

Strategic Management of Islamic Educational Institutions to Improving Education Quality

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Abstract

This study focuses on how Islamic education management is implemented, particularly at Muhammadiyah Medan Islamic Elementary School. The researcher used a case study research design and a qualitative research method in this study. Interviews, observations, and written records were used to gather information. Following data presentation and drawing conclusions, techniques for data reduction were used to analyze the data. The study's findings are as follows: 1) At Muhammadiyah Medan Islamic Elementary School, strategy is created by first creating a vision and mission that take into account both the internal and external environment. Next, goals and targets are set, and strategy is set. 2) At Muhammadiyah Medan Islamic Elementary School, activities outline the strategies that have been developed in order to implement them. The activity coordinator, who works with the school principal to coordinate, is in charge of the technical implementation. In order to implement the monitoring system, extensive communication and routine control with the activity coordinator are implemented. 3) Both formal and informal meetings are used to implement the Muhammadiyah Medan Islamic Elementary School's evaluation strategy. Both the internal level and the field as a whole hold formal meetings on a regular basis. Based on the findings of this study, better management can be implemented in the future to improve Islamic educational institutions.

Keywords : *Islamic educational establishments, strategic management, and quality of education*

Introduction

One of the most important factors in advancing the nation and state is education. As a result of the fact that education is a process by which a person or group of people's knowledge, abilities, attitudes, and behaviors are enhanced, changed, and improved through activities such as instruction, research, and guidance. Through dynamic interaction, the educational process demonstrates activity in the form of active action and conscious effort to achieve the desired objective. As a result, educational activity is always planned and active; consequently, education is an intentional act or action that results in anticipated changes in attitudes and behaviors, such as the development of intelligent, skilled, independent, disciplined, and noble individuals. In addition, Allah SWT has actually instructed the improvement of human quality as a whole, as evidenced by the verses 1–5 of the Al-Quran's Surah Al-Alaq. It is clear from the preceding verse that education encompasses all aspects of the universe, not just humans, and that Allah is the Supreme Educator.

It is anticipated that the innate influence and the educational influence will combine to produce a flawless personality. Therefore, true education places a greater emphasis on education that leads to the development of a full and complete personality than it does on instruction that is solely focused on intellectual reasoning. Diverse parties continue to employ a variety of strategies in an effort to raise the standard of education. These endeavors are motivated by an awareness of the significance of education in the formation of human resources (HR) and national character (Nation Character Building) for the advancement of society and the nation. The quality of a nation's education is largely what determines its worth and dignity. When it comes to Islamic education, Mujamil Qomar emphasized that the mission of Islamic education is more complex than that of general education. Education is a development target in the field of national education and an essential component of efforts to improve the quality of life for the Indonesian people as a whole. At the very least, Islamic educational institutions are required to fulfill two missions: academic missions and religious missions. If you want to become a superior institution, Islamic education. The creation of Islamic-based educational institutions is one option among the two above-mentioned goals for developing a complete personality in accordance with Islamic norms. Islamic education institutions are a type of organization that is aimed at developing Islamic institutions—both permanent and evolving—that follow a particular pattern in carrying out their responsibilities and have an organizational structure that can bind individuals who are under its supervision, giving the institution its own authority. According to Prim Masrokan, the above Islamic educational institutions need to have management or managerial implementation as effective as possible. If this is not done, Islamic educational institutions will not advance and compete competitively with other educational institutions destroyed, backward and not in demand by the community or Muslims. In its development, Islamic educational institutions began to spread everywhere to remote villages. According to Baharuddin, the rapid development of Islamic educational institutions in terms of quantity is not accompanied by massive management power. There are many Islamic educational institutions today, there are institutions that attract the author's attention to conduct research at these institutions¹.

