

LEADERSHIP MANAGEMENT ISLAMIC EDUCATION

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Abstract

Management of Islamic education is a process of managing Islamic education institutions in an Islamic way by dealing with learning resources and other matters related to achieving the objectives of Islamic education effectively and efficiently. Islamic education management functions include; Planning, organizing, directing / leadership, and supervision. Problems that often occur in Islamic education institutions include: self-conflict, conflict between madrasa leaders with the chairman of the foundation, conflict between madrasa leaders and teachers, conflict between madrasa leaders and the chairman of the committee (problem of madrasah operational funding). Solutions to these problems include the following: 1) To overcome personal conflicts above, a leader must have professionalism to distinguish between personal interests and institutional interests. 2) In terms of overcoming conflicts between madrasa leaders with the chairman of the foundation as above, it takes an effort to synchronize problems.

Key Words: *Management, Leadership Islamic Education*

A. Introduction

Today, humans are facing rapid changes that arise as a result of the impact and obligation of science. Especially if it is based on the assumption that all problems originate and an application of educational concepts that stimulates and encourages the uncontrolled progress of science and technology.

In Islamic circles there are also various issues regarding the educational crisis and other problems which urgently demand a solution in the form of the realization of an education system based on the concept of Islam.

One solution is to improve management and leadership in education. Apart from the business world, the state and management organizations have an important role in delivering educational progress. If the management of the state pursues the success of development while the management of education (schools) pursues the success of the development of human children through adequate educational services.

This paper will describe the notion of management and leadership of Islamic education along with matters related to the management and leadership of Islamic education in order to achieve the goals of Islamic education itself.

B. Discussion

1. Understanding Islamic Education Management and Leadership

Islamic management and education is a combination of two sciences, namely management and Islamic education. According to Prof. Dr. Mujamil Qomar Islamic education management is a process of managing Islamic educational institutions in an Islamic way by dealing with learning resources and other related matters to achieve the goals of Islamic education effectively and efficiently.^[1] Furthermore, the above definition can be described as follows to facilitate understanding and implications.

First, the process of managing Islamic educational institutions. In this management process, the aspect that is

emphasized is Islamic values that rely on the Qur'an and Al Hadith. For example, related to empowerment, appreciation, quality, etc.

Second, Islamic educational institutions. The focus and management of Islamic education is to handle Islamic educational institutions ranging from Islamic boarding schools, madrasas, universities and so on.

Third, the process of managing Islamic education in an Islamic way. The management process must be in accordance with Islamic principles or use general managerial rules but are still in accordance with Islamic values.

Fourth, by working around. This implies strategy, because management is full of tactics or strategies that are directed at achieving goals. Likewise, Islamic education management always uses certain strategies.

Fifth, learning resources and related matters.

Sixth, the purpose of Islamic education. Goals are vital things that control and influence the components of Islamic religious education institutions.

Seventh, effective and efficient. That is, management that successfully achieves goals by saving energy, time and costs.

According to Mujamil Qomar, the real realization of Islamic education management is still inferior to non-Muslims, this is shown by the following:

- a) Islam is still used to the tradition of da'wah, not academics
- b) In terms of Islamic funding is still far from being needed.
- c) Public awareness of Islamic education is still lacking, Islamic societies if they have smart children are sent to public schools.
- d) The professionalism of the Muslim community is still what it is.

2. Islamic Education Management Function

According to Mahdi bin Ibrahim, Islamic education management functions include; Planning, organizing, directing/leading, and supervising.

1. Planning Function

Planning is an initial process when you want to do work both in the form of thoughts and frameworks so that the goals to be achieved get optimal results. Likewise, in Islamic education planning must be the first step that is really considered by managers and managers of Islamic education. Because planning is an important part of success, mistakes in determining Islamic education planning will have very fatal consequences for the sustainability of Islamic education.

When compiling a plan in Islamic education, it is not done only to achieve worldly goals, but must be far more than that beyond the boundaries of the targets of worldly life. Direct the plan also to achieve the target of happiness in the world and the hereafter, so that both can be achieved in a balanced way.

2. Organizing Function

Islamic teachings always encourage its adherents to do everything in a neatly organized manner, because a truth that is not well organized can easily be destroyed by a well-organized falsehood. An organization in Islamic education management will be able to run smoothly and in accordance with its goals if it is consistent with the principles that design the organization's journey, namely freedom, justice, and deliberation. If all of these principles can be applied consistently in the process of managing Islamic educational institutions, it will be very helpful for managers of Islamic education.

3. Directing function

Mentoring is the process of providing guidance to co-workers so that they become knowledgeable employees and will work effectively towards predetermined goals. In Islamic education management, so that the contents of the direction given to the person being directed can be carried out properly, a director must at least pay attention to the following principles, namely: Exemplary, consistency, openness, gentleness, and wisdom. The contents of the directive in the form of orders, prohibitions, and guidance should not be burdensome and beyond the ability of the recipient of the direction, because if that happens, do not expect the contents of the directive to be carried out properly by the recipient of the direction.

Thus, it can be concluded that the directive function in Islamic education management is a process of guidance based on religious principles to colleagues, so that the person is willing to carry out his duties seriously and enthusiastically with very deep sincerity.

4. Supervision function (controlling)

Supervision is the overall effort to observe the implementation of operational activities in order to ensure that these activities are in accordance with a predetermined plan. In Islamic education, supervision is defined as a continuous monitoring process to ensure the implementation of planning consistently, both materially and spiritually. Monitoring is not only carried out by managers, but also by Allah SWT, using humane methods that respect human dignity. With these characteristics, it can be understood that the implementers of various agreed plans will be responsible to their managers and Allah as the All-Knowing Supervisor. On the other hand, supervision in the Islamic concept prioritizes using a human approach, an approach that is inspired by Islamic values.

