

REVIEW OF ISLAMIC EDUCATION MANAGEMENT RESEARCH IN SCHOOLS

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Abstract: This study aims to describe and conclude the results of Islamic education management studies for the period 2015 to 2022. This is qualitative-library research. Researchers conducted research on the results of research in journals related to the management of Islamic education in schools/madrasas from 2015-2022. The data and research data sources are in the form of "ten studies with the theme of MPI in madrasah schools". Data sources were obtained from e-journals accessed from Google Scholar, ScienceDirect, and Elsevier. The sources sought are research results from 2015 to 2022. Data collection techniques use data collection by gathering as much information and data related to MPI. Using content analysis data analysis method. Based on a review of several studies on Islamic education management, researchers concluded that the success of Islamic education management is largely determined by the success of the human resources in it, both leaders, teachers, employees, or the community around the school/madrasah to achieve effective and efficient education. In this case, good management is needed in accordance with the rules and teachings contained in the Al-Qur'an and Hadith, while the management process of Islamic education includes planning Islamic education management, organizing Islamic education management, actuating Islamic education management, and controlling Islamic education management. In addition, in Islamic education management, there are Islamic education management principles that can be applied as a basis for decision-making.

Keywords: Education Management; Evaluation; Islamic Education; Islamic Studies.

INTRODUCTION

Education has an important role in overcoming challenges in the modern era, as well as Islamic education. In its development to face challenges in the modern era, Islamic Education institutions find various kinds of problems that must be resolved immediately in order to achieve the goals of Islamic Education to the fullest. The problems faced by Islamic educational institutions can be seen from the vision and mission, learning process, the competence of graduates, educators and education staff, facilities and infrastructure, curriculum, and educational assessment (Abuddin Nata, 2012). Some of these things require good management by educational institutions in order to achieve success.

Success in the implementation of educational institutions (schools) will depend heavily on management and components supporting the implementation of activities such as curriculum, students, financing, implementing staff, infrastructure, and so on. These components form a single entity in the effort to achieve the goals of educational institutions (schools), meaning that one component is not more important than the other components. However, one component provides support for other components so that it makes a high contribution to achieving the goals of the educational institution (school).

Studies in an effort to develop Islamic educational thinking have been presented by Prof. Dr. Mujamil Qomar, M.Ag. He explicitly states that the success of Islamic education at the reality-expectation level, one of which is determined by the management of Islamic education, which functions to carry out the task of advancing the implementation, implementation or application of Islamic education institutionally. (Maya & Lesmana, 2018). Among Qomar's thoughts on Islamic education management which are meaningful and deserve to be studied in depth, are the nature of Islamic education management and its implications, philosophical objects and practices and dimensions of Islamic education management, and characteristics and characteristics of Islamic education. Education management, differences between Islamic education management and education management, as well as about the existence and constraints of Islamic education management.

In addition, studies related to Islamic education management have also been presented by (Ikhwan, 2016), who assesses the primacy of education based on studies of the Koran and hadith to be used as a reference in the concept of education management. Not only that, research conducted by (Susiyani, 2017) also shows that by looking at the concept of management of Islamic education, the management of Islamic boarding schools at SBM Yogyakarta has significant relevance to conceptual goals of Islamic education and the values of Islamic education in Indonesia. Aspects of fulfilling student competencies from national education goals.

The importance of implementing Islamic education management in an institution aims to maximize performance in each of these educational institutions. In addition, with the management of Islamic education, it is hoped that it can follow the era of globalization, which is based on Islam and guided by the teachings contained in the Al-Qur'an. This is done to create a young generation who is cultured and has noble character, and can keep up with the times.

There are 3 (three) basics of Islamic Education Management, namely: Al-Qur'an, As-Sunnah and the laws that apply in Indonesia. 1. Al-Qur'an There are many verses of Al-Qur'an which can be the basis for Islamic education management. These verses can be understood after an in-depth study. Among the verses of the Qur'an that can be used as the basis for the management of Islamic education are as follows (Ministry of Religion RI, 2010):

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْفِرُوا كَافَّةً فَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ لِّيَتَفَقَّهُوا فِي الدِّينِ
وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ

It means; It is not proper for the believer to go all (to the battlefield). Why not leave several people from each group among them to deepen their knowledge of religion and to warn their people when they have returned to him so that they can take care of themselves (QS. At-Taubah: 122).