The educational institution is SD Islamic Muhammadiyah Medan. in this institution is different but is able to make quality education. The curriculum used by SD Islamic Muhammadiyah Medan is to collaborate with the curriculum of the ministry of religion with the education curriculum, as well as the local curriculum of Ma'arif itself, this institution has excellent achievements and quality². This is evidenced by the various awards obtained by the institution in several Islamic elementary school activities able to lead their students to win competitions at both regional and national levels, for example, being the second winner in the tahfidz al-Qur'an competition and the first winner of the scouting competition at the Medan City, the Islamic boarding school environment which is conducive and sportsmanship for the development of Islamic personality, students receive guidance in a friendly manner. maximum in the field of general subject matter, diniyah and mental spirituality. There are several reasons that the researchers put forward so that the researcher deems the institution worthy of research based on the uniqueness and advantages of the institution. Therefore, in an effort to continue to maintain and improve the quality of education in Islamic educational institutions today, the authors are interested

¹ Yakin, "Manajemen Kelas Di Era Industri 4.0."

² Suwito, Harun, C. Z., "Manajemen Pembelajaran Bahasa Inggris Dalam Meningkatkan Prestasi Belajar Siswa Pada Smp Negeri 1 Tapaktuan Aceh."

in conducting research on Strategic Management of Islamic Educational Institutions in Improving the Quality of Education in Islamic Elementary Education of Muhammadiyah Medan.

Methods

1. Type of Research

This research uses descriptive qualitative research, namely:

Research that is descriptive of research results as an answer to the formulation of research problems³. In this study, the researchers concentrated on the strategic implementation of improving the quality of education at the Muhammadiyah Medan Islamic Elementary School in Banyuwangi.

2. Research Location

The location of this research is Muhammadiyah Medan Islamic Elementary School

3. Data Source

There are two sources of data used in this study, namely: primary and secondary data sources⁴. Primary data sources are data sources used by researchers in collecting the main data, namely the manager of the Muhammadiyah Medan Islamic Elementary School in Banyuwangi as the main resource person and direct observation at the institution to obtain data in the form of real conditions of research problems. While the secondary data source is obtained from the administration section to obtain data related to administration and other research supporting data.

4. Data Collection Techniques

In this study, the data collection technique used 3 stages "In qualitative research data collection is carried out in natural settings (natural conditions), primary data sources, and data collection techniques are more on participating observations, in-depth interviews, and documentation"⁵.

5. Data Analysis Techniques

Data analysis in this study uses SWOT analysis (strengths, weaknesses, opportunities, and threats) and interactive analysis of 3 models including: data reduction, data presentation and decision making.

Discussion

1. Formulation of the Strategy of Islamic Educational Institutions in Improving the Quality of Education

The external and internal environments are the two components of environmental assessment. A number of opportunities (opportunities) that the organization must take advantage of and threats (threats) that must be avoided are the outcomes of the environmental assessment. SD Islam Muhammadiyah Medan capitalizes on the ever-increasing student achievement, the graduates that are produced, highly competent human resources, a favorable environment, and adequate infrastructure as a force to realize the formulated vision and mission. In the meantime, the intense competition among schools and the high level of public interest are utilized as an opportunity to advance the vision and mission. The next step is to establish objectives and targets following the formulation of the

³ Sugiyono, *Metode Penelitian Dan Pengembangan*.

⁴ Rayanto, *Penelitian Pengembangan Model Addie Dan R2D2 Teori Dan Praktek*.

⁵ Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : ALFABETA.

vision and mission. Akdon emphasized the significance of organizational goals because it is one of the fundamental steps in creating an efficient strategic plan that identifies specific tasks that must be completed quickly if the company is to be successful. This plan should support each item of goals, objectives, and vision that have been established. SD Muhammadiyah Medan uses working meeting forums to come up with the best strategy when coming up with plans. SD Islam Muhammadiyah Medan has come up with five strategies based on the findings of his research.

