

IMPLEMENTATION OF MANAGEMENT IN ISLAMIC EDUCATION AT MUHAMMADIYAH VOCATIONAL SCHOOL BERAU

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Abstract: This study discusses Management Implementation in the context of Islamic education at SMK Muhammadiyah Berau. The scope of the study includes key aspects of management, such as Planning, Organizing, Implementing, and Controlling. The purpose of the study was to analyze the effectiveness of management in improving the quality of Islamic education at SMK Muhammadiyah Berau. Research methods involve literature study, observation, interviews, and documentation. The results showed the positive impact of Management Implementation on the quality of Islamic Education at SMK Muhammadiyah Berau. This is evidenced by increasing efficiency, student participation, and quality of learning. The conclusion confirms that implementing effective management can be the key to the success of Islamic education at SMK Muhammadiyah Berau, positively contributing to the development of students' potential and ensuring the vision of competitive Islamic education.

Keywords: Management Implementation, Islamic Education.

INTRODUCTION

Implementation of Management in Islamic Education is a very important thing to understand in the context of Islamic education which continues to develop (Basyit, 2018; Onsardi, 2019) . Islamic education is an integral part of the identity and culture of Muslim communities throughout the world (Syafe'i, 2015) . In this modern era, the challenges and demands of the Islamic education system are increasingly complex, considering the rapid developments in science and technology. To maintain the relevance and quality of Islamic education, effective and directed management is the key to ensuring Islamic education can meet changing needs and expectations (Utamy et al., 2020) .

Islamic education in Indonesia has a strategic role in shaping the character and personality of students (Asykur et al., 2022; Fathurrohman & Sulistiyorini, 2012) . One of the educational institutions that has contributed to this is SMK Muhammadiyah Berau. Implementation of management in the context of Islamic education is a crucial aspect to ensure effectiveness and efficiency in the implementation of learning. The importance of management in Islamic education at SMK Muhammadiyah Berau is related to the increasingly complex demands of the times. Changes in social dynamics, technology, and global challenges require an adaptive and innovative management system. Therefore, a deep understanding of management implementation is the key to success in maintaining the quality of Islamic education at SMK Muhammadiyah Berau.

The researcher has attempted to search for several articles which are considered to have similarities or similarity to the author's research.

"Implementation of Curriculum Management in Improving the Quality of Education (Case Study at Cepu Oil and Gas Vocational School)". This journal examines the curriculum management model at Cepu Oil and Gas Vocational School, the process of improving the quality of education at Cepu Oil and Gas Vocational School, supporting and inhibiting factors for the curriculum management and quality improvement process, and the role of curriculum management in improving the quality of education at Cepu Oil and Gas Vocational School. The result of this research is the development of the Oil and Gas Vocational School curriculum process which is based on ideas that serve as a reference for curriculum development including the school's philosophical basis, psychological basis, and basic academic objectives (Sista, 2017) .

Research conducted by Sagaf S. Pettalongi, with the title *Concept of Management of Islamic Education Institutions from an Integrated Quality Management Perspective (Total Quality Management)*. This dissertation examines the application of the TQM concept in curriculum development, the learning process, and in the management of teaching staff at Islamic educational institutions. (Musfarida, 2019)

Erlina Parida's research, entitled *Strategy for Improving the Quality of Islamic Higher Education*. This research describes the problems during *wild competition*, a new paradigm is needed to be used in managing higher education

that is market-oriented and increases competitiveness while always maintaining product quality. Then the study aims to construct relevant and appropriate strategies to improve the quality of Islamic higher education and increase its competitiveness. The resolutions put forward in the research are strategic planning, *learning organization*, adapting to the environment, customer orientation, and service quality (Farida, 2009) .

Research conducted by Nailul Azmi with the title management of character education for MAN 1 Brebes and MAN 2 Brebes students resulted in findings that the implementation of MAN 1 Brebes and MAN 2 Brebes character education was carried out in an integrated manner in every school activity through three main channels, namely (1) integrated through learning activities, (2) integrated through extracurricular activities, and (3) integrated through acculturation and habituation activities. Management of character education for MAN 1 Brebes and MAN 2 Brebes students consists of (1) character education planning; (2) organizing character education; (3) implementation of character education; and (4) supervision of character education (Azmi, 2017) .

