the beginning of the 19th century. But in the implementation of education and teaching is still not have uniformity between one area with another, especially concerning. Madrasahs are the leading spearhead in the implementation of the Islamic education process. Madrasah as an educational institution that grows and develops from the tradition of religious education in society, has an important meaning so that its existence continues to be fought. The first Islamic Education Institution established in Indonesia is in the form of pesantren. With its distinctive character-oriented religious values, pesantren has been able to lay the foundations of a strong religious education. The santri are not only equipped with an understanding of the teachings of Islam but also the ability to spread and defend Islam. In addition, students are also equipped with a variety of skills that follow the development of science and technology.

**Keywords:** Madrasah, Education, Management, Islam, Quality.

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## 1. INTRODUCTION

Madrasahs are "public schools characterized by Islam". This understanding shows in terms of curriculum materials, madrasahs teach the same general knowledge with equivalent public schools, only that distinguish madrasah with public schools is a lot of religious knowledge given, as a characteristic of Islam or as an educational institution under the auspices of the Department Religion. Madrasah as one of the Islamic educational institutions in Indonesia is required to participate in efforts to build quality and useful human beings for life. The madrasah education level consists of Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA) (Hery Noer Aly, 1999; Maksum, 1999).

Madrasah began to be established and developed in the 5th century or the 10th or 11th century AD. At that time the teachings of Islam had developed widely in various fields of science, with various schools of thought. The division of science involves not only the sciences relating to the Qur'an and Hadith, such as the Qur'anic sciences, hadith, fiqh, kalam science, and tasawwuf science but also the fields of philosophy, astronomy, medicine, mathematics and various fields of the natural sciences and society. Streams that arise as a result of these developments are fighting over influence among Muslims, and trying to develop their own schools and schools. Thus formed madrasah-madrasah in terms of mind groups, schools or schools. That is why most of the madrasahs established at that time were associated with the names of the famous schools of their time, such as the madrasah of Shafi'iyah, Hanafiyah, Malikiyah or Hanbaliyah (Hasbullah, 2001).

In a historical perspective, Indonesia is a unique Muslim country, located very far from the center of Islam (Mecca). Although the new Islam entered Indonesia in the seventh century, the international world recognizes that Indonesia is one of the majority Muslim country. This is one indicator of the success of Islamic Religious Education in Indonesia.

The first Islamic Education Institution established in Indonesia is in the form of pesantren. With its distinctive "religious oriented" character, pesantren has been able to lay the foundations of a strong religious education (Sarijo, M., 1980;

Dhofier, Z., 1982). The santri are not only equipped with an understanding of the teachings of Islam but also the ability to spread and defend Islam. The inclusion of the school education model had a disadvantage for the Muslims at that time, leading to the birth of the dichotomy of theology (Islam) and secular science (general science and the secular science of Christianity). The dualism of the confrontational model of education has inspired the emergence of the reform movement in education in the early twentieth century (Thoha, Chabib, and Muth'i, 1982). The reform movement aims to accommodate the school system of education into the pesantren environment. The style of this educational model quickly spread not only in remote parts of Java but also outside Java. That's where the madrasah embryo was born.

The purpose of this paper is to explain the essence of Islamic education in madrasah as an educational institution that grows and develops from the tradition of religious education in society.

## 2. MANAGEMENT OF ISLAMIC EDUCATION

Management comes from the Latin, which is derived from the word manus, which means hand; and agree which means to do. The words are combined into a managere verb; Which means handle. Managere translated into English; In the form of a verb to manage, in the form of a noun management, and manager for the person conducting management activities. Finally, management is transliterated into Indonesian into management with management meaning (Husaini Usman, 2008: 4). While the term management understanding is the utilization of resources effectively to achieve the intended goals or targets (Tim Reality, 2008).

The word "education" is often associated with the word "teaching" which in Arabic is called "tarbiyah wa ta'lim". While "Islamic education" in Arabic is called "Tarbiyah Islamiyah". In general, Islamic education is the formation of Muslim personality (Zakiyah Daradjat, 2006).