Therefore can it be concluded that Islam emphasizes the importance of management, including education management, more specifically human resource management. 2) As-Sunnah Rasulullah SAW is a teacher, and he also upholds education and motivates his people to take part in education and teaching. Rasulullah SAW said: Whoever hides his knowledge, Allah will curb him with fiery bridles (HR. Ibn Majah). Based on the hadith above, Rasulullah SAW had great attention to education. 3) Legislation Applicable in Indonesia In Law no. 20 of 2003 concerning the National Education System, it is stated in Article 30 paragraph 1 that: "Religious education is carried out by the government and/or community groups from religious adherents, in accordance with statutory regulations" (Ministry of National Education, 2023). It is also stated in Article 30, paragraph 2 that "Religious education functions to prepare students to become members of society who understand and practice the values of their religious teachings and/or become experts in religious knowledge".

Trikuntoro 2022 in research on Islamic Education Quality Management concludes that management of improving the quality of Islamic education in schools is an effort to improve the quality of Islamic education that focuses on customers (students/parents/ community), involvement of all school components, quality graduates, the commitment of all components in schools to achieve goals and continuous improvement efforts are made (Trikuntoro, 2022). Ahmad Afan 2015 also explained the urgency of education management and concluded that in the implementation or implementation of Islamic education, it must be placed on 4 (four) supports, namely theological, rational, empirical, and theoretical supports (Ahmad Afan, 2015). Prof's thoughts Dr. Mujamil Qamar, m.ag. Concerning the management of Islamic education, that expressly states that the success of Islamic education at the level of expectational reality is one of them determined by the management of Islamic education, which functions to carry out the task of advancing the organization, implementation, or application of Islamic education institutionally (Maya & Lesmana, 2018). Meanwhile, Rouf 2017 in his research entitled Transformation and Innovation in Islamic Education Management concluded that transformation and innovation in the management of Islamic religious education can be interpreted as a total and comprehensive change and includes all aspects to become something new in an effort to make changes with the aim of getting things better. In the field of Islamic education, management, transformation, and innovation are urgently needed at this time. This will bring about a change and renewal in the management of Islamic education (Rouf, 2017).

Based on this research, researchers found that education management in Indonesia requires a change towards higher quality, taking into account quality implementation and management factors based on (four) foundations, namely theological, rational, empirical, and theoretical foundations.

Some of the research above is different from the research that the researcher will do, where the research is more focused on reviewing and analyzing the results of research on Islamic education management reviews, which will be useful as knowledge and guidelines for the implementation of quality education. Theoretically, this research aims to develop a discourse on Islamic education management. From a pragmatic point of view, it is to review how quality Islamic education management is managed for the advancement of education in Indonesia.

METHOD

Qualitative research-library research, researchers conducted research on the results of research in journals related to the management of Islamic education in schools/madrasas. The data and research data sources are in the form of "ten studies with the theme Management of Islamic Education in schools/madrasas". Data sources were obtained from e-journals accessed from Google Scholar, ScienceDirect, and Elsevier. The sources sought were research results from 2015 to 2022. Data collection techniques used data collection techniques with the keywords implementing Islamic education management in schools. Researchers collected data on research results from Islamic Education Management in Schools/ Madrasahs obtained from Google Scholar, ScienceDirect, and Elsevier index institutions with data analysis techniques using content analysis methods.

RESULTS AND DISCUSSION

Results

Based on search results in journals on the management of Islamic education in schools/madrasas, ten research articles were found that matched the research objectives in sharing databases. Then the articles were filtered for the title and discussion of each article. The goal is that the articles are not the same, both the title and the content in it. After that, the 10 research articles were adjusted according to the inclusion and exclusion criteria, then a review of the articles as a whole was carried out. After analyzing the 10 research journal articles, all of the quality is categorized as good. Furthermore, the data of the journal article is extracted based on the author's name, journal name, year of publication, title, research objectives, research methods, and research results. Here's the explanation below.

