



ISLAMIC EDUCATION MANAGEMENT AT SD ISLAM TERPADU MUHAMMADIYAH KOTA SUNGAI PENUH

YUSERIZAL BUSTOMI

yuserizalbustomi@gmail.com

Institut Agama Islam Negeri (IAIN) Kerinci, Indonesia
Jl. Kapten Muradi, Kecamatan Sungai Liuk, Kota Sungai Penuh, Indonesia

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Abstract: Islamic Education Management at SD Islam Terpadu Muhammadiyah Kota Sungai Penuh

The main objective of the study was to determine the methods used by Islamic schools to teach Islamic principles to primary school students. This study uses a qualitative approach, describing the data more deeply, by collecting information through in-depth interviews and observations. SD Islam Terpadu Muhammadiyah Kota Sungai Penuh is the subject of this study. Data were collected using interviews and observations. The study mainly focuses on three important components of Islamic education management: financial management, asset and supply management, and curriculum management. The results showed that Islamic education management at Muhammadiyah Integrated Islamic Primary School in Sungai Penuh is categorized and follows the characteristics and principles of Islamic education management and the school promotes democratic and cooperative ideals in frequent debates over curriculum creation and evaluation. The research conclusion reveals that the curriculum management used is by the characteristics and principles of Islamic education management, the school applies the principle of efficient and successful production by cooperating with the Ummi institution to equip students with comprehensive Quranic studies.

Keyword: Islamic Education Management, Elementary School

Abstrak: Manajemen Pendidikan Islam di SD Islam Terpadu Muhammadiyah Kota Sungai Penuh

Tujuan utama penelitian adalah untuk menentukan metode yang digunakan oleh sekolah Islam untuk mengajarkan prinsip-prinsip Islam kepada siswa sekolah dasar. Studi ini menggunakan pendekatan kualitatif, menggambarkan data lebih dalam, dengan mengumpulkan informasi melalui wawancara dan pengamatan mendalam. SD Islam Terpadu Muhammadiyah Kota Sungai Penuh adalah subjek penelitian ini. Pengumpulan data menggunakan wawancara dan observasi. Studi ini terutama berfokus pada tiga komponen penting dari manajemen pendidikan Islam: manajemen keuangan, manajemen aset dan pasokan, dan manajemen kurikulum. Hasil penelitian menunjukkan bahwa Manajemen Pendidikan Islam di SD Islam Terpadu Muhammadiyah Kota Sungai Penuh dikategorikan dan mengikuti karakteristik dan prinsip manajemen pendidikan Islam dan sekolah mempromosikan cita-cita demokratis dan kooperatif dalam perdebatan yang sering terjadi mengenai pembuatan dan evaluasi kurikulum. Kesimpulan penelitian mengungkap bahwa pengelolaan kurikulum yang digunakan telah sesuai dengan ciri dan prinsip manajemen pendidikan Islam, Sekolah menerapkan prinsip produksi yang efisien dan sukses dengan bekerja sama dengan lembaga Ummi untuk membekali siswa dengan kajian Al-Quran yang komprehensif.

Kata kunci: Manajemen Pendidikan Islam, Sekolah Dasar

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A. INTRODUCTION

As a generation of Muslims in Indonesia, we are particularly concerned about the accessibility of modern Islamic education. With the expansion of Islamic educational institutions catering to students from preschool through college, Islamic education has achieved tremendous progress. People are starting to see the value of Islamic education for what it is. More and more Islamic schools are attracting students by offering an education that is competitive with or even superior to public institutions (Khalik & Musyaffa, 2021, p. 124).

Islamic education places greater emphasis on spiritual development than on providing students with the scientific literature necessary to lead a good life. "He is the God of all things," said the Prophet. (peace and blessings of Allah be upon him). Islamic education can be successful if the school has a good management system or administrator (Firdianti, 2018, p. 152).

Our English word "management" comes from the Latin word "management", which means leadership, management, or execution. The verbal "to manage" can mean more than one thing: to direct, control, lead, or execute. The Arabic word *at-Tadbir*, meaning arrangement, is a form of the word *dabbara* which means to rule, and therefore is the Arabic equivalent of management. Leadership involves coordinating the efforts of others to achieve a common goal (Khalik & Musyaffa, 2021, p. 124).

