



IMPROVING THE QUALITY OF EDUCATION THROUGH OPTIMIZING THE EDUCATIONAL ADMINISTRATION SYSTEM AT THE AN-NUR ISLAMIC EDUCATION FOUNDATION

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ABSTRACT

The success of the development process in various aspects of life cannot be separated from the contribution of administrative science to the development of all aspects of government administration in a country. Qualitative research is a research method that produces descriptive data in oral or written form about people and visible behavior. Researchers use the instructions provided by each data collection method to carry out data collection techniques. Data collection techniques include observation and document review. In this research, qualitative data analysis is carried out interactively and continues continuously until the end, so that the material is completely absorbed until it is saturated. Data reduction, data presentation, and drawing conclusions based on data and verification are all activities involved in data analysis. Quality education requires a lot of input, including teaching materials (cognitive, emotional and psychomotor), technology, school facilities, administrative support facilities and infrastructure and other resources, as well as creating a conducive environment for learning. When talking about educational outcomes, the term "quality" refers to the results or achievements achieved by a school at a certain time. Even academic success can be the result of conditions that cannot be physically possessed (intangible), such as an environment that prioritizes discipline, closeness, mutual respect, a desire to be clean, and so on.

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INTRODUCTION

The development process is expected to produce intelligent, peaceful and open-minded people. Achieving national development goals depends greatly on the success of this process. According to Putri and Isani, rapid progress in science and technology requires the use of superior human resources (Putri, Dinar, 2015). In the era of widespread globalization, administrative functions have become increasingly

important in many ways. Viewed from the point of view administrative science, the goal of development is to facilitate acceleration, smoothness, harmonization and integration of activities and functions involved in the implementation of government development and community life. Apart from that, the administrative perspective is an effort to improve the quality of human resources (HR), especially government officials, so that they become more trustworthy, professional, efficient and responsive to the needs and aspirations of the community. as well as the dynamics of the strategic environmental change process. This is done with the aim of making the administration's perspective more responsive to the needs and aspirations of the community.

The success of the development process in various aspects of life cannot be separated from the contribution of administrative science to the development of all aspects of government administration in a country. This is proven by the need for continuous support for an efficient and effective administrative system. However, we must accept the fact that management success cannot be separated from the success of other scientific endeavors. Furthermore, because social problems in our world are interconnected, it is necessary to integrate social sciences with other academic fields (Fathoni, 2006). It is important for the government to support the functioning of the management system to ensure long-term sustainability. effective in various fields.

The education sector is one type of organization that benefits from the role of administrative science in its implementation. The administrative function of an educational institution cannot be separated from the educational institution itself as a type of educational organization. In a broad sense, the administrative system of an educational institution can be compared with other types of organizations; However, in practice, these administrative structures use different processes. In the process of providing education in schools, teachers play a very important role. Starting from policy formulation and subsequent implementation, planning, organizing, directing, coordinating as well as determining funding and evaluating extracurricular activities, student affairs, facilities and infrastructure, Madrasah staff and community-madrasah relations are all part of the work. Teachers are asked to contribute actively in collaborative work, which is defined as work that does not focus on individual efforts but rather on group efforts. This requires educators to play an active role in the process (Arikunto, 1990). However, the implementation of management in educational institutions has not yet reached the highest efficiency as shown by real practice. This is because educational program management is still in its infancy as a field of practice. It is not surprising that many teachers do not understand and realize the importance and need for educational management in the process of providing education and educational development (Usman, 2016). Research continues to progress along with its development. educational opportunities available in a country.

The fact that teachers as well as administrative staff and other members of the school community are responsible and actively participate in all school activities is another

aspect that contributes to the need for good school organization. Therefore, to avoid overlap (conflict) in the performance or implementation of different functions, efficient and orderly organization is needed (Purwanto, 2005). Human resource development must be carried out to achieve the human resource management objectives outlined in the document. above (Safitri, 2020). This can be achieved by maintaining the number and type of people who can become human resources. Educational institutions are obliged to carry out this task to ensure that all human resource responsibilities in educational institutions are stable and balanced, namely that all planned educational goals can be achieved successfully (Amirudin, 2019).

