

Religious-Based on Education Management Process at Junior High School "YIMI" Gresik and Muhammadiyah 12 Gresik

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Abstract— Education management in schools needs to apply the development of the character of learners through various activities and school management. One of which can be done through the mechanism of building management education in religious based schools. This study used a qualitative approach with an observational case study. The research was conducted in SMP "YIMI" Gresik and SMP Muhammadiyah 12 Gresik involving principals, teachers, vice principals curriculum staff and vice principals students staff as main data source. Data collection through interviews, documents and observation. The result of the study concluded: (1) The planning of quality management education based on religious is done through the establishment of School Development Team (2) The organization of religious education quality management is done by forming groups of the same or cognate subjects teachers (3) The directing of quality education management based on religious is done by the principals and the foundation / assembly. (4) The Implementation of religious-based education quality management is done by implementing Full Day School. (5) The Controlling of religious education quality management is done by principals, foundation / supervisory board and supervisor.

Index Terms— Education Management, Religious- Based, Junior High School.

INTRODUCTION

Today many national problems lead to the degradation of the character and character of the nation. Such as violence against children, juvenile delinquency and fights between students, drug abuse and cyber crimes such as hoaxes and fraud that occur due to misuse of technology and conflicts that occur in the community and other social deviations. Indeed, the above problems can be resisted through education that not only focuses on knowledge but also skills and attitudes through character education.

In the era of globalization like today, the cultural roots that grow in society are also increasingly eroded, the readiness of figures to preserve culture needs to be re-grown through character education and local content as a reflection of local cultural wisdom carried out through education. As expressed by Naceur Jabnoun (2005), organizations are composed of different people who are unique in

many respects. This is usually reflected in the organizations themselves. Organizations are said to have unique cultures. Culture is a system of shared values and beliefs that produce norms of behavior. Culture is a system of values and beliefs that are made that will produce norms in behavior, in this case character education can also form a culture.

Management of education in schools needs to implement the development of the character of students through various activities and school management, one of which can be done through a mechanism to build education management in religious-based schools. As expressed by Qomar (2007), Islamic education management is a process of managing Islamic education institutions by dealing with learning resources and other matters related to achieving the objectives of Islamic education effectively and efficiently.

Islam is the religion of the majority of the population in Gresik Regency so education in religious-based schools is deemed necessary and more suitable as a choice of the community to send their children to school. Islam gives many colors to every aspect of the life of its adherents, starting in terms of worship, politics, social and economic even though the world of education. The concepts of the teachings of Islam are carried out individually or in groups by their adherents. Muslim communities believe that safety and luck will be achieved when Muslims practice and apply religious teachings in life. Al Quran affirms for every Muslim to always be bound by the rules of Allah SWT in every aspect of his life. Including in terms of the concept of education management, this study will investigate how the implementation of religious-based junior high school (SMP) education management processes in two private junior high schools in Gresik District of 66 existing private junior high schools. The concept of this religious-based school is focused on Islamic religion.

From the background above the author is interested and wants to do research in order to compile a Dissertation by focusing on the process of education management in the two schools with the title: Management Process of Religion-Based Education in Junior High Schools "YIMI" Gresik and Muhammadiyah 12 Gresik.

LITERATURE REVIEW

Understanding of Management

Management is a branch of science that is relatively young, so it is not strange if many do not know. The old term that is often used is 'administration'. To clarify management's understanding, it seems that there needs to be a more varied explanation about the meaning of management.

General understanding of management delivered by several experts. David C. Martin, (1992) provides a formula that management is a process to achieve organizational goals by carrying

out activities from four main functions, namely planning, organizing, leading, and controlling. Thus, management is an ongoing activity".

Whereas from Stoner, (1992) suggests that management is the process of planning, organizing, directing, and supervising the efforts of members of the organization and the use of other organizational resources to achieve the organization's stated goals.

