

ANALYSIS OF ISLAMIC EDUCATION INSTITUTIONAL MANAGEMENT

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ABSTRACT

This study aims to analyze the management of Islamic educational institutions. The background of the research is at SMP IT Mutiara Deli Serdang, North Sumatra. A qualitative approach is used as a research paradigm, with a descriptive analytical study method. Sources of data obtained through observation techniques, interviews, and document review. Analysis of research data using the SWOT concept, with data reduction techniques (selecting information relevant to efforts to answer the research problem formulation), data presentation (compiling research data-based research paragraphs), and verification (drawing conclusions). The results of this study conclude that SMP IT Mutiara applies systematic, visionary, and institutional management according to the needs of the community through efforts to involve all components of education. This is viewed from (1) aspects of strength in the form of application of Islamic character education in schools, competent educators, clean environment and provision of clean water self-help, networking (networking) and empowerment of school public relations in promoting institutional image, (2) aspects of weakness in the form of duration of learning full day system, (3) the opportunity aspect in the form of the existence of SMP IT Mutiara as the only integrated Islamic education institution in the area and a significant increase in the quantity of people in the area, and (4) the obstacle aspect in the form of challenges presenting the characteristics of SMP IT Mutiara compared to other integrated Islamic schools and technological sophistication that is increasingly innovating.

Keywords: *swot analysis, educational institutions, education management, school quality.*

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengelolaan kelembagaan pendidikan Islam. Latar penelitian bertempat di SMP IT Mutiara Deli Serdang, Sumatera Utara. Pendekatan kualitatif digunakan sebagai paradigma penelitian, dengan metode studi deskriptif analitis. Sumber data diperoleh melalui teknik observasi, wawancara, dan kajian dokumen. Analisis data penelitian menggunakan konsep *SWOT*, dengan teknik reduksi data (memilah informasi yang relevan dengan upaya menjawab rumusan masalah penelitian), penyajian data (menyusun paragraf penelitian berbasis data penelitian), dan verifikasi (menarik kesimpulan). Hasil penelitian ini menyimpulkan bahwa SMP IT Mutiara menerapkan manajemen kelembagaan yang sistematis, visioner, dan sesuai kebutuhan masyarakat melalui upaya melibatkan seluruh komponen penyelenggaraan pendidikan. Hal ini ditinjau dari (1) aspek *kekuatan* berupa penerapan pendidikan karakter Islami di sekolah, tenaga pendidik berkompeten, lingkungan bersih dan penyediaan swadaya air bersih, jejaring (*networking*) serta pemberdayaan humas sekolah dalam mempromosikan citra kelembagaan, (2) aspek *kelemahan* berupa durasi pembelajaran sistem *full day*, (3) aspek *peluang* berupa keberadaan SMP IT Mutiara sebagai satu-satunya lembaga pendidikan Islam terpadu di daerah tersebut dan pertambahan kuantitas masyarakat yang signifikan meningkat di daerah tersebut, dan (4) aspek *hambatan* berupa tantangan menghadirkan ciri khas SMP IT Mutiara dibanding sekolah Islam terpadu lainnya dan kecanggihan teknologi yang semakin cepat berinovasi.

A. INTRODUCTION

Educational management standards are the minimum limits that must be achieved by the organizers of educational institutions (Syaban, 2019: 131-141; Rambe, *et.al.*, 2022). This minimum limit is required to maintain the quality of educational institutions, both from the aspect of academic services and the quality of graduates (Maya & Lesmana, 2018: 291-316; Nugroho, 2019). In other words, educational institutions in Indonesia (elementary, secondary, and higher education levels) will be appreciated based on a national assessment in the form of institutional accreditation, to standardize the initial foundation of education.

A series of learning processes contained in the national curriculum, practiced by education units (Elbadiansyah, 2017: 47-66; Sulaiman, *et.al.*, 2016: 109-121). The principle of learning in the national curriculum refers to the national education system (Sisdiknas, Law Number 20 of 2003), with the aim of managing and fostering human resources in organizations (schools). The optimization of the institutional management will facilitate the achievement of common goals (the vision of the institution) (Fakhruddin, 2011: 199-212; Triwiyanto, 2013).