It should be remembered that the degree of success in managing school administration is directly proportional to the teacher's ability to manage it. Apart from the teacher's duties, what is needed is the teacher's position as a manager (Burhanuddin, 2005). Teachers' responsibilities in this sector include responsibility for organizing learning activities, compiling school regulations, and compiling class schedules. Everything is arranged in such a way that it can fulfill the goal of realizing efficiency and effectiveness in children's learning. Apart from that, in the world of education, instructors not only act as teachers but also as managers. Teachers must often work at an administrative level, and everything related to the learning process must be managed well (Purwanto, 2007).

Linguistically, Winarno defines management as taken from the root word management. in the sense of an activity carried out from the stages of data collection, planning, organizing, implementation, control and evaluation. It can be concluded that if this process is carried out to achieve certain goals, the results of which are evaluated to create something even more optimal, then this is called management. Management, like the term management, contains the meaning of administration. Management is a strategy used by leaders to apply their skills in an organization. The techniques and strategies used by leaders will determine the success or failure of the organization in achieving its goals (Muwafiqus Shobri, 2021). According to Nurhadi's book on educational management, there are eight types of educational management systems. These include organizational management, human resource management, curriculum management, student affairs management, educational financial management, facilities and infrastructure management, administrative management and public relations management. The process of formulating policies and organizational goals is part of educational management which is considered as an organization or system of educational units.

There are six components that form educational administration, and the first is the curriculum. The program includes all activities that facilitate the implementation of a comprehensive, planned and organized learning process. (2) Learners and students are educational subjects who carry out learning tasks according to a predetermined learning process. Students are educational subjects, educational subjects. (3) educational staff, including teachers and other school staff. (4) the implementation of educational management requires funds from the field for acquisition, maintenance or

teaching, (5) the implementation of learning activity programs requires a physical foundation and infrastructure in the form of buildings, conventional teaching tools, or technological teaching tools, and so on. will then be used to support the learning process and (6) implementing a learning activity program requires facilities and infrastructure in the form of buildings, conventional teaching tools or technological teaching tools, etc. later it will be used to support the learning process; and (6) The environment is an integral component that includes socio-cultural, economic and ideological aspects as well as community leaders and members of society at large.

As part of the action, the implementation of educational management in educational management must aim at efficiency (effectiveness) in all aspects of education, including expansion, development and blessing. This applies to all three (from a Sharia perspective). The autonomy of education management in the madrasah environment is a driving force for the urgent need to implement educational management in order to improve the quality of madrasahs. As a result, the role of government has shifted from "regulator" to "facilitator" in this context. The only two aspects of education that involve the government are quality and equity. Their participation is limited to these two areas. The government sets educational quality standards and ensures that all students achieve the highest level of which they are capable. In addition, it also aims to ensure that all schools are able to achieve a predetermined level of educational excellence, by minimizing differences in results between schools.

Furthermore, the government ensures that all students, regardless of background or circumstances, have equal opportunities to learn. This function is carried out through the development of general policies, the provision of technical services and the implementation of regular program monitoring. At the policy and implementation level, discriminatory practices, both direct and indirect, against female students, normal students, children with disabilities, and private schools must be eliminated. These practices can be direct or indirect treatment. Likewise, the process of allocating and disbursing education funds must always uphold the principles of justice and transparency.

National Education System Law (UUSPN) no. 20 of 2003 which states "learning is a process of interaction between students and learning resources in a learning circle". This definition is regulated in article 2 of the Law. Madrasahs mainly focus on students' academic activities. Madrasahs have the freedom to choose teaching strategies, methods and techniques that they consider to be most effective for their students and teachers, taking into account the characteristics of students and teachers as well as the real world economic conditions of the resources used. available at madrasahs. In general, student-centered teaching and learning strategies, methods, and approaches (collectively referred to as "student-centered") have the potential to encourage learning that emphasizes student learning activities rather than teaching activities. from the instructor. Therefore, madrasah leaders are obliged to use participatory student education strategies, such as active learning, cooperative learning, and quantum

learning. Madrasahs are given the authority to make plans according to their own needs (school plans). The demands in question include the need to improve the quality of schools. According to Nawawi, quoted by Ahmad Sabri, plans that need to be prepared by schools in the educational context include: 1) Formulating the goals to be achieved, 2) Identifying the area/function of the unit in order to implement the activities to be carried out. achieved. goals, 3) Determining the time period required, 4) determining ways or methods to achieve goals, 5) identifying tools that can be used to increase the efficiency of achieving goals.

