

ISLAMIC EDUCATION MANAGEMENT IN MADRASAH: DEVELOPMENT STRATEGY AND CHALLENGES IN THE MODERN ERA

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Abstract

This article discusses the management of Islamic education in madrasahs as the main foundation in realizing educational institutions that are able to compete in the modern era without losing their Islamic identity. The focus of the study is on the strategy for developing madrasah management, such as improving the quality of human resources, integrating the curriculum between religious and general knowledge, and utilizing information technology. In addition, the article also reviews the challenges faced by madrasahs, including limited infrastructure, lack of professional educators, and the dynamics of globalization that affect Islamic values. With a descriptive-qualitative approach and literature review, this article concludes that the success of madrasah management is largely determined by the ability to adapt to changing times, visionary leadership, and solid collaboration between all stakeholders. Madrasahs that are managed effectively and innovatively have the potential to be at the forefront of producing a generation that is faithful, intelligent, and highly competitive.

Keywords: *Educational management, madrasah, Islamic education*

INTRODUCTION

Islamic education is an important foundation in forming a generation of Muslims who are noble and have integrity in their personal and social lives. In Indonesia, the role of Islamic education is carried out formally through institutions such as madrasahs, which integrate general and religious curricula in a balanced manner. Madrasahs are not only centers for the transmission of religious knowledge, but also as a place for fostering Islamic character in students in real life (Muhaimin. 2012).

Along with the development of the era, the challenges faced by the world of education, especially Islamic education in madrasahs, are becoming increasingly complex. Advances in information technology, globalization of values, and shifts in learning culture among the younger generation require madrasahs to make adjustments. This is both pressure and an opportunity for madrasahs to innovate in the management and implementation of education (Zuhairini, et al. 2008)

Effective management of Islamic education is the main key to answering these challenges. The management in question includes planning, organizing, implementing, and evaluating educational activities. If carried out professionally and adaptively, madrasahs are able to become educational institutions that are superior, competitive, and relevant to the needs of the times without losing their Islamic values (Mulyasa, E. 2013).

The strategy for developing educational management in madrasas needs to be carried out systematically. This includes strengthening human resources, developing an integrative curriculum, utilizing digital technology, and managing facilities and infrastructure that support the learning process. These efforts must be supported by visionary and participatory leadership in order to create a conducive and productive academic atmosphere (Hasan, S. 2017)

However, in practice, the development of Islamic educational management in madrasas still faces various obstacles. Some of them are budget constraints, lack of training for educators, resistance to change, and minimal optimal use of digital technology. This condition causes many madrasas to lag behind in terms of quality and competitiveness compared to other public schools (Rohiat. 2010).

In addition, external challenges such as the flow of secularization of education, pressure from national and international standards, and changes in the character of students in the digital era also affect the effectiveness of educational management in madrasas. Therefore, a strategy is needed that is not only technical, but also touches on the philosophical and ideological aspects of Islamic education itself (Azra, A. 2015)

Research on the development strategy and challenges of Islamic education management in madrasahs is very relevant to be carried out. This study aims to provide a comprehensive picture of the actual conditions of Islamic education management in madrasahs, identify strategies that have been implemented, and analyze inhibiting and supporting factors in their implementation (Nata, A.2013). With this research, it is expected that strategic solutions can be found that are applicable to improving the quality of Islamic education management in madrasahs. The results of this study are also expected to be a scientific contribution to the development of Islamic education management theory and become a practical reference for managers of Islamic educational institutions in responding to the challenges of the times wisely (Ministry of Religion of the Republic of Indonesia. 2009).

RESEARCH METHOD

This study uses a qualitative approach with a literature study method. Data were collected from various sources such as books, scientific journals, policy documents, and research reports related to Islamic education management in madrasas. Data analysis was carried out descriptively to identify patterns, challenges, and solutions in madrasa management.

According to (P. Indra & Cahya Ningrum, 2019. p. 25) literature study is a descriptive study to combine information relevant to the research topic being studied to be collected and utilized. Information that can be obtained from various sources, namely scientific books, encyclopedias, new and previous research reports, articles/journals, and theses/dissertations. With that, in this study, literature studies are used as the basic and main foundation in this study and require mature and in-depth analysis in order to answer the formulation of research problems.

According to (Mestika Zed, 2004. p. 3) the literature study method or library study is a series of activities related to the method of collecting library data, reading,

recording, and processing research materials. Furthermore (Mestika Zed, 2004.p. 5) explains that the position of literature study in literature study research or library study functions as an initial step to prepare a research framework and also to obtain research data. Literature research is research that is carried out only based on written works including research results that have been or have not been published (Isnaniah, 2019.p. 10)

RESULTS AND DISCUSSION

1. Educational Planning

One dimension of educational management is educational planning management. This planning dimension is important and strategic (Albab, 2021). Educational planning management is a strategic process that aims to design short-term and long-term educational directions and goals and determine specific steps to achieve them. This includes analyzing educational needs based on current data and trends, determining the institution's vision and mission, and developing a relevant and innovative curriculum. In addition, educational planning also includes the provision of human and material resources to support the implementation of the planned educational program.