Then Terry (2005) in his book entitled Principle of Management, mentions that management is a typical process consisting of actions planning, organizing, mobilizing and controlling that are carried out to determine and achieve predetermined goals through the use of resources other power.

The Management Process as stated above that management education is an activity. The activity referred to is nothing but actions that refer to management functions. With regard to these management functions, H. Siagian (1977) expressed the views of several experts, as follows

According to George R. Terry, (2005) in his book Principles of Management there are four management functions, namely: (1) planning (planning); (2) organizing (organizing); (3) actuating (implementation); and (4) controlling. Meanwhile, according to Henry Fayol, there are five management functions, including: (1) planning (planning); (2) organizing (organizing); (3) commanding; (4) coordinating; and (5) controlling and known as POCCC.

Meanwhile, Harold Kontz and Cyril O 'Donnel (1972) proposed five management functions, including: (1) planning; (2) organizing (organizing); (3) staffing; (4) directing; and (5) controlling.

Furthermore, L. Gullick (1990) proposed seven management functions, namely: (1) planning (planning); (2) organizing (organizing); (3) staffing; (4) directing; (5) coordinating; (6) reporting (reporting); and (7) budgeting. While Robbins, (1988) the main activities of management by managers include planning, organizing, leading, and controlling. While Buford, Jr. and Bedeian

(1988) divide these management processes into more specific functions, including: planning, organizing, staffing and human resource management, leading and influencing, and controlling.

To further understand the functions of education management, below will be explained about the functions of education management in a schooling perspective, by referring to the thoughts of several experts including: (1) planning; (2) organizing; (3) directing (4) implementing (actuating) and (4) controlling (controlling).

Religious Based Schools

Koentjaraningrat (1987), as one of the leading anthropologists in Indonesia, said that religion is part of culture; in many ways discussing the concept of divinity, he avoided the term 'religion', and used a more neutral term, 'religion'. There are also those who argue that a religious system is a religion, but that only applies to adherents; Islamic religious system is a religion for members of the Muslim community, the Hindu Dharma religious system is a religion for Balinese people; there are also other positions which say that religion is all religious systems officially recognized by the state.

Actually, Koentjaraningrat's opinion above says that religion is part of culture because he refers to a number of concepts developed by Emile Durkheim (1912) concerning the basics of religion with four basic components, namely: a. Religious emotion, as a substance that causes humans to become religious; b. A belief system that contains beliefs and images of human beings about the characteristics of God or which are considered as God, and about the form of supernatural nature; c. Religious ceremonial system that aims to find human relations with God, gods or spirits who inhabit the occult realm; d. Religious groups or social units that adhere to the belief system.

The four components are certainly closely intertwined with one another into a unified system; religious emotion is a vibration that moves the human soul. The physiological and psychological processes that occur when a human is seized by the vibration of the soul, seems not to have

been studied by interested people about it, but so it is the condition of the human soul that is entered into the light of God. Apart from personal opinions or limitations certain that is determined by a country about the concept of religion or religion, which is clear according to the concept of science and religions that exist on this earth states that a form of human activity is considered as a surrender to Substances which are considered to regulate, create, or determine human life in a world where humans live and in a world where humans have died referring to the concept of E. Durkheim above can be called religion.

Not all religious or religious behavior is typical of humans; for the teachings of Islam, for example, almost all religious activities are the source of God's revelation, and there are very few elements of human ideas there, as well as other religions that consider these activities to be sources of God. Here religion is separated from culture, in certain activities whose purpose is surrender (obedience, devotion, prayer, worship, worship, etc.) to God or who are considered as God, even though there are ideas or human hands that participate in it are religious activities; on the other hand, all forms of actions, ideas, and results of typical human actions that do not involve religious elements or are not intended as certain forms of ritual, that is culture.

Before elaborating further about matters related to religion, it should be emphasized first about the use of terminology, and the approach in the study of religion. For terminology, in this paper, more and more use the term religion as a translation of religion rather than religious terms, because the term religion for many Indonesians has certain meanings such as Islam or Christianity.