The understanding of Islamic education according to some experts, among others:

1. Islamic education is the guidance given by someone to someone for him to develop maximally in accordance with the teachings of Islam. When abbreviated, Islamic education is the guidance of a person to be a Muslim as much as possible (Abuddin Nata, 2008).
2. Islamic education is the guidance of spiritual and physical growth according to Islamic teachings with the wisdom of directing, teaching, training, nurturing and supervising the enactment of all Islamic teachings (M. Athiyah Al Abrasy, 1993).
3. In general, Islamic education is the formation of Muslim personality (Zakiyah Daradjat, 2006: 27).
4. The results of Islamic Education Seminar in Indonesia from 7 to 11 May 1960 in Cipayung Bogor: "Islamic education is the guidance to spiritual and physical growth according to Islamic teachings by wisdom, directing, teaching, training, nurturing and supervising the implementation of all Islamic teachings" (Jamaludin and Abdullah Aly, 1999: 9).

From various opinions about the meaning of Islamic education, it can be concluded that the notion of Islamic education is the process of guiding a person to spiritual and physical growth according to Islamic teachings to the Muslim personality. Thus the meaning of Islamic education management is a process of structuring or management of Islamic educational institutions that involve the human resources of Muslims and mobilize it to achieve the goal of Islamic education effectively and efficiently as illustrated in the understanding above.

## 3. ELEMENTS OF ISLAMIC EDUCATION MANAGEMENT

The elements of management of Islamic education is a management function, where when the elements that are not executed then the optimization of results will not be achieved. The elements of Islamic education management there are 4 (four) namely: planning, organizing, actuating, controlling (Mochtar Effendi, 1986: 71). Four elements of management will be presented in the following article.

1. Planning. Planning is planning, which is the action that will be done to get the results specified within a certain time and space. Thus, planning is a process of thinking, both in outline or in detail of an activity or work done to achieve the best and economic certainty.
2. Organizing (Organizing). Organizing (Organizing) is the preparation and arrangement of the parts to become a unity. Organizing is required in Islamic education in order to unify the vision of the mission with a neat organizing so that the goal can be achieved.

3. Actuating. Actuating is essentially moving people to achieve the goals set out effectively and efficiently. Actuating is an application or implementation of planning that has been prepared and planned.

4. Controlling. Control is the determinant of what should be done while assessing and improving so that the implementation of the program in accordance with what is planned by Islamic education.

Of the various elements of management that have been stated above, it can be concluded that the function of Islamic education management is Planning (planning), Organizing (organizing), Actuating (action), and Controlling (control). These elements can not be separated from one another in order to achieve predetermined goals. This management element should be implemented in a harmonious, comprehensive, continuous, because the functions of one with the other affect each other and is a unity to achieve the goals set.

#### 4. COMPONENTS OF ISLAMIC EDUCATION MANAGEMENT

The most important thing in Islamic education management are the components of management. There are at least 7 (seven) management components that must be managed properly and properly, including curriculum and teaching programs, education personnel (personal schools / employees), students, finance and financing, education facilities and infrastructure, school and community cooperation, and special services of educational institutions (E. Mulyasa, 2005: 39-53).

##### 1. Curriculum Management and Teaching Program:

Curriculum management and teaching programs are part of School Based Management (SBM). The curriculum and teaching program management includes planning, implementation and curriculum assessment activities. The planning and development of the national curriculum has generally been undertaken by the national education ministries at the central level. Therefore the most important level of school is how to realize and adapt the curriculum to the learning activity.

School is the spearhead of curriculum implementation, both national curriculum and local content, which is realized through teaching and learning process to achieve national education, institutional, curricular and instructional objectives. In order for the teaching and learning process to be implemented effectively and efficiently, and to achieve the expected results, a teaching management program is needed. Teaching management is the whole process of organizing activities in the field of teaching which aims to make all teaching activities implemented effectively and efficiently.

##### 2. Management of Education Personnel:

The management of education personnel or education personnel management aims to utilize educational personnel effectively and efficiently to achieve optimal results, but still in pleasant conditions. In relation to that, the personnel function that the leadership should perform is to attract, develop, review and motivate the teacher's personnel to achieve the system objectives, to help members achieve the standards of behavior, to carry out career development of educational personnel, and to align individual and organizational goals.

Management personnel (teachers and personnel) includes: a) Employee planning, b) Procurement of employees, c) Development and development of employees, d) Promotion and mutation, e) Dismissal of staff, f) Compensation, and g) Employee appraisal (E. Mulyasa, 2005: 42).

##### 3. Student Management:

Student management is the arrangement and arrangement of activities related to learners, ranging from entry until the release of the students from school. Student management is not only in the form of recording data of learners, but covers a broader aspect that can operationalally assist the growth and development of learners begin the process of education in school.

Student management aims to organize various activities in the field of student affairs so that learning activities in school can run smoothly, orderly and regular, and achieved the goal of school education. To achieve this goal, the field of student management has at least three main tasks that must be considered, namely the acceptance of new students, learning progress activities, as well as guidance and discipline coaching.