Planning in madrasah management includes the preparation of an integrated curriculum between religious and general knowledge, developing a vision and mission, and providing facilities and infrastructure. The madrasah curriculum must be in line with the National Education Standards (SNP) and Islamic values. Strategic planning needs to be carried out in a balanced and related manner from upstream to downstream of the educational process. The importance of managing strategic educational planning lies in providing a way for improving the quality of education, ensuring that all stakeholders have clear guidelines, and being able to anticipate and overcome challenges that may arise in the future (Budiman & Suparjo, 2021; Dhuka, 2022). With proper planning, institutions can provide education that is more effective, efficient (Albab, 2021; Aminuddin & Kamaliah, 2022; Banurea et al., 2023; Budiman & Suparjo, 2021; Dhuka, 2022; Ikhwan, 2016; Pawero, 2021), and easily adaptable to changing times.

2. Organizing Resources

Madrasahs need to optimize human resources (teachers, education personnel) and finances. Improving teacher competence through training and certification is the key to successful learning.

A. Education

Management of educational staff resources in this case focuses on the management and development of educational staff including the head of the madrasah and administrative staff involved in student administration services. The main objective of management of educational staff resources is to improve the quality of administrative services, efficiency, and effectiveness in managing various administrative aspects related to students. By implementing the concept of good Management of Educational Staff Resources, it is expected that student

administration services in Madrasah Aliyah can be improved, thus providing a positive contribution to the education process and student development.

B. Teacher

Teacher resource management includes the process of planning, managing, and developing teacher competencies to achieve educational goals optimally. This involves aspects of recruitment, training, performance management, and teacher retention in educational institutions.

a) Planning

The planning process includes an analysis of teacher needs based on the number of students, curriculum, and needs of a particular region. This planning also considers the distribution of teachers evenly to ensure equal education.

b) Recruitment and Selection

Teacher recruitment must be done openly, transparently, and based on competency. Selection includes evaluation of formal education, work experience, and teaching skills.

c) competency development

Teacher competency development can be done through training, seminars, workshops, and professional certification. The focus is on improving pedagogical, professional, social, and personal skills.

d) Performance assessment

Teacher performance assessment uses qualitative and quantitative indicators, such as student learning outcomes, classroom management skills, and participation in professional activities. Evaluation results are used to provide constructive feedback.

e) Retention and Wellbeing

Teacher retention efforts involve improving welfare, such as providing incentives, supportive work facilities, and professional recognition. Good retention helps maintain the stability of teaching in schools.

C. Financial

Financial Resource Management is the process of planning, organizing, controlling, and supervising the financial resources of an organization or individual with the aim of achieving certain financial goals efficiently and effectively. This includes managing funds, assets, and liabilities to support the organization's operations and maintain financial sustainability.

Key Components of Financial Resource Management:

a) Financial planning

The financial planning process involves setting short-, medium-, and long-term financial goals and strategies to achieve them. This planning includes estimating income, expenses, and investment needs.

b) Budgeting

Budgeting is the process of developing a plan for allocating financial

resources based on an organization's priorities and needs. Budgeting helps control spending to stay in line with financial goals.

c) Cash Management

Cash management focuses on controlling cash inflows and outflows to ensure the organization's liquidity is maintained, so that it is able to meet short-term obligations.

d) Investment and Financing

Investment management aims to optimize returns on funds, while financing involves selecting the most appropriate source of funding, whether through loans, share issuance, or other alternatives.

e) Financial Control

This control is carried out through supervision and evaluation of financial performance, including measuring the effectiveness of the use of funds in accordance with the established budget.

f) Financial Analysis and Reporting

The preparation of financial statements such as income statements, balance sheets, and cash flow statements is done to provide a clear picture of the financial condition of the organization. Analysis of these reports helps in strategic decision making.

The purpose of Financial Resource Management is to ensure the long-term survival of an organization or individual, optimize the use of financial resources to support operations and investments, maximize profits (profitability) and increase the value of the company. Minimize financial risk through effective mitigation strategies.

3. Implementation of Learning

Learning in madrasah is carried out based on educational principles that combine general knowledge and Islamic religious education. The learning process is designed to develop students' competencies holistically, covering cognitive, affective, and psychomotor aspects.

A. Curriculum

The curriculum in madrasah refers to the National Curriculum set by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) and the Ministry of Religious Affairs. This curriculum includes general subjects such as Mathematics, Science, Social Studies, Indonesian, and English, as well as religious subjects such as the Qur'an, Hadith, Fiqh, Akidah Akhlak, and History of Islamic Culture.