Based on the description of the background of the problem above, the problem formulation in this research is the Implementation of Management in Islamic Education at SMK Muhammadiyah Berau. 1) What is the Management Implementation Process in Islamic Education at SMK Muhammadiyah Berau. 2) What factors influence the

implementation of management in Islamic education at SMK Muhammadiyah Berau. 3) What is the role of leadership in the implementation of management in Islamic education at SMK Muhammadiyah Berau.

RESEARCH METHODOLOGY

This research used a descriptive qualitative approach, or a scientific research term that emphasizes the natural nature of the data source. The aim of this research is to understand social problems from the participant's perspective. Place and Research Objectives This study was conducted at SMK Muhammadiyah Berau.

Data Collection Techniques 1. Observation: The phenomenon under investigation is systematically observed and recorded. 2. Interview: The interview or interview method involves talking with the data source through verbal dialogue, either directly or indirectly. 3. Document Documentation Method: Using the documentation method, researchers look at documents, books, magazines, regulations, and other written items.

In the data analysis used, the descriptive-analytic method is used to process the data that has been collected by analyzing it according to field conditions. In this method of analysis, qualitative data is used to describe, tell and explain.

RESULTS AND DISCUSSION

The task of management in Islamic education is to manage Islamic educational institutions with Islamic

principles, values and teachings as the basis for making policies that are beneficial to students and society as a whole (Fathurrohman & Sulistiyorini, 2012; Utamy et al., 2020) . As a result, a strong and fundamental foundation is needed to implement management in Islamic education. To achieve educational goals in accordance with Islamic teachings, there are four management foundations used in Islamic education: 1. Theological Foundation; 2. Rational Foundation; 3. Empirical Foundation; and 4. Theoretical Foundation.

Management Implementation Process in Islamic Education at SMK Muhammadiyah Berau

The Management Implementation Process in Islamic Education is a series of actions taken to implement management principles in Islamic educational institutions (Basyit, 2018; Harahap, 2000) . The aim is to ensure effective and efficient management of resources, educational programs and activities related to Islamic education (Basyit, 2018; Fathurrohman & Sulistiyorini, 2012; Na'im, 2021) . Implementation of management in Islamic Education also includes efforts to integrate Islamic principles in decision making and implementation of management (Harahap, 2000) . The Management Implementation Process in Islamic Education usually begins with a needs analysis stage. The needs analysis process is an important first step in understanding and identifying what is actually needed in Islamic education (Utamy et al., 2020) . The following is a more detailed description of how the needs analysis stage

begins the Management Implementation process in Islamic Education:

1. Identify the Goals of Islamic Education

Needs analysis begins with identifying the vision, mission and goals of Islamic education to be achieved. This includes a deep understanding of what is desired from Islamic education, such as the formation of Islamic character, increasing religious knowledge, or developing academic skills.

2. Identify The Parties Involved

This stage involves identifying the parties involved in Islamic education, such as students, teachers, parents, educational staff, local communities, and other related institutions. Each party has different needs and expectations.

3. Data Collection

Relevant data must be collected to understand the needs and challenges faced by the parties involved. Data collection can be done through interviews, surveys, observations and document analysis.

4. Data Analysis

Once the data is collected, the data analysis stage is necessary to identify emerging trends, problems and needs. This analysis can help in a deeper understanding of the existing condition of Islamic education.

5. Determination of Primary Needs

Based on the results of data analysis, the next stage is to determine the main needs in Islamic education. These needs may relate to curriculum changes, teacher training,

facility improvements, resource procurement, or policy changes.

6. Action Planning

By knowing the main needs, the next step is to plan the actions that will be taken to meet these needs. This includes designing specific programs, allocating resources, and determining concrete steps to be taken.

7. Consultation with Related Parties

It is important to communicate and consult with relevant parties, including teachers, staff, students, parents and the wider Muslim community, in designing and implementing actions that meet identified needs.

8. Monitoring and Evaluation

The needs analysis process is not a one-time step. It is important to continuously monitor and evaluate the actions taken to ensure that needs are properly met and make improvements where necessary. The needs analysis stage forms the basis for the entire management implementation process in Islamic education. With a good understanding of the needs and expectations of all parties involved, Islamic educational institutions can design educational programs and management strategies that are more effective and relevant to Islamic principles and the needs of Muslim communities.