One way to look at Islamic education when discussing it in a managerial setting is as a system for coordinating the goals of various Islamic schools. The purpose of Islamic education management, according to Mujamil Qomar, is to achieve the stated goals of Islamic education through the careful and effective use of educational resources. This approach to school administration is based on Islamic principles (Hartono & Nuzula, 2022)

Islamic education management has several advantages over more traditional methods of school administration. Siti Raudhatul Jannah describes the characteristics of Islamic education administration as follows:

- 1) According to Islamic education theory, the original Qur'an and hadith dictate how theoretical concepts are constructed. If one wants to give a reasonable explanation of theoretical concepts, one should go to the words of the Prophet's friends, scholars, and Islamic scientists.
- 2) Objective considerations of leadership and official culture should be given when designing a focused strategy for the management of Islamic educational institutions. The need for principles of educational management can provide a theoretical framework for organizing Islamic educational institutions. The rules for running such schools should be based on what the Quran and hadith say, with support from facts and evidence as well as culturally and intellectually rooted theory.
- 3) Building the Theory of Islamic Education Institution Management on the practice of Islamic education institution management Firdianti, 2018).

Al haquq bila nidham yalibuhul bathil bin nidham, the famous saying of Sayyidina Ali bin Talib states that "truth that is not neatly managed will be defeated by neatly organized falsehood," indicating that the Islamic creed highly upholds management and organizational issues. Management, as indicated in this message, boils down to organizing, managing, or structuring things in such a way as to maximize their benefits. Management has an important purpose in the absence of which, loss or offense may occur (Athiyyah al-Abrasyi, n.d.).

Education management covers more than just one aspect. All Islamic schools should adhere to the guidelines set by Khalik & Musyaffa for the administration of Islamic education, which include (1) instructional planning; (2) managing finances; (3) managing infrastructure and facilities; (4) managing students; (5) employee management; (6) management of an office; (7) public relations administration; (8) assisting unit supervisors; (9) managing extracurricular activities (Sunaengsih, 2017).

Since all aspects of educational administration are interdependent, experts say that they should be addressed uniformly. However, the scope of this study focuses only on three areas of educational administration: curriculum management, facilities and infrastructure management, and financial management. Because of their importance to overall school excellence, these three dimensions have attracted the attention of academics (Qomar, 2010).

The main objective of the study was to determine the methods used by Islamic schools to teach Islamic principles to primary school students. The study used a qualitative approach, describing the data in more depth, by collecting information through in-depth interviews and observations.

B. METHOD

As an alternative to numerical or graphical representations, this research uses qualitative techniques that aim to articulate facts and data collected from the field. To find out more about Islamic education administration, researchers at SD Islam Terpadu Muhammadiyah Kota Sungai Penuh adopted this strategy. After collecting data in the field, the next step in the research process is to analyze and interpret the results (Basrowi, 2008).

The researcher observed students at Muhammadiyah Integrated Islamic Elementary School in Sungai Penuh City. This research utilizes primary and secondary sources of information. Researchers will consult these data sources as they compile their findings. The following is the explanation:

1. Primary Data Repository.

The information used in this research mostly comes from the principal, curriculum director, and building and infrastructure director of Muhammadiyah Islamic Primary School in Sungai Penuh City. Primary data sources can provide information regarding Islamic education institutions' budget administration, physical facilities, and course offerings.

2. Information Derived from Secondary Sources.

Secondary data for this study came from various sources, including scientific books and journals, as well as interviews with experts in the field and a review of relevant literature. Utilizing secondary data sources to gain theoretical knowledge ensures that the research is based on science. To organize their findings, the researchers in this study used:

a. Initial Meetings

Researchers can use interviews as a data collection tool. The purpose of interviews is to obtain information and data from informants using a combination of one-on-one conversations and a predetermined set of research-related questions. In the interview, the researcher spoke with the principal, deputy head of curriculum, and deputy head of facilities and infrastructure of SD Islam Muhammadiyah Kota Sungai Penuh.

b. Observation

Observation is a data collection method that researchers use to study the application of Islamic education management at the research location. Visiting SD Islam Muhammadiyah Kota Sungai Penuh directly and taking notes allowed researchers to confirm statements made in the sources.

C. RESULTS AND DISCUSSION

The results and debate are the center of the researcher's attention on three areas of Islamic education implementation at Complete Islamic Elementary School Muhammadiyah Sungai: curriculum management, physical facilities and infrastructure, and financial management. The results and discussion regarding this issue are as follows:

1. Curriculum Management

The term "curriculum management" refers to an educational leadership approach that is collaborative, inclusive, methodical, and organized. Rusman emphasizes the importance of

KTSP and school-based management systems (SBMS) as the foundation of curriculum management in his presentation. The onus is on schools to be responsible for managing the curriculum to prioritize students' needs while complying with nationally mandated requirements. It is important to consistently refer to the Quran and hadith as the basis for curriculum development in the context of Islamic education. The Islamic education curriculum is based on the following, according to Al-Syaibani, as reported by Umar et al.