B. Learning strategies

Teachers use various learning strategies, such as scientific approaches, project-based learning, and group discussions to increase student engagement. In addition, character education based on Islamic values is at the heart of every learning activity.

C. Facilities and infrastructure

Madrasah is equipped with facilities such as classrooms, laboratories, libraries, and places of worship. These facilities support an integrative learning process between general knowledge and religion.

D. Learning Evaluation

Evaluation is conducted through formative, summative assessments, and madrasah final exams. This assessment includes cognitive, affective, and psychomotor aspects to measure students' learning outcomes comprehensively.

4. Evaluation and Supervision

A. Evaluation in Madrasah

Evaluation is a systematic and continuous assessment process to determine the achievement of educational goals in madrasahs. Evaluation in madrasahs includes the following aspects:

a) Academic Evaluation

Involves assessing student learning outcomes through various forms of tests, assignments, and observations. The main goal is to ensure that students achieve the competencies set out in the curriculum.

b) Teacher Performance Evaluation

Assessment of teachers' teaching abilities, including methods, mastery of materials, and learning effectiveness. This can be done through supervision by the head of the madrasah or external supervisor.

c) Program and Policy Evaluation

Includes analysis of the effectiveness of educational programs, such as extracurricular programs, religious activities, and character development programs.

B. Supervision in Madrasah

Supervision in madrasah is an activity carried out to ensure that all educational processes run according to established standards. Some forms of supervision include:

a) Internal Supervision

Carried out by the head of the madrasah, involving monitoring the implementation of learning, administration, and the learning environment.

b) External Supervision

Conducted by education supervisors from related agencies or ministries, it aims to assess the overall performance of the madrasah.

c) Participatory Supervision

Involving parents of students and the community in monitoring and providing input on madrasah activities, so that transparency and accountability are created.

5. Challenges of Islamic Education Management in Madrasahs

Challenges of Islamic Education Management in Madrasah Islamic education management in madrasah faces various challenges that affect the effectiveness and quality of education. Here are some of the main challenges:

A. Limited Resources

Many madrasahs, especially those in remote areas, face limited resources, both in terms of physical facilities, teaching staff, and funding. This has an impact on the quality of the learning process and the overall management of the madrasah.

B. Competence of Teaching Staff

The issue of teacher competence is often in the spotlight, especially in the mastery of educational technology which is increasingly important in the digital era. Teachers in madrasahs need to receive training to improve their capacity, both in the field of pedagogy and integration of technology in learning.

C. Curriculum Changes

Adjusting the curriculum to accommodate the needs of the times, such as the integration of Islamic education with modern science, is a challenge in itself. This requires a mature strategy so that Islamic values are maintained without ignoring the development of science.

D. Regulatory Complexity

Madrasahs often have to follow quite complex regulations from the government, both related to curriculum, accreditation, and funding. These regulations are sometimes not in line with local needs, making management difficult.

E. Competition with Other Educational Institutions

Madrasahs face competition from public and private schools that may offer more attractive facilities and programs for students and parents. Therefore, madrasahs must continue to innovate in providing educational services.

F. Increasing the Relevance of Islamic Education

Another challenge is how to make Islamic education relevant to the needs of the world of work, so that madrasa graduates have the competencies to compete in the job market.

CONCLUSIONS AND SUGGESTIONS

Islamic education management in madrasahs is a vital component in ensuring the quality of education that is balanced between Islamic aspects and the needs of the times. The success of management is highly dependent on planning, implementation, evaluation, and the ability to read the dynamics of society and technology that continue to develop. Therefore, strengthening madrasa governance is urgent so that this institution can survive and compete healthily amidst various global challenges.

Development strategies that can be implemented include improving the quality of human resources, strengthening the integrative curriculum between religious and scientific knowledge, and utilizing information technology in the teaching and learning process. In addition, collaboration between the government, society, and the private sector is also key to supporting the progress of madrasahs in a sustainable manner. Innovation in management, such as transformational leadership and participatory approaches, can increase the effectiveness of the institution as a whole.

However, in the midst of these development efforts, madrasas are also faced with various challenges, ranging from limited facilities, lack of professional educators, to resistance to change. Another challenge is how to keep Islamic values relevant without being eroded by the current of modernization that tends to be secular. Therefore, it is necessary to have awareness and a shared commitment in managing Islamic education that is oriented towards the future, without losing the roots of noble values.

By optimizing development strategies and responding to challenges wisely, madrasahs have the opportunity to become leading educational institutions that are able to produce generations of faith, knowledge, and noble character. Visionary, adaptive management based on Islamic principles will be the key to realizing madrasahs as important pillars in national development in the modern era.

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