The essence of the management of educational institutions is quality (academic services, graduates, and accreditation) (Agustina, 2015; Padhol, *et.al.*, 2017: 173-180). In this context, the principal plays an extra role in empowering and developing an integral (integrated) education process management system. This means that all components of natural resources (school environment, classrooms, learning facilities) and human resources (teachers, students, education staff) are given the opportunity to dedicate themselves to improving institutional performance (Syarif, 2013: 333-362; Rokhmiyati, 2018: 231-252).

Development of quality education based on institutional potential empowerment, systematically carrying out operational management functions in education. Referring to this development, various educational innovations have emerged to answer the community's needs for global progress (Wahyudi, 2016: 99-116; Nafisatun, 2020). Furthermore, one form of educational innovation comes in the form of institutional polarization, namely the Integrated Islamic School as an integral effort to optimize education based on a combination of madrasas and schools.

The polarization of educational institutions with the presence of Integrated Islamic Schools at every level, starting from IT Kindergarten, SDIT, SMPIT, and IT High School is a joint effort in improving the quality of human resources. (Ismah, 2020: 377-395). For example, SMP IT Mutiara Sunggal Deli Serdang initiated by Dr. Mardianto, M.Pd. and Dr. Amini, M.Pd., by applying learning based on the national education curriculum and the

curriculum plus an integrated Islamic school. This curriculum blend is practiced to build character as well as provide insight and educational experience to students.

In terms of accreditation assessment, this institution (SMP IT Mutiara) still has good accreditation status (B). Likewise, this institutional management is fully supported by competent and recognized professional educators in their respective fields by applying learning based on local wisdom, tahfizul Qur'an and the use of technology. Thus, it is hoped that the graduates of the school will become a Qur'anic generation that is responsive and superior in responding to the times.

Indeed, academic studies on the management of educational institutions have been studied from various scientific perspectives. The relevant ones include discussing the aspects of Islamic boarding school education (Sulaiman, 2016: 148-174), inclusive education (Hariza, *et.al.*, 2020: 1-13), non-formal education (Sutarto, 2015: 113-124), stakeholder satisfaction on the services of educational institutions (Prayogi, *et.al.*, 2021: 184-191), evaluation of Islamic educational institutions (Khairiah, 2019), student management (Al Syaifulah & Nasution, 2021: 1420-1428), academic management (Abdurrahman, 2017), transformation of higher education institutions (Zaenuri, 2018: 17-35), conflict management (Hasanah, 2020: 1-11), revitalization of institutional management and innovative leadership (Nurdin & Aedi, 2008).

Observing the literature review above, it is understood that the relevant themes regarding the management of Islamic educational institutions have been discussed from various disciplines of scientific study. However, there is an empty side that has not been studied further, namely the study of Islamic educational institutions based on SWOT analysis and the polarization of Islamic educational institutions with the label Integrated Islamic School (IT). On this basis, the researcher seeks to deepen the study, which is summarized in the title of the study, "*Analysis of Islamic Education Institutional Management (Case Study at SMP IT Mutiara Sunggal Deli Serdang)*".

B. METHOD

The focus of this research is on the study of institutional management SWOT analysis at SMP IT Mutiara, having its address at Jl. Teak No. 125-A, Sei Mecharim Village, Sunggal District, Deli Serdang Regency, North Sumatra Province. This study uses a qualitative approach with a descriptive analytical study method. Obtaining data using participant observation techniques, interviews, and review of relevant documents. Analysis of research data using the SWOT concept, with data reduction techniques (selecting information relevant

to efforts to answer the research problem formulation), data presentation (compiling research data-based research paragraphs), and verification (drawing conclusions) (Assingkily, 2021). Checking the validity of the data through a triangulation test of research methods and sources.