Table 1. Ten studies on Management of Islamic Education in Schools from 2020 to 2022

No	Writer	Article Title	Journal	Vol.No, and Year	Results
1.	Alfian Kuntoro	Tri Islamic Education Quality Management	Journal of Education	Volume 7, number 1, pages 84- 97 of 2019	Concluded that the implementation of Islamic education management in schools is not only an individual task but that the entire academic community in the school

					environment can support each other and carry out their respective duties according to the plans they have made (Trikuntoro, 2022).
2.	Wendi Rais	Implementation of Islamic Education Management in Public Relations Management with Schools	Econos: Journal of Economics and Social Affairs,	Volume 10, Number 1 of 2019.	Results of research; first, the activities carried out by the school's public relations (PR) were managed well, this is because public relations can stimulate parents to give full attention to the school, besides that the PR also pays attention to the situation and environmental conditions around the school so that the program implementation has been planned by public relations can be carried out optimally (Rais Wendi, 2019).
3.	Mohamad Adnan	The Urgency of Implementing Islamic Education Management in the Global Era	Munaqasya h Journal of Education and Learning: LPPM STIB Banyuwangi	Volume 1, number 1, the Year 2019, pages 78-113.	Still relevant to the current situation, researchers state that management positions are very urgent in educational institutions, especially Islamic educational institutions. According to him, every time, a manager must have four main characteristics as a leader: honesty in every action, honesty in everything he does, openness in everything, and expertise/skills in making work programs (Adnan, 2019).
4.	Ava Swastika Fahriana	Decision Making in the Islamic Education Management Deliberation (Thematic Study of Al-Qur'an and Hadith).	journal Al-Khayat	volume two, number one of 2018.	This study describes decision-making in management in schools, including the alternatives or selection of actions in solving a problem faces in the organization. According to him, several factors influence the decision-making process, including a) culture, b) personality, c) d) level of education, e) the adaptation process, and f) the problems faced. (Fahriana, 2018),
5.	Hisam Ahyani, Agus Yosep Abduloh, and Tobroni	"Basic Principles of Management of Islamic Education in the Qur'an	Journal of Islamic Education Management	The year 2021 volume 6, number 1, pages 37-46.	His research produced several basic principles of Islamic education management that can be applied in school management to advance schools, these principles include: a) the principle of sincerity, in managing a school is essentially a belief and can be called a task/mandate from Allah SWT,

					b) the principle being honest, being honest is one of the exemplary qualities possessed by the prophet Muhammad SAW, c) the principle of justice, this principle is also one of the things that are no less important in the management of Islamic education (Hisam et al., 2021)
6.	Evy Ramadhina	Actualization of Artistic Supervision in Islamic Education Management	Attractive: Innovative Educational Journal	volume 3, number 1 of 2021, pages 91-101.	The actualization of artistic supervision in Islamic education management is carried out by building communication that humanizes relationships, cooperation between supervisors and teachers, differentiation of supervision, and finding solutions according to the needs and conditions of students. It is hoped that it can also be applied in other schools so that it can be used as a guideline and further developed in accordance with existing knowledge and adapted to the times and technology (Evi Ramadhina).
7.	Muhammad Ali & Saifuddin Amin	Management of Islamic Education Leadership	International Journal of Islamic Religion	The year 2022, volume 1, number 1, pages 18-26.	This research is related to the process of managing Islamic education management which is carried out effectively and efficiently. In this case, the management function is maximized wholeheartedly, including a) planning, b) organizing, c) directing, and d) supervising. (Muhammad Ali et al, 2022).
8.	Subandi, Suhono, Ahmad Fauzan, and Agus Jatmiko	"The Quality of Islamic Education Management in Curriculum Development for the Industrial Age 4.0".	Option, Año 35, Especial	No.21 (2019): 1232-1247.	The results of the study show that the identification of quality curriculum management includes several things, including: a) relevance, meaning that it is in accordance with the needs of institutions, and adapted to academic policies (such as curriculum, syllabus, and educational facilities) which are adapted to the needs of students, government, and society; b) efficiency, efficiency here relates to savings in the use of resources (such as sources of funds, sources of energy, sources of time, etc.), c) effectiveness, meaning that planning is in accordance with the results achieved, the accuracy of the systems, methods, or even