The head of the madrasah is responsible for carrying out an analysis of quality requirements, and then the head of the madrasah must prepare a quality improvement plan based on the results of the quality requirements analysis. Apart from that, madrasahs have the authority to carry out assessments, especially within the institution itself. According to Oemar Hamalik, the learning assessment process must focus on the components of the learning system. These factors include student initial behavior, teacher competency, curriculum, and management. Madrasah residents carry out evaluations in their free time to monitor the implementation process and evaluate the results of the programs implemented. The term "self-assessment" refers to this particular type of assessment.

The Education Directorate is responsible for providing access to learning facilities to its members and continuously adapting its activities to meet the changing needs, expectations and goals of individuals both within and outside the organization. Effective educational management because its mission is in line with the mission of an effective madrasah, namely continuous learning and always prioritizing the participation of all employees in learning at all levels with the following characteristics: (a). In an educational organization, regulations, procedures and rules of the game must become a culture (academic culture) that must be followed by all parties to be motivated to learn. This is characterized by the emergence of: Openness to experience; Do not falter in the face of difficulties; The various obstacles encountered during further development are assessed and emphasis is placed on the importance of overcoming these challenges. (2) The organization's strategy states that learning is a source of sustainable strategic advantage; (3) Responsible educational institutions have flexible organizational structures; (4) The learning organization's information system is very accurate, promptly updated, accessible to anyone who needs it, and presented in an easy-to-understand format. And finally, the fifth point on the list is that qualified people must lead an educational institution (Aan Komariah, 2006).

This is also true at Madrasah Aliyah, where instructors play an important role in students' acquisition of administrative skills. It is important to emphasize that administrative science plays an important role in ongoing efforts to improve the overall quality of the education system implemented. Providing the best education for students must be the main priority of school administrators (Bayu Pramudya, Ibrahim Bafadal, 2018). Furthermore, the quality of education can be used as a measure of the

success of the madrasah environment, namely institutions that provide an environment where educational programs have the opportunity to develop and progress optimally (Salmiati, Salmiati, 2019). Teachers must be able to understand the steps that make up the educational process in order to be able to apply them in practice. The instructor's direct responsibility is to ensure the success of the learning process carried out specifically in the classroom. Before participating in learning activities, the teacher is responsible for preparing a learning plan. However, some educators still make learning plans after the actual learning activities are finished. Just to meet the standards set by the government, learning plans are developed. In fact, there are still some teachers who give assignments to students and then leave the class so they can prepare their learning materials (Setyawanto, 2012).

The author is interested in researching the Madrasah Aliyah Hasan Jufri education management system aimed at improving the quality of education because of the concerns above. The author found that there are still some teachers at Madrasah Aliyah who do not have sufficient capacity to carry out educational management work to fulfill their teaching responsibilities. Some examples of these tasks include creating a learning plan. For this reason, an investigation into madrasah administration procedures was carried out through this research.

METHODS

This type of research is called qualitative descriptive research and the information collected is in the form of words and images, not numbers. Qualitative research is a research method that produces descriptive data in oral or written form about people and visible behavior (Moleong, 2021). Researchers use the instructions provided by each data collection method to carry out data collection techniques. Data collection techniques include observation and document review. In this research, qualitative data analysis was carried out interactively and continued continuously until the end, so that the material was completely absorbed until it was saturated; Data reduction, data presentation, and drawing conclusions based on data and verification are all activities involved in data analysis (Huberman, 1994)

RESULT AND DISCUSSION

Improving the quality of education through optimizing the administration system

The ability of the basic education system, both in terms of management and in terms of the educational process itself, to effectively increase the added value of production factors in order to produce the highest possible results, is a factor that creates quality education. . This capacity is measured by the ability of the education system to increase the added value of production factors. Based on this definition, it can be concluded that the quality of education depends on the quality of three aspects, namely the quality of management, the quality of the process, and the quality of the results.

It is necessary to organize an education management system to improve the quality of education, including (1) teaching and learning process management, (2) assessment planning, (3) program management, (4) human resource management, (5) facility management, (6) financial management, (7) student services, (8) collaboration or community relations, and (9) a favorable academic environment in madrasas.