- a. The curriculum is built based on religion, with the main texts of the Quran and Hadith as its guiding principles and main objectives;
- b. Examining the curriculum from an ontological, epistemological, and axiological point of view reveals its philosophical foundation: the existence of desired values;
- c. The conceptual foundation of the curriculum is its suitability for the maturation of students' minds.
- d. Social foundation, especially as a model for the progress and spread of Islamic education. (Wahyu Bagja Sulfemi, 2018)

The five pillars of curricular management described by Sulfemi are as follows:

- 1) Productivity is the cornerstone of curriculum management. This entails organizing lessons to enable students and teachers to achieve course objectives as efficiently as possible;
- 2) When implementing curriculum management, managers should consider democratic features, particularly when delegating responsibility to students, implementers, and themselves, so that the curriculum can achieve its goals.
- 3) When people work together cooperatively, it implies that they are all moving in the same direction.
- 4) Effectiveness and efficiency, focusing on minimizing the time, money, and effort expended in managing the curriculum to achieve its goals.
- 5) Curriculum administration requires capable leaders who can provide a strong foundation for the stated goals, objectives, and vision of the curriculum (Saefullah, 2012).

From the results of conversations with teachers and administrators of SD Islam Terpadu Muhammadiyah Kota Sungai Penuh, they utilize the KTSP and Curriculum (K-13). By Ministry of Culture and Education Regulation No. 67 of 2013, elementary schools implemented the K-13 curriculum. The next step is to officially launch KTSP as a curriculum that supports the school's mission and goals while maintaining an Islamic perspective. During the COVID-19 pandemic, Muhammadiyah Integrated Islamic Elementary School followed the direction of the Malang City Government by implementing the COVID-19 Emergency Curriculum, including Limited Face-to-Face Learning (PTM). Students at SD Islam Terpadu Muhammadiyah study the same basics and core courses as students in public schools as the institution follows the K-13 curriculum. Meanwhile, the breadth of topics covered has increased since the school's KTSP rose. Learning Arabic, studying the Quran and Hadith, and practicing Islamic law (fiqh) are the four pillars of Islamic religious education or Aqidah-Akhlak. Madrasah Ibtidaiyah (MI) rejected the thematic requirements imposed by the Ministry of Religious Affairs (MOR) in favor of its curriculum. Teacher Working Groups (KKGs) meet regularly to discuss and produce grade-specific materials. Similarly, during the semester, there are regular meetings to discuss content.

In addition to learning the basics of Islam, Muhammadiyah Integrated Islamic Primary School students also learn how to apply the teachings in their daily lives. Twice a day, students gather to perform the fard Dhuhr prayer and read Dhuha. On Saturdays, the school holds a breakfast event called Sapa in the schoolyard to encourage the growth of students' spiritual and moral character. In addition to requiring students to remove their shoes before entering the classroom for hygiene reasons, reciting the Qur'an before and after meals, and dhikr after prayers are also aspects of Islamic practice. Another distinctive feature of this institution is the requirement for all students to memorize thirty juz of the Qur'an before graduation. Using the Ummi method, students learn the Quran extensively from kindergarten to sixth grade. To

achieve the goal of learning the Quran, strict education is required and can only be organized by the Ummi institution.

The author of this study concludes the curricular management practices of Muhammadiyah Integrated Islamic Elementary School based on the data provided by the institution:

- a. Curriculum management, which aims to educate students in both religious and secular disciplines, is theoretically based on Islam. Islamic educational principles and practices are incorporated into the school curriculum;
- b. Students will get a thorough Qur'anic education through the relationship with the Ummi school, using effective and efficient production curriculum management methods;
- c. The school confers frequently with the KKG to plan and evaluate the curriculum, always promoting democratic and cooperative ideals;
- d. The pandemic makes it difficult to complete assignments and meet deadlines due to the nature of online education. Student comprehension and performance are negatively impacted compared to receiving in-person instruction. Not only that, it is also increasingly difficult for teachers to monitor their students' progress. Hence, schools will work with parents to find out.

2. Management of Facilities and Infrastructure

One of several steps in infrastructure management, which seeks to achieve educational goals efficiently and effectively, is to acquire and utilize facilities that have an indirect or direct impact on the educational process. Infrastructure is different from facilities. (Injus Indrawan, 2015) The efficacy of the overall educational process depends on the condition of all physical facilities and technical resources in the classroom. School grounds, parks, regulations, and access are examples of infrastructure that indirectly support education. Facilities and infrastructure management encompasses a wide range of responsibilities, including the maintenance and optimization of the physical premises and systems used by educational institutions.

Regarding the maintenance of school grounds and buildings, Mujamil Qomar provides the following suggestions: (Mujamil Qomar, 2010)

- a. Always on time, fully functional, and made to last.
- b. To provide a relaxing and pleasant environment for students, teachers, and parents, the school environment must be carefully maintained.
- c. Something fresh, original, adaptable, and diverse to pique children's interest and inspire originality in their thinking.
- d. You can resist the urge to commit harmful acts by using them carefully beforehand.
- e. Social and religious gatherings will take place in designated areas.