C. RESULTS AND DISCUSSION

Analysis of the Strengths of SMP IT Mutiara

Education is a "container" in which students who originally depended on teachers, parents, and the community, became an independent and independent generation. The independence and independence in question is not a negative connotation of the attitude and mentality of children, but rather leads to a positive aspect in the form of the ability to sort out good and bad deeds, productive activities and bring benefits to others. The accumulation of these attitudes is termed character or morality (Hanipudin, 2019: 39-53).

Educational institutions have a big responsibility in helping the formation of children's character (personality). In this context, Islamic character is a major concern for the organizers of Islamic educational institutions. To support this, it requires the availability of superior and outstanding human resources (teachers) in order to provide the best learning facilities for students (Marisyah, *et.al.*, 2019: 1514-1519). Exemplary figures and superior competencies from educators become the main role model sources for children in the process of forming Islamic character (Kumalasari, 2010).

Based on documents obtained in the research process at SMP IT Mutiara, information was found that the educators at the school have the average qualifications of a Master's degree (S-2) and several bachelor's degrees (S-1), and there are already doctoral degrees (S. - 3). This is in line with the following statement of the principal:

“... Alhamdulillah Ma'am, in this school the average teacher qualification is master, some are bachelors, some even have doctoral degrees. This is certainly driven by continuous input from the foundation, Mr. Dr. Mardianto, M.Pd. (now Dean of FITK UIN North Sumatra Medan) in motivating teachers to continue learning throughout their lives. Its main purpose is to ensure that students receive instruction from appropriate and competent educators.” (Results of an interview with Mr. Suzatmiko Wijaya).

Supporting the quote above, Jahidi (2017: 23-30) explains that the presence of teachers is very helpful for basic education students in forming attitudes and mentality for the future. Furthermore, the school also empowers the school environment as a learning resource for students. As an interview excerpt delivered by Dr. Mardianto, M.Pd., the following:

“...That's right, Ma'am, our school management concept is of course based on strengthening local wisdom, utilizing the surrounding environment and referring to national curriculum policies. One of the things that we really use is the provision of clean water for students as a starting point for maintaining the cleanliness of the school environment” (Results of an interview with the Trustees of the Mutiara Aulia Education Foundation).

The interview excerpt above emphasizes the role of schools in utilizing the surrounding environment as a source of learning for students. Supporting this, Wajdi (2021: 41-50) explains that contextual and meaningful learning starts from the teacher's ability to provide students with educational experiences about the concepts that have been taught. Furthermore, Nurtanto (2016) adds that learning is not only an effort to understand students about the content of books, but also provides opportunities for students to gain contextual learning experiences through the natural surroundings.

Furthermore, one of the teachers of SMP IT Mutiara said that:

“...at our school we combine student creativity with Islamic character. That is, students' abilities are optimized according to the needs of the digital era and also have noble character. In fact, it was recorded that on October 17, 2018, students were able to be creative by making robots from used materials under the guidance of Pak Jamaludin, M.Pd. So students don't just learn the concepts in books”. (The results of the interview with Fatma Erya Santoso, M.Pd.).

Furthermore, Sri Haryati, S.Pd. said that:

“...The existence of Mr. Mardianto as the manager (supervisor) of this foundation, has its own charm for the institution because there is a wide network in the ministry of education and culture and the ministry of religion to develop the potential of the institution. In fact, public relations also often post on social media and blogs to share up-to-date news about SMP IT Mutiara”. (Interview with SMP IT Mutiara teacher)

Based on the interview excerpt above, it is understood that SMP IT Mutiara has various advantages (strengths) in developing the potential of the school. This aspect should be an important concern for school administrators in facilitating student learning. Thus, the students as prospective graduates of the school have skills in the fields of education and technology, and display Islamic character.

Analysis of the Weaknesses of SMP IT Mutiara

The full day learning system is one of the government's new breakthroughs to seek optimal education for children in schools (Hasan, 2006). The full day system is present in line with the implementation of the 2013 curriculum, thus the contextualization of learning is

increasingly being given to students. According to Wicaksono (2018: 10-18), this system adopts Islamic boarding school learning in a shorter duration of study.