Quality education requires a lot of input, including teaching materials (cognitive, emotional and psychomotor), technology, school facilities, administrative support facilities and infrastructure and other resources, as well as creating an environment that is conducive to learning. When talking about educational outcomes, the term "quality" refers to the results or achievements achieved by a school at a certain time. Academic and non-academic aptitude test scores are two examples of how "student success" can be understood as "achievement" or "academic achievement". Even academic success can be the result of conditions that cannot be physically possessed (intangible), such as an environment that prioritizes discipline, closeness, mutual respect, a desire to be clean, and so on. In other words, educational products refer to student learning outcomes. What is meant by "learning outcomes" is student achievement as a direct result of their learning process and behavior.

Quality, efficiency, productivity, performance, innovation, quality of work life, and school spirit are metrics that can be used to evaluate its success. Specifically, regarding the quality of learning outcomes, it can be explained that learning outcomes are said to be of quality or high quality if the learning outcomes, especially student outcomes, show high results in (1) learning outcomes, in terms of general results. exam results, final exam results, scientific papers, and academic competitions; and (2) non-academic achievements, such as IMTAQ, honesty, politeness, sports, arts or several additional skills such as: computers. In other words, quality learning outcomes will be achieved when students. Educational institution standards are influenced by many sequential and interrelated stages of action (process), including planning, implementation and monitoring. The capacity of the basic education system, both in terms of management and in terms of the educational process itself, to effectively increase the added value of the variables that form the quality of education. This ability is called "directive effectiveness". The largest amount of output requires the largest input.

The implementation of an educational institution cannot be separated from five educational criteria, each of which complements or supports each other in determining the success of an institution in providing education and making efforts to "improve" it or not. The following five aspects are discussed here: To begin with, let's talk about objective factors. If an educational institution is managed without adhering to its goals, it will be difficult to achieve what is expected in terms of quality. Schools should aim to be able to produce quality work that raises overall educational standards. In implementing national, pedagogical, and more specific educational goals, objectives are the key variables that must be used as recommendations. Second, the influence of instructors (educators). Since they are the main driving force in implementing

activities, teachers play an important role in various initiatives taken to improve educational standards. The third consideration concerns students. Students or students are the subject and object of education, so that the quality of education achieved cannot be separated from dependence on physical behavior as well as their interests and talents.

The fourth consideration concerns tools. What we mean by "instrumental elements" are all efforts or actions that are consciously carried out to achieve educational goals. Facilities, infrastructure and programs are examples of things that can be considered educational tools because they can contribute to the success of educational goals. Fifth, collaborate with the community and local authorities. Because it is difficult to improve the quality of education without public assistance and awareness, educational progress is more or less influenced by society, especially children's parents. Because it is influenced by society. Schools and surrounding communities are interdependent and cannot operate alone.

The BP3 organization, also known as the Educational Administration Assistance Agency, was established in schools based on the close relationship that exists between the organization and its environment. This is done through direct collaboration with parents and community leaders to resolve educational problems (including student problems) with the aim of improving the quality of education, especially for children, schools in general are a means of education. This is done with the aim of improving the overall educational experience of all students. So, the community will be able to contribute financially or materially to students' school fees and provide them with tutoring to help them continue their studies.

Improvement Improving students' academic performance and extracurricular activities is another method for improving the overall quality of education. Academic achievement is a student's achievement in the subjects taught at the madrasa, such as the grades obtained by students after taking daily assessments, mid-semester assessments, semester assessments, class exams, madrasa exams or national exams and after attending various madrasas. science competitions (KSM) and Olympics. Examples of academic achievements include: Non-academic achievements, on the other hand, are achievements that students achieve in areas not traditionally taught at the madrasah. Examples of non-academic achievements include success in sports and arts, including: football, basketball, volleyball, table tennis, badminton, pencak silat, chess.