3. Characteristics of Islamic Education Management

Islamic education management is an education management labeled Islam. Of course, it has its own characteristics. These characteristics cannot be separated from being Islamic. Islam, according to prof. Mujamil Qomar can be interpreted as Islamic revelation and Islamic culture. Islamic revelation includes the Koran and the traditions of the Prophet, both the Nabawi hadith and the Qudsi hadith.^[2] Meanwhile, cultural Islam includes the expressions of the companions of the Prophet, the understanding of the ulama, the understanding of Muslim scholars and the culture of the Muslims. The word Islam which is the identity of education management is intended to cover both meanings, namely Islamic revelation and Islamic culture.

- a. Therefore, the discussion in management involves revelation and the culture of the Muslims plus the general principles of educational management. Scientific materials in Islamic education management include:

- b) Revealed texts, both the Qur'an and authentic hadith as the controller of the formulation of the theoretical principles of Islamic education management.
- c) Aqwal (words) of the companions of the Prophet, scholars, Muslim scholars as an argumentative logical footing in explaining the theoretical principles of Islamic education management.
- d) The development of Islamic educational institutions as an empirical basis in the formulation of the theoretical principles of Islamic education management.
- e) Community culture (leaders and employees) in Islamic educational institutions as an empirical basis in formulating the possibility of a unique strategy in managing Islamic educational institutions.
- f) The provisions of the rules of educational management as a theoretical foothold in managing Islamic educational institutions, while continuing to criticize if there are provisions or principles that are not relevant to suit the cultural conditions that occur in Islamic educational institutions.^[3]

4. Leadership in Islamic Educational Institutions

One form of leadership in Islamic educational institutions is the principal. The principal is one of the components of education that plays the most role in determining the success of an educational institution, because he is the leader of the institution. The failure and success of the school is largely determined by the principal. Because they are the controllers and determiners of the direction the school wants to take towards its goals. An effective, quality, and favorite school cannot be separated from the role of the principal, so he must be able to bring his institution towards achieving the goals that have been set. If established, he must be able to see changes and be able to see a better future in global life. The head of the school must be responsible for the smooth and success of all affairs of school regulation and management formally to his superiors or informally to the community who have entrusted their students.

As professional education leaders, school principals are required to always make changes, they must have a continuous spirit to seek new breakthroughs in order to produce changes that are developmental and perfect. In addition, the principal must also try hard to move his subordinates to change, at least support the changes initiated by the principal in a proactive, dynamic, even progressive manner, the work system of subordinates must be more conducive environment, their performance must be stimulated to increase, their discipline must be raised, their cooperative attitude is more cultivated, and a harmonious atmosphere between them is created.

5. Problems of Islamic Management and Leadership

This type and form of conflict has implications and consequences for managers of Islamic educational institutions. Because, managers have a functional role in managing conflict and are expected to be able to manage it as well as possible so as to generate satisfaction for all parties, especially those in conflict. At least, they no longer make tantrums that have the potential to ignite new conflicts after conflict resolution.

The task of a leader of an Islamic educational institution must be able to resolve the problems or conflicts he is facing, such as:^[4]

1. Self-conflict, such as a madrasa principal at the same time is faced with a dilemmatic choice between going to the madrasa on time according to the agreed terms or the interest of taking his wife to the market because she has a very important purpose. Choosing these two interests really creates a conflict in him which is equally risky. And it turns out that not many madrasa heads choose to go to madrasa on time as an example for their subordinates by delaying the interests of the family (wife).
2. Conflict between madrasa leaders and the head of the foundation. This conflict between leaders greatly disrupts the learning process and certainly has a negative impact on the quality of learning or education outcomes. This kind of conflict is a high-level conflict, because there is a conflict

between leaders, namely a conflict between the leadership of the education provider (the head of the foundation) and the leader of the education executive (the head of the madrasa). In Indonesia, it is alleged that many foundations expect financial income from education providers, even though the education implementers themselves also have difficulty meeting the basic needs of madrasas.

3. Conflicts between madrasa leaders and teachers, in this case the relationship between madrasa leaders and teachers are sometimes not harmonious, due to differences of opinion in deliberation or in problem solving. This kind of thing often happens in madrasas.
4. Conflict between madrasa leaders and the committee chair (the problem of funding for madrasa operations). For example, in the meeting to determine the madrasa development fund, there was a disagreement between the two in making the decision on the fund.

Some of the factors that cause the weak management of Islamic education at this time are as follows:

- a) Islam is still used to the tradition of da'wah, not academics.
- b) In terms of Islamic funding is still far from being needed.
- c) Public awareness of Islamic education is still lacking, Islamic societies if they have smart children are sent to public schools.
- d) The professionalism of the Muslim community is still what it is.

C. Conclusion

Management of Islamic education is a process of managing Islamic educational institutions in an Islamic way by dealing with learning resources and other related matters to achieve the goals of Islamic education effectively and efficiently. Islamic education management functions include; Planning, organizing, directing/leading, and supervising. Problems that often occur in Islamic educational institutions include: self-conflict, conflict between madrasa leaders and the head of the foundation, conflict between

madrasa leaders and teachers, conflict between madrasa leaders and the committee chair (the problem of funding for madrasa operational financing).

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