**4. Financial Management and Financing:**

Finance and financing are resources that directly support the effectiveness and efficiency of education management. This is more pronounced in the implementation of school-based management (SBM), which requires the school's ability to plan, implement and evaluate and account for transparent management of funds to communities and governments. This financial and financing component needs to be managed as well as possible so that the existing funds can be utilized optimally to support the achievement of educational objectives.

Financial resources and financing in a school can be broadly grouped into three sources, namely a) Government, either from central, regional, or both, b) Parents or learners, and c) Communities, whether binding or non-binding (E. Mulyasa, 2005: 48).

**5. Management of Education Facilities and Infrastructure:**

Educational tools are tools and equipment's that are directly used and support the educational process, especially the teaching and learning process, such as buildings, classrooms, tables, chairs, and tools and teaching media. The meaning of the infrastructure is the facilities that indirectly support the process of education or teaching, such as yard, garden, school park, road to school, but if used directly for teaching and learning process, such as school park for biology teaching, school yard at once as a sports field, the component is a means of education.

**6. School Relationship Management with Community:**

School relations with the community is essentially a very instrumental means in fostering and developing personal growth of learners in school. Schools and communities have a very close relationship in achieving school or education goals effectively and efficiently.

**7. Special Service Management:**

Specific service management includes library management, school health and safety. A well-equipped and well-managed library enables pesetas to further develop and deepen the knowledge they gain in the classroom through self-study, both at school and at home. Because with the development of science, technology and art today it causes teachers to no longer serve the children's needs for information, and teachers can not rely on what they get in school.

**5. MADRASAH PROBLEMS**

As an innovation effort in Islamic Education System, madrasah can not be separated from various problems faced. The problems, according to Djaelani, H. A Kadir (2001), among others:

1. Madrasahs have lost their historical roots, meaning that the existence of madrasahs is not a continuation of pesantren, although it is recognized that pesantren is the first form of Islamic education institution in Indonesia.
2. There is a dualism of meaning towards madrasah. On the one hand, madrasahs are identified with schools because they have a curriculum content that is relatively similar to that of a public school. On the other hand, madrasah is considered as a boarding school with a classical system which became known as madrasah diniyah.

Thus, as a sub-system of national education, madrasah has no identity that can be distinguished from other educational institutions. The effect of aligning madrasahs with public schools has resulted in a reduced proportion of religious education from 60% religion and 40% common to 30% religion and 70% commonly perceived as a challenge that undermines the existence of Islamic education. Some problems that arise later, among others:

1. Reduced material content of religious education. This is seen as an effort to silence the understanding of religion, because the content of religious curriculum before the LCS felt not able to print a true Muslim, let alone then reduced.
2. The observation of the all-round Madrasah. His religious knowledge is not deep and knowledge is generally low.

It is acknowledged that the model of madrasah education in state legislation raises the dualism of the Indonesian Education system. The dualism of education in Indonesia has become a dilemma that has not been resolved until now. This dualism is concerned not only with its teaching system but also leading to its scholarship. Narrow mindset tends to open the gap between the sciences of Islam and the general sciences. As if emerging science of Islam and science is not

Islam (kafir). Though the dichotomy of this science is actually a claim for Islamic education experts to try to unify the two.