METHOD

This study used a qualitative approach with an observational case study design with respect to educational management processes and multi case studies stemming from the religious-based education management process in accordance with the focus that has been formulated using source data from informants in the field naturally.

The research was conducted in SMP "YIMI" Gresik and SMP Muhammadiyah 12 Gresik involving principals, teachers, vice principals curriculum staff and vice principals students staff as main data source. Data collection through interviews, documents and observation.

Analysis data techniques used model of Miles, Huberman, and Saldana (2014) which includes the process of: condensing the data (merging and strengthening of data), data presentation and conclusion and verification. The validity test of data used includes: credibility test (through source triangulation and data collection techniques), transferability test (through the preparation of detailed, clear, and systematic research results), dependability test (through the overall audit of the research process), and confirmability test (through publication of research results)

RESULT & DISCUSSION

The results of previous studies on education management by Larasati Oktina (2010) practice Islamic-based management provides work motivation in the work environment and is very conducive, as well as Ali Imron (2015) religious-based schools have a strong commitment to improve academic quality management and academic support, where academic curriculum, learning and classroom assessment while the management of academic support is student, education personnel, facilities, finance and community participation. While Khusnul Khotimah (2016) religious education management functions to build children's awareness about the existence of God and its relationship with the creator. In the context of the religious school curriculum, it is necessary to deliver students to be faithful and devout people, with noble character, discipline and discipline in accordance with existing regulations. Religious character education through the preparation of vision and mission, curriculum and plans for implementing learning and religious culture.

While Gustavo (2009) religions and ethics influence corporate behavior, this shows that

regulation and religion are substance mechanisms for monitoring and control. Likewise Laszlo Zsolnai (1991) spiritual as a belief in relation to company management is very necessary to answer the challenges of organizations facing spiritual questions. While Losparz Alpar (1991) Spiritual is a motivation in management to solve problems faced. The results of research at Gresik "YIMI" Middle School showed that curriculum management was carried out starting from planning by forming a school development team (TPS), forming a coordinator of subjects, and a work meeting attended by all stakeholders to produce one curriculum document under the coordination of curriculum development. In school curriculum planning refers to the principles of curriculum development based on the National Education Standards Agency (BSNP), namely: centering on the potential, development, needs and interests of students and their environment, diverse and integrated, responsive to the development of science, technology and art, relevant with the needs of life, comprehensive and sustainable, lifelong learning, balanced between national interests and regional interests. The findings of this study are in accordance with the opinion of Hani Handoko (1995) Planning is very important to provide direction for each activity so that it can be implemented effectively and efficiently. This is also in accordance with the opinion of Louise E. Boone and David L. Kurtz (1984). Can be defined as the process by which manager sets objective, assesses the future, and develops a course of action designed to accomplish these objectives.

Planning is an activity that is very important to achieve the goals of an organization, without good planning the organization will not be able to achieve its goals so that good planning will realize the desired objectives. Planning is a satisfying way to make activities run smoothly, accompanied by various anticipatory steps to minimize the existing gap so that the activities reach the stated goals, Karabiyik & Yildis (2012: 4).

Organizing is the act of seeking effective behavioral relationships between people, so that they can work

together efficiently, and obtain personal satisfaction in carrying out certain tasks, in certain environmental conditions in order to achieve certain goals or objectives, then Basically organizing is an effort to complete the plans that have been made with the implementing organization.

The important thing to note in organizing is that each activity must be clear who is doing it, when it is done, and what the target is. Organizing the curriculum is done to compile one document or two curriculum documents that will be used in schools, this organization is important so that the implementation of curriculum preparation can be done well and in accordance with the vision, mission and goals of the school. Organizing curricula is carried out by wakakurikulum and school development teams (TPS) to produce documents for one education unit level curriculum (KTSP) and subject coordinators to complete two documents in the form of syllabus and learning implementation plans (RPP).