Factors influencing the implementation of management in Islamic education at SMK Muhammadiyah Berau

Implementation of Management in Islamic education at Berau Muhammadiyah Vocational School can be

influenced by various factors, including (Burhanuddin, 2019; Na'im, 2021; Utamy et al., 2020) :

1. Leadership: An effective Leadership Style can influence Management Implementation.
2. Human Resources: The quality of teachers, staff, and other educational personnel plays an important role in implementing Islamic education management.
3. Curriculum and Teaching Methods: Choosing a curriculum and teaching methods that are by Islamic Values can influence the success of Management Implementation.
4. Parental and Community Participation: Parental involvement and community support can strengthen the Implementation of Islamic Education Management.
5. Technology and Infrastructure: The use of technology and the availability of adequate infrastructure can support the efficiency of Education Management.
6. Education Regulations and Policies: External factors such as Government Regulations and Policies can Influence Management Implementation.
7. Organizational Culture: The values and culture of the school organization also contribute to the Implementation of Islamic Education Management.

It needs to be understood that these factors are interrelated and complex, so the successful implementation of Islamic Education Management at SMK Muhammadiyah Berau requires a holistic approach that takes into account these various aspects.

The Role of Leadership in Islamic Education Management at SMK Muhammadiyah Berau

The role of leadership in management implementation, including in the context of Islamic education, is very important. Effective leadership can be a driver of success in implementing the management principles of Islamic educational institutions (Fathurrohman & Sulistiyorini, 2012; Na'im, 2021) .

The following are several important roles of leadership in the implementation process (Asykur et al., 2022; Fathurrohman & Sulistiyorini, 2012; Utamy et al., 2020) :

Management:

1. Determinants of Vision and Direction

Leadership must identify and determine the vision and direction of Islamic educational institutions. This includes formulating long-term goals and educational objectives that are following Islamic principles. As leaders, they must be able to inspire and motivate all staff to achieve this vision.

2. Strategic Decision Maker

Leadership is responsible for making strategic decisions that influence the operations and development of Islamic educational institutions. They must be able to identify opportunities and challenges, and make decisions that support educational goals and Islamic principles.

3. Develop Management Team

Leaders must select and develop a competent and committed management team. They must clearly divide tasks and responsibilities and create a work environment that supports collaboration and innovation.

4. Communicating Vision and Hope

Leaders must be able to communicate the vision, hopes and values of Islamic education to all parties involved, including teachers, staff, students, and parents. Effective communication helps create a shared understanding and commitment to educational goals.

5. Facilitating Change

Management implementation often involves changes in the policies, procedures, or culture of an educational institution. Leadership must be able to facilitate this change wisely, ensure the involvement of all parties, and maintain educational stability and continuity.

6. Performance Monitoring and Evaluation

Leaders must monitor and evaluate the performance of educational institutions regularly. This includes monitoring student learning outcomes, evaluating teacher and staff performance, and evaluating management processes. This monitoring helps in identifying problems and necessary changes.

7. Providing Support and Problem Solving

Leaders must provide support to staff and students in dealing with problems as they arise. They must be prepared to solve problems, provide guidance, and support the professional development of teachers and staff.

8. Sustainable Development

Leadership also involves continuous self-development. Leaders must always improve their knowledge and skills in Islamic education management and understand the latest developments in Islamic education and teachings.

Effective leadership in the implementation of management in Islamic education creates an environment that supports the achievement of educational goals and the maintenance of Islamic values in all aspects of educational institution operations. Leaders who are able to combine good management principles with religious values can make a positive contribution to the development and sustainability of Islamic education.

CONCLUSION

1. The foundations of management in Islamic education to achieve educational goals in accordance with the teachings of the Islamic religion are: (1) Theological foundation (2) Rational foundation (3) Empirical foundation (3) Theoretical foundation.
2. The management implementation process in Islamic education consists of several management processes, namely: (a) Identification of the objectives of Islamic education (b) identification of parties involved (c) Data collection (d) Data analysis (e) Determination of main needs (f) Action planning (g) Consultation with related parties (f) Monitoring and evaluation.
3. The role of leadership in implementing management into

the scope of Islamic education includes: (a) Determining vision and direction (b) Making strategic decisions (c) Developing a management team (d) Communicating vision and hopes (e) Facilitating change (f) Monitoring and evaluating performance (g) Providing support and problem solving (h) Continuous development.

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