					procedures used. Used to produce planned services, d) accountability, in this case, it can be said as an effort to maximize performance and work results in the field of education management, including the behavior of managers/leaders,
9.	Endang Listiowaty	The Concept of Islamic-Based Education Management in Efforts to Achieve Educational Goals	Journal of Tahdzibi; Journal of Education Managemen t	Volume 5 No.2 November 2020	Islamic education management is a process of structuring/managing Islamic educational institutions involving Muslim and non-human human resources to achieve Islamic education goals effectively and efficiently. That means that in an Islamic educational institution, it is necessary to have good management according to the rules and teachings in the Qur'an and Hadith. (Listiowaty, 2020).
10.	Wildan Halid	Concept and Management of Islamic Education	Mahasantri Journal	Volume 3, Number 1, September 2022	Management of Islamic education is a process of structuring or managing Islamic educational institutions that involve Muslim human resources and drive them to achieve Islamic education's goals effectively and efficiently.

Improving the quality of educational institutions in order to achieve the goals and success of education is not an easy matter, especially for Islamic education. This effort must really get the full support of various parties, so that the implementation process does not go well and success can be achieved easily. Various participation from all related elements is also needed. In this case, it is the government, school members, parents of students, religious leaders, and all community leaders who must play an active role in improving the quality of Islamic education institutions through solid cooperation. Their participation is very much needed and decisive and supports efforts to improve the quality of educational institutions.

Discussion

Trikuntoro explained that implementing Islamic education management in schools is not just an individual task just, but the entire academic community in the school environment can support each other and carry out their respective duties according to the plans that have been made. This is relevant to research conducted by Endang Listiowaty. He stated a process of structuring/managing Islamic educational institutions that involves Muslim and non-human human resources in moving them to achieve Islamic education goals effectively and efficiently. That means that in an Islamic educational institution, it is necessary to have good management in

accordance with the rules and the teachings contained in the Al-Qur'an and Hadith, while the management process of Islamic education includes planning Islamic education management, organizing Islamic education management, actuating Islamic education management and controlling Islamic education management. In addition, in the management of Islamic education, there are the principles of management of Islamic education, namely, *Amar ma'ruf nahi munkar* (sincere), upholding the truth (honest), upholding justice (fair), conveying the mandate to experts (responsibility), which involves the entire academic community in schools/madrasas. In line with the research conducted by Wendi Rais, first, the activities carried out by school public relations were managed well. This is because public relations can stimulate parents to give full attention to schools. Besides that public relations also pay attention to the situation and environmental conditions around the school so that the program implementation that public relations have planned can be implemented optimally. Public relations is part of the people who must be involved in the educational management process.

Mohammad Adnan, still relevant to the current situation, the researcher stated that the position of management is very urgent in an educational institution, especially Islamic educational institutions. According to him, every time, a manager must have four main characteristics as a leader, namely honesty in every action, honesty in everything he does, openness in everything, and finally, expertise/skills in making work programs.. In line with research produced by Ava Swastika Fahriana, research explains decision-making in management at school, including the alternative or selection of actions in solving a problem it faces in the organization. According to him, several factors influence the decision-making process, including a) culture, b) personality, c) d) level of education, e) the adaptation process, and f) the problems faced. In addition, his research also explains several leadership roles in making decisions, including: a) formulating alternatives, b) identifying problems that arise, c) analyzing situations that pose risks, d) evaluating decisions, and e.) set priorities and take action. Some of these factors are very important for a leader in making decisions in every organization. These decision-makers must be considered because these factors can determine the progress and success of an educational organization. Firm, fast and rational decisions are needed to achieve success and progress in the field of education led by an authority. To carry out all of these factors must be accompanied by several principles in making decisions based on Islam. These principles include a) prioritizing the public interest over personal interests, b) all decisions are guided by experts, must be fair, and also look at the quality, c) most importantly a decision made based on the Al-Qur'an and Hadith, and d) a decision must take a long time and rational is very necessary in achieving success and progress in the field of education which is led by an authorized person. To carry out all of these factors must be accompanied by several principles in making decisions based on Islam, these principles include: a) prioritizing the public interest over personal interests, b) all decisions are guided by experts, must be fair, and