This is in accordance with the opinion of George R. Terry (2005) suggesting that organizing is an act of seeking effective behavioral relationships between people, so that they can work together efficiently, and obtain personal satisfaction in carrying out certain tasks, in certain environmental conditions in order to brand certain goals or targets. Once the importance of organizing in curriculum management, each component will have a role and be responsible for the task and will complete the task properly.

Direction in curriculum management in schools is the responsibility of the principal as manager in school management, but for private junior high schools that are the object of this study also rely on the role of foundations or assemblies in providing guidance on school curriculum. Direction is given so that what has been planned and organized can be carried out properly and the leader provides motivation so that individuals are able to carry out their duties properly. It is in accordance with the opinion of George Terry (2005) motivation is contained in a person's desire to stimulate individuals to take action. This understanding

concludes that motivation is a stimulus that originates from an individual's desire to carry out an action. This motivation is basically a need, desire, drive or heart to do with someone.

With a strong motivation for the individual to carry out their duties, the expected results will be better, one of which is the one and two education unit level curricula.

The implementation of the curriculum developed by each school in this study leads to the implementation of school management with the nuances of Full Day School, where the implementation of the school starts at 06:45 WIB. Until 17.00 WIB. held for five days from Monday to Friday. The implementation of learning activities begins with habituation activities namely religious activities and character education so that religious-based schools are more visible in carrying out religious activities ranging from Dhuha Prayer, Tafidh Al Qur'an, prayer prayers and other religious activities. Academic activities are carried out starting at 07.30 WIB. up to 3:00 p.m. according to a predetermined schedule and in one hour the lesson is carried out for 40 minutes.

While at 3:30 p.m. until 17:00 West Indonesia Time, activities were carried out to develop students' talents and interests in the form of extracurricular activities and academic achievements such as subject clubs or subject olympiad. The point is the implementation of the curriculum leads to how the implementation of activities that have been planned into reality in accordance with the direction and guidance that has been given as presented by George Terry (2005) is an effort to move members group members are such that they want and try to achieve the goals and desires of the members of the organization because the members also want to achieve those desires and goals.

Of course, schools carry out these school activities in accordance with the common desires that have been formulated in the organization and contained in the curriculum of the education unit as a regulation / written rules that have been approved

by the competent authority in this case the head of the Gresik Regency education and culture service.

Supervision in curriculum management conducted by schools during curriculum preparation is carried out by the respective school supervisors, this supervision aims to find out the implementation of the education unit level curriculum in accordance with the principles of curriculum development and the process of curriculum development conducted both in groups and individuals, In accordance with Terry's (2005) opinion, supervision is the process of determining the work that has been and will be done, the tools to get people to work towards the goals / objectives to be achieved, monitor, assess, and correct the work, avoid and correct errors, deviations or abuse and measure the level of effectiveness and work efficiency.

This oversight is also carried out by principals and foundations / assemblies both directly and indirectly to see, assess and measure the performance of tasks carried out by teams / groups and individuals.

CONCLUSION

Based on the research focus and exposure to the results of the research can be summarized as follows, First, the planning of religious-based education management through the establishment of a school development team (TPS), Activity Implementing Coordinator, then held a work meeting to compile one document and two documents carried out before the school year. Second, Organizing religious-based education management is done by forming the same or cognate subject group teachers to develop programs, materials and selection of appropriate methods and analysis of learning resource needs. Third, the direction of religious-based education management is carried out by principals, foundations / assemblies to motivate all documents to be completed according to the targets set. Fourth, the implementation of religious-based education management is carried out in accordance with the provisions and schedules that have been prepared by applying Full Day School for five working days,

habituation of religious activities and strengthening character education, learning science and technology and extracurricular activities of talents, interests and abilities and innovation activities. Fifth, Supervision of religious-based education management is carried out by school principals, foundations / assemblies and supervisors as well as coaches when planning activities, during the implementation of activities and at the end of the implementation of activities to determine the implementation of activities and at the same time to evaluate the sustainability of future activities.

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