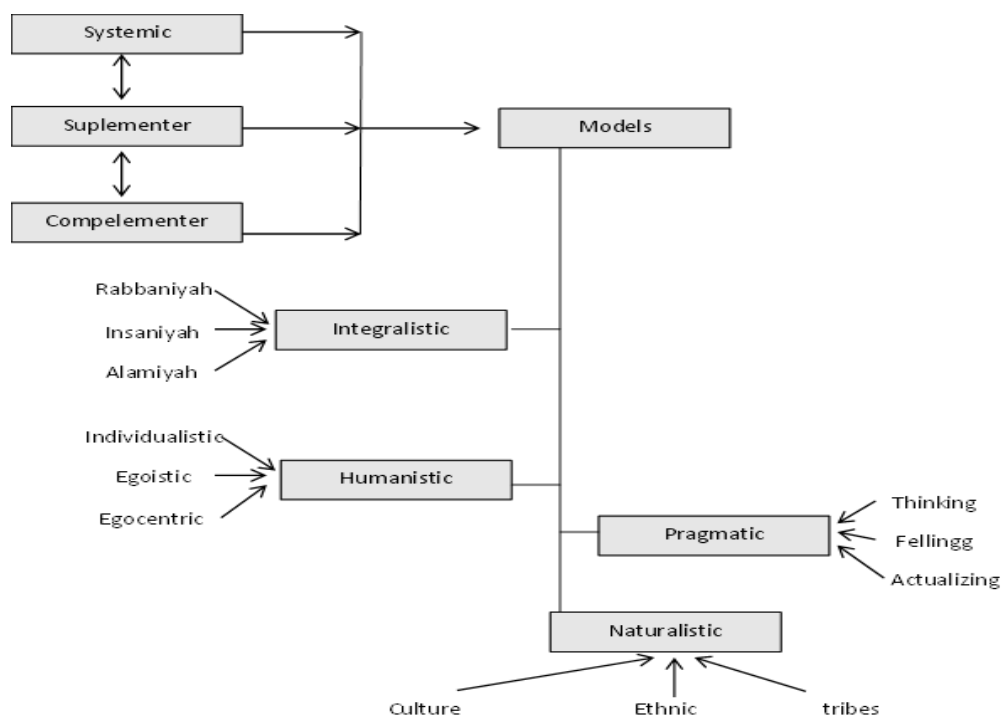
Islamic education dualism also emerged in the managerial field, especially in private institutions. Private institutions generally have two top managers: the head of the madrasah and the chairman of the foundation (or caretaker). Although there is a line of authority that separates the two top managers, the head of the madrasah holds academic control while the chairman of the foundation (caretaker) in charge of the provision of facilities and infrastructure, often in the practice of overlapping. This problem is usually worse if among the board of the foundation there is a faculty member. Besides having the impression of spying on the leadership of the madrasah head, as well as when the faculty performs disciplinary action (often late), the head of the madrasah feels helplessly affirms it.

Management practices in madrasahs often show a traditional management model, the paternalistic or feudalistic management model. Such seniority dominance sometimes interferes with development and improvement education quality. The emergence of innovative creativity from young people is sometimes understood as an attitude that does not value seniors. This condition leads to the extremes of the negative, until the impression that straightening steps or correcting the mistakes of the senior step is considered the nature of the existence of adab. Dualism of education management also occurs in the guidance done by the department ie the Ministry of National Education (MoNE) and the Ministry of Religious Affairs (MoRA). The construction of Madrasahs under the auspices of the Ministry of Religious Affairs against public schools under MoNE guidance often generates jealousy from elementary school (SD and MI) to universities. From the allocation of funds, attention, managerial coaching, book aids and instructional media, and teacher placement, to further education scholarships are often not the same as those received by public schools (MoNE) with madrasah (MORA).

The gap between private madrasah and state madrasah also appears to be an unresolved problem being solved. The gap covers several things such as teacher's view, facilities and infrastructure, the quality of student input and so on, all of which have an effect both directly and indirectly to the quality of education. This is because the presence of the three ministerial decree has not been matched by the provision of teachers, books and other equipment from the relevant departments.

## 6. ISLAMIC EDUCATION ALTERNATIVE EFFORTS TO DEVELOP MADRASAHS

In an effort to find an "alternative model of Islamic education" that will be tailored to the needs of Indonesian civil society, it is offered an alternative pattern of Islamic education like the following picture.



## 7. CONCLUSION

In essence the emergence of madrassas in the Islamic world is an effort to develop and perfect teaching and learning activities in an effort to accommodate the growth and development of science. In a historical perspective, Indonesia is a unique Muslim country, located very far from the center of Islam (Mecca). Although the new Islam entered Indonesia in the seventh century, the international world recognizes that Indonesia is one of the majority Muslim country. This is one indicator of the success of Islamic Religious Education in Indonesia.

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The Ibtida'iyah Madrasah is the beginning of the forefront of the Islamic education process. Madrasah Ibtida'iyah as an early educational institution that grew and developed from the tradition of religious education in society, has significance so that its existence continues to be fought and students who want to continue the next gap no doubt in the educational experience that he took during Madrasah Ibtida'iyah

The essence of madrasah education is in line with the purpose of education through madrasah missions, especially in Madrasah Ibtida'iyah. In the framework of the realization of the substance, of course, requires a quality operational device that is always developed in accordance with the progress and needs of society, through the improvement of various components such as curriculum development and methodology, fulfillment and improvement of the ability of educators, facilities and infrastructure. Madrasah as an Islamic Education institution should always start from the formula of him so that the out put of this institution can compete with other educational institutions.

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