Based on interviews and observations, the following resources are accessible to teachers and children at Muhammadiyah Integrated Islamic Primary Schools in Malang City (1) The upper level of the three-story building has twenty-three classrooms; (2) Outdoor space for parties, athletic meets, and other extracurricular activities; (3) Parking lot; (4) Parks; (5) Every item in the classroom, from the instructor's desk and chair to the reading corner, whiteboard, office supplies, wall hangings, and twenty-eight student chairs and desks; (6) Media and resources for instruction (such as projectors, LCDs, and subject-specific texts); (7) a sacred place of worship; (8) Library; (9) Executive room; (10) Information and Communication Technology (ICT) Center; (11) Dining room; (12) Classroom; (13) Workplace of the head of the department.

Information gathered from SD Islam Terpadu Muhammadiyah in Sungai Penuh Banyak regarding the essential elements of the school's physical and administrative facilities is as follows:

All the resources needed to provide excellent education are available at SD Islam Terpadu Muhammadiyah Sungai Penuh.

Every educator should start the process of procuring school buildings and infrastructure by submitting a proposal at the annual school assembly. After that, the school's Deputy Head of Facilities will conduct a thorough inventory of the school's needs and draw up a plan to request a foundation for everything. This is the last step before the institution knows whether the foundation will approve, deny, or postpone the request. The need and the significance of the educational objectives are also taken into account at this planning stage.

Regular inspections of the state of the infrastructure and facilities are part of the assessment process. If damage is found, an evaluation will be made to decide whether repair or replacement is the best course of action. The Deputy Head of Facilities and Infrastructure is always available for teachers to talk to about any concerns or suggestions they may have regarding the school infrastructure. The foundation's needs do not match the available funds, leading to restrictions. Foundations usually struggle to obtain the necessary infrastructure and facilities because they do not have sufficient funds. When public funds are insufficient, schools will seek private donors.

3. Financial Management

Financial management is one aspect of school administration that plays a role in determining the management of educational activities in schools. The task of the financial manager is to plan, organize, direct, coordinate, monitor and regulate. Many tasks are involved in financial management, such as securing funding, distributing funds, reporting, auditing, and holding individuals accountable. (Siti Raudhatul Jannah, 2013)

- a. The idea of fairness, which states that financing should be adjusted to each person's ability without prejudice, is one of several ideas that must be addressed in managing the finances of educational institutions, according to Cucun Sunaaengsih.
- b. Keeping all parts of financial management open and transparent is essential. This includes amounts, sources, usage information, and accountability.
- c. The opportunity to hold school administrators accountable for the allocation of cash and whether or not it follows the established plan.
- d. In particular, it is beneficial as it will enable the school to meet its set objectives with the help of the activity budget.
- e. When income and expenditure are balanced, financial efficiency can be achieved.
- f. This explanation of the fiscal policies and procedures of SD Islam Penuh Muhammadiyah Sungai is based on interviews with school officials.
- g. Contributions to Student Education Development (SPP), the school foundation, and external self-help all play an important role in the financing of SD Islam Terpadu Muhammadiyah Sungai penuh or university.
- h. The principal and foundation hold the school treasurer responsible for managing school funds. At monthly staff meetings, the treasurer is required to assume responsibility for financial records.

Getting funds fast enough becomes a problem when you need them. For example, if a classroom is damaged and there are insufficient seats available. Changing seats is a tedious process as the school relies heavily on the foundation. Hence, schools attribute the lack of funds to the fact that they are unable to improve their facilities and services.

D. CONCLUSION

Based on the research findings, the curriculum management of Muhammadiyah Integrated Islamic Elementary School is by the characteristics and principles of Islamic education management. To achieve the basic principles of Islamic education, the school curriculum is based on religion. The school applies the principle of efficient and successful production by cooperating with the Ummi Institute to equip students with comprehensive Quranic studies. In addition, the school promotes democratic and cooperative ideals in the frequent debates over curriculum creation and evaluation. All resources required in the

teaching and learning process are well managed at SD Islam Terpadu Muhammadiyah Sungai Banyak. Procurement of the required facilities and infrastructure begins with preparation, continues with delivery, and culminates in acquisition. All of this begins because the foundation's needs are not met by its budget. Delays in acquiring essential facilities and infrastructure can occur if the funds available to the foundation are insufficient. To get around this, the school will use private funds if the need is urgent. In the management of its funds, SD Islam Muhammadiyah Kota Sungai Penuh complies with all regulations. The main channel of school finance, financial management from the foundation, can sometimes be a burden due to the lengthy application and approval procedures. The researcher's suggestion for SD Islam Terpadu Muhammadiyah Kota Sungai Penuh is to further improve management, especially on curriculum data and curriculum suitability with its application in the learning process.

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