Most people assume that full day learning is not a short duration of learning, but rather burdens students with a relatively long time in the school environment. In addition, other studies have concluded that the full day learning system helps parents ensure their children's learning time in the school environment. This paradoxical finding, the researchers also obtained from the information submitted by the students, that learning the full day system is considered fun (getting together with friends all day), as well as some who consider full day to be time-consuming to interact with children in the community and parents.

According to Setiyarini (2013), the full day system helps children's learning harmony at home and at school, because the gap between the two is relatively short. This is a momentum for parents to be able to provide reinforcement for children's learning (according to the material learned at school). Furthermore, students are provided with learning facilities that are appropriate to the child's development. However, the learning program has not been socialized in general through fosters (educative pictures) and the school's website.

Based on the description above, it can be understood that one of the weak aspects of institutional management at SMP IT Mutiara lies in the implementation of the full day learning system. This is based on people's habits in sending their children to school from morning to 12.00 or 13.00 WIB. Thus, a socialization effort is needed from the school in attracting public attention to the quality of the school by learning the full day school system.

Analysis of Opportunities Aspects of SMP IT Mutiara

Opportunity is a "hope gap" for individuals or groups to achieve success (Maya, 2017: 12). In the context of education, principals must take advantage of opportunities to mobilize human resources in schools to achieve common goals. Furthermore, taking advantage of opportunities will result in quality and innovation (Umam, 2019: 16-29).

SMP IT Mutiara as an integrated Islamic school in the Sunggal sub-district, Deli Serdang Regency has its own institutional opportunities. The opportunity is in the form of solidarity and support given by parents / guardians of students to the school. The collaboration is described in terms of health, recommendations for ablution, consumption of halal food and good for student development.

Furthermore, the significant increase in the number of people in the area (Kec. Sunggal – Deli Serdang) became a separate opportunity for the school. In line with this, Zulfa, *et.al.* (2021: 14-28) explains that the increase in population is associated with an

increase in the number of school-age children. Furthermore, Ginanjar (2017: 17) added that the increase was accompanied by the focus of parents/guardians on choosing quality schools for their children.

Based on the description above, it can be understood that the opportunities for the school in the institutional aspect are quite promising and display progressive improvements. This is in the form of support from the guardians/parents of students and an increase in the number of children in the area. Thus, SMP IT Mutiara has the opportunity to become a prototype of an Islamic basic education institution that is able to give birth to a Qur'anic generation (morals) and responsive in the use of technology in the digital era.

Threats Analysis of SMP IT Mutiara

Barriers are threats that must be anticipated by education providers (Malisi, 2017: 1-15). This is based on efforts to improve quality while at the same time responding to (fulfilling the needs) of the local community. Thus, students who study at SMP IT Mutiara will feel comfortable and safe.

According to Muslimin & Ruswandi (2022: 57-71), obstacles are needed in the implementation of management functions, because they maintain the stability of education in schools/madrassas. Through obstacles, individuals will struggle regardless of various pressures towards innovation (change). The positive impact of these obstacles is the basic reason for the importance of a SWOT study on the institutional management of SMP IT Mutiara.

The obstacle aspect is the challenge of presenting the characteristics of SMP IT Mutiara compared to other integrated Islamic schools and technological sophistication that is increasingly innovating. In this context, the principal is responsible for minimizing the occurrence of obstacles in the learning process. Thus, the study of the analysis of barriers to education educates education providers about the importance of accelerating educational innovation in the digital era.

D. CONCLUSION

Based on the results of the study, it was concluded that SMP IT Mutiara implements systematic, visionary, and institutional management according to community needs through efforts to involve all components of education. This is viewed from (1) aspects of strength in the form of application of Islamic character education in schools, competent educators, clean environment and provision of clean water self-help, networking (networking) and

empowerment of school public relations in promoting institutional image, (2) aspects of weakness in the form of duration of learning full day system, (3) the opportunity aspect in the form of the existence of SMP IT Mutiara as the only integrated Islamic education institution in the area and a significant increase in the quantity of people in the area, and (4) the obstacle aspect in the form of challenges presenting the characteristics of SMP IT Mutiara compared to other integrated Islamic schools and technological sophistication that is increasingly innovating.

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