Curriculum development, improving the performance and well-being of human resources, building a school's image and boosting student academic achievement, fostering a harmonious school environment, and procuring and standardizing infrastructure are some of these strategies. The first step in improving the quality of education is to develop the curriculum. The essence of empowerment itself includes three things: development, strengthening potential/power, and creating independence. Meanwhile, the second strategy is to improve the quality of education by increasing human resources and the framework. The management of educational infrastructure and facilities is extremely helpful in achieving educational objectives. Increasing student academic achievement is SD Islamic Muhammadiyah Medan's next action. Because academic achievement is one of the factors that contribute to the quality of an education, it is crucial to improve student achievement. To achieve this, both academic and non-academic student learning achievement must be significantly improved. Building the institution's image is the final strategy for raising the quality of education. Establishing social relationships with other educational institutions as well as with the community is one strategy for improving the image of the institution that SD Islamic Muhammadiyah Medan is working to promote.

The following steps make up the school-community relationship, which is a more focused form of communication between the school and the community: getting to know one another better and better understand, love, support, and bear one another in order to achieve mutually beneficial cooperation with the primary objective of raising the quality of education for all parties involved. genuinely organized. In this instance, the organization must develop a vision, mission, and core values, examine the internal and external environment, and draw conclusions from the findings.

2. Implementation of the Strategy of Islamic Educational Institutions in Improving the Quality of Education

In the context of strategic management, strategy implementation is the process of translating formulated strategies into concrete actions. After that, these actions are properly managed to bring about these strategies. To carry out the strategy, a school principal must make use of all resources, human and nonhuman, that are at his or her disposal. The strategy can be carried out by utilizing as many non-human resources as possible and allocating human resources in accordance with their capabilities. However, the strategy will not be implemented if it is not properly managed. SD Islamic Muhammadiyah Medan plans a number of activities to put the plan into action.

The respective coordinators are responsible for the technical implementation of these activities. The principal uses a control system in practice by communicating extensively with the activity coordinator. The principal of the SD Islam Muhammadiyah Medan school also uses a system of regular observation, supervision, and inspection. The SD Islam Muhammadiyah Medan principal uses a variety of control strategies. Occasionally, by going straight to the field, utilizing the morning apple, or simply meeting the deputy

principals. It is correct to delegate the technical implementation to the activities coordinator. However, as a leader, it would be preferable to be aware of these activities' technical implementation. The purpose of this is to make the system of control, supervision, and monitoring easier to use. As a result, in order to ensure that the strategy is implemented in accordance with plan, a school principal must not only place human resources in accordance with their abilities but also use as many non-human resources as possible. plan.

3. Evaluation of the Strategy of Islamic Educational Institutions in Improving the Quality of Education

SD Islam Muhammadiyah Medan's strategy evaluation calls for regular internal field meetings and comprehensive meetings. SD Islam Muhammadiyah Medan used these two kinds of meetings to evaluate the strategies that were implemented. In order to ensure that the developed strategy runs smoothly in the future, the institution will take corrective actions. Akdon explained that there are generally two kinds of evaluations: a. Formative evaluations include those that are carried out prior to, during, or after the program's completion so that the results and effects can be examined; b. summative evaluation, which requires the collection of time series data over several years and is conducted over multiple periods/years. The researcher's analysis reveals that the two types of evaluation described by Akdon—formative evaluation and summative evaluation—have been utilized by the two institutions under investigation. As a result, the results of the strategy evaluation serve as a benchmark for efforts to foster and develop school community performance in order to implement the vision, mission, and raise the status of school accreditation levels. They also serve as a reference for efforts to improve the quality of education and school development plans. metric for international, regional, national, provincial, and district/city-level competition for school quality.

Conclusion

The researcher can draw the following conclusions based on the findings of the research and discussion in the preceding chapter:

1. At SD Islamic Muhammadiyah Medan, strategy is developed by first developing the vision and mission while taking into account the internal and external environment. Next, goals and targets are established, and strategy is then determined.
2. In SD Islamic Muhammadiyah Medan, strategies are put into action by laying out the strategies that have been put into action in the form of activities. The activity coordinator is responsible for the technical implementation, which is still coordinated with the school principal. The activity coordinator is subjected to extensive communication and routine control as part of the supervisory system.
3. At SD Islam Muhammadiyah Medan, strategy evaluation is done in both informal and formal meetings. At both the internal and global levels, formal meetings are held on a regular basis.

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