Collaboration and development of successful initiatives are needed to improve facilities and infrastructure. In the most basic sense, buildings and other physical assets of educational institutions should be considered as tools operating in the field of education. Even though it is just a tool, the existence of infrastructure brings considerable benefits to the world of education. These benefits include comfort and ease in the smooth running of school activities, attracting students' attention to

develop their motivation, and creating conditions that support all school activities, including extracurricular activities; and help students strive to achieve more. Engage in activities that contribute to your own growth and development. As time goes by, the world's need for education is increasing. On the other hand, the world of education faces many problems that make it difficult to implement teaching and learning activities in educational institutions.

Lack of funding for educational institutions is one of the challenges that schools must overcome. Students' ability to focus on learning will be supported by complete learning facilities. An individual who studies must be able to focus all his attention and concentration on one subject, eliminating everything that is not directly related to the lesson. If the area or equipment used is insufficient, this adjustment will not work properly. Inadequate supporting facilities and less than ideal infrastructure management are two examples of common educational facility challenges faced by almost every school. From a management perspective, maintenance is often the most difficult challenge.

Inhibiting factors and solutions for implementing an education administration system

The provision of education has not been guaranteed in the most effective way. Because, there are several different factors that influence it. Based on field research conducted at the An-Nur Islamic Education Foundation, there are several problems that make it difficult to implement an education management system. These elements are:

Low Student Motivation

This problem developed due to several reasons, one of which was that some students studied at Madrasah Ibtidaiyah because they were not accepted into public schools so they were not accepted to have a sense of belonging. Therefore, schools' efforts to overcome these problems include improving the quality of education while changing the attitudes and behavior of individuals or community groups. This is done with the aim of helping humans mature into creatures closer to God through teaching, guidance and training efforts. In education, quality refers to the input, process, output and results of recruiting new students. This can be achieved by establishing a schedule for admission and selection of new students that is comparable to other schools, as well as improving orientation and guidance programs.

The skills of administrative staff have not been utilized optimally.

A search of the An-Nur Islamic Education Foundation's personnel data documents shows that the An-Nur Islamic Education Foundation's administrative and administrative staff totals 2 people. Among them are the Director of TU Putra Anshori, S.Pd.I S1 Tarbiyah Education, Madrasah Aswan Hawari employee, with a Masters Degree in Final Education. Apart from the difficulty of running a madrasa with a total

of 286 students, current staff data shows that there is no relationship between the field of work pursued by MI An-Nur administrative staff and the qualifications they have.

The level of discipline maintained by the faculty is below standard.

Lack of teacher discipline is the main obstacle that schools must overcome. Electricity access has been implemented for MI An-Nur teachers and staff since the 2015/2016 academic year to overcome this problem. This change is especially beneficial for teachers who have successfully completed teacher certification and have educator credentials.

Madrasah finances are insufficient

To find solutions to these problems, madrasas always collaborate with other organizations. For example, schools collaborate with educational and training institutions, and schools also collaborate with BPD SUMUT in various activities as sponsors and fund sponsors. refers to Article 1 Number 7 PPRI Number 19 of 2005 concerning Determination of National Education Standards. Based on the conclusions of researchers who visited various schools, the management of correspondence and archives at YPI An-Nur is carried out by Administration.

CONCLUSION

The implementation of the education management system at Madrasah Ibtidaiyah An-Nur has not yet functioned optimally. In fact, many teachers are still unable to carry out their responsibilities fully and administratively. In fact, some teachers now wait until learning activities are finished to prepare lesson plans. Just to meet the standards set by the administration, learning plans are developed. In fact, some educators give assignments to students and then leave the classroom to prepare various teaching materials. Apart from that, there are several factors that prevent schools from reaching their maximum potential: (1) the level of student motivation is still low; (2) human resources are not optimal; (3) the level of teacher discipline is still low; and (4) funding for madrasas is still inadequate.

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This article discusses the implementation of teaching quality at the PP Darul Falah Amsilati Islamic Boarding School with the aim of improving the quality of the institution. The program is implemented through self-evaluation and quality control in the Islamic boarding school environment. The research results showed that the PP Darul Falah Amsilat training program was implemented and managed effectively. The obstacles to implementation are limited knowledge and infrastructure, while the supporting factors are the leadership and support of Islamic boarding schools and foundations, good coordination of foundation leaders, communication and mutual attention between foundations. The application focuses on academic aspects and student character development. Research methodology includes observation,

interviews and surveys. Further research proposals are based on research findings and recommendations from the research results.

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