also look at the quality, c) that most importantly a decision made based on the Al-Qur'an and Hadith, and d) a decision must take a long time and rational is very necessary in achieving success and progress in the field of education which is led by an authorized person. To carry out all of these factors must be accompanied by several principles in making decisions based on Islam. These principles include a) prioritizing the public interest over personal interests, b) all decisions are guided by experts, must be fair, and also look at the quality, c) most importantly, a decision made based on the Al-Qur'an and Hadith, and d) a decision must take a long time.

Apart from being guided by the principle of decision-making, there are other principles put forward by Hisam Ahyani, Agus Yosep Abduloh, and Tobroni that some basic principles of Islamic education management that can be applied in school management to advance schools include: a) the principle of sincerity, in managing schools, in essence, is a belief and can be called a task/mandate from Allah SWT, b) the principle of being honest, being honest is one of the exemplary traits possessed by the prophet Muhammad SAW, c) the principle of justice. This principle is also one thing that is no less important in the management of Islamic education.

The process of managing Islamic education management which is carried out effectively and efficiently must contain management functions that are maximized wholeheartedly. These functions include a) planning, b) organizing, c) directing, and d) supervision. The results of the study reveal several problems that arise in Islamic educational institutions (Muhammad Ali et al., 2022). In this case, it includes several problems, including a) there is a conflict with oneself, b) the emergence of conflict between school/madrasah leaders and the head of the foundation, c) there is a conflict between school/madrasah leaders and PNS teachers, and d) the emergence of conflict between leaders schools/madrasahs with other committee chairs (related to school/madrasah issues) (Rozi, 2019). Actualization of artistic supervision is felt to be able to overcome these problems in the management of Islamic education by building communication that humanizes relationships, a collaboration between supervisors and teachers, differentiation of supervision, and finding solutions according to the needs and conditions of students. It is hoped that it can also be applied in other schools so that it can be used as a guideline and further developed in accordance with existing knowledge and adapted to the times and technology.

Another element that can support the creation of good quality management is the identification of quality curriculum management, which includes several things such as; a) relevance, meaning according to the needs of the institution, and adapted to academic policies (such as curriculum, syllabus, and educational facilities) which are adapted to the needs of students, government, and society; b) efficiency, efficiency here relates to savings in the use of resources (such as sources of funds, sources of energy, sources of time, etc.), c) effectiveness, meaning that planning is in accordance with the results achieved, the accuracy of the systems, methods, or even procedures used. Used to produce planned services, d) accountability, in this

case, it can be said as an effort to maximize performance and work results in the field of education management (Subandi, 2019). Keep in mind that Islamic education management is a process of structuring or managing Islamic educational institutions that involves human resources and mobilizes them to achieve the goals of Islamic education effectively and efficiently. There are 3 (three) basic principles of Islamic education management, namely: Al-Qur'an, As-Sunnah and Atsaar as well as the applicable laws and regulations in Indonesia. The success of Islamic education management and management of Islamic education teachers is largely determined by the success of their leaders in managing teaching staff and education available in Islamic schools. In this case, at least eight (8) management components need to be considered, namely curriculum management, personnel, students, administration, facilities, finance, organization, and school-community relations.

CONCLUSION

Based on a review of several studies on Islamic education management, researchers concluded that the success of Islamic education management is largely determined by the success of the human resources in it, both leaders, teachers, employees, or the community around the school/madrasah to achieve effective and efficient education. In this case, good management is needed in accordance with the rules and teachings contained in the Al-Qur'an and Hadith, while the management process of Islamic education includes planning Islamic education management, organizing Islamic education management, actuating Islamic education management, and controlling Islamic education management. In addition, in Islamic education management, there are Islamic education management principles that can be applied as a basis for decision-making.

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