

Management of Basic Education and Its Development (A Case Study in MIN 3 Pinang Sori)

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ABSTRACT

Management has a central role in organizational structure and culture. This is also the basis for the integrality of management and organization in Islamic educational institutions. This study aims to analyze the management of basic education and its development. The research background is located at MIN 3 Pinang Sori, with a focus on the study of management and development aspects. This research uses a qualitative approach with a descriptive analytical study method. Phenomenologically, researchers tried to collect data in the field by means of interviews, observations, and documentation. Next, the researcher interprets the data through reduction efforts, data presentation, and verification. Finally, the data is declared valid (valid) if it passes the triangulation test. The results of this study indicate that education management at MIN 3 Pinang Sori is well implemented. This is viewed from the implementation of the institution's vision, mission, goals through the development of a community-based curriculum (a combination of madrasa curriculum, national education curriculum, and local wisdom). Then, the strategy used in madrasah development is to improve the quality of academic services and the quality of madrasa graduates. The concrete form is in the form of optimizing extracurricular activities to support the potential of students with academic and non-academic achievements, giving prizes as an appreciation for outstanding students and teachers, increasing human resource competencies based on community needs, training for madrasa human resources, and mediation conducted by the madrasa committee with the local community.

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1. INTRODUCTION

Madrasah development is an integrated element in the implementation of education management (Munif, 2020: 84-98; Buchari & Saleh, 2017). The right strategy in madrasa development is efforts to improve academic quality services (accreditation, compliance with national education standards, and providing a conducive learning environment) and the quality of graduates (Saepudin, 2018: 125-148; Fauzi & Khawasi, 2017: 65-74). This target is a separate task and responsibility for the head of the madrasa as the highest peak in leadership in the madrasa (Habibi, 2020: 130-145). This is intended as an effort to interpret education broadly in the context of learning.

Education in a broad sense, is not limited to classrooms (classical learning). The educational process can take place from anywhere and anytime, including via virtual (Marlina, 2014: 13-20; Saat, 2015: 1-17). In addition, the meaning of the scope of education is also widespread in the school/madrasah, family, and community (local and global) environment. Overall, the essence of education leads to character building in students. The character content is contained in the learning process (Aslan, 2017; Masitha, 2016).

Theories about education are always developing dynamically like science. However, the dynamics of education which continue to give birth to theories of change in education have not been addressed comprehensively in the educational curriculum (Ansori, 2016: 19-56). This is because the practice of education continues, educational theory continues to develop dynamically, while human resources in Indonesia are in decline.

Globalization as a necessity of change provides challenges and opportunities for the entire global community to take and take advantage of the momentum as well as possible (Danarwati, 2013). Of course, people who are anti-change will be left behind with the rapid pace of globalization, while those who are transformative and prepare skills to face globalization will be winners and rulers of their era.

The positive and negative impacts of globalization accompany changes that occur in all sectors (fields) of life. On this basis, holistic and transformative human resource management is needed from an early age in responding to the times (Warisno, 2019: 99-113). Science and technology (IPTEK) as one of the tangible forms of these changes, requires the community to collaborate in fixing social, economic, and educational inequalities that occur at every level of society. In addition, the positive character that is socialist, empathetic, and sensitive to others is a non-negotiable matter to be internalized for the nation's young generation (Inayatulloh, 2017: 107-124).

Information and communication opportunities that are present through science and technology, eliminate barriers of time, place, and distance between individuals and groups. Because, even from a distance, education (learning) can be carried out effectively and efficiently (Mardhiyah, et.al., 2021: 29-40). In addition, the order of values between communities also crosses rapidly almost unstoppable, where each other accesses the style of dress, food, and culture of a particular society. In this context, serious efforts are needed on the part of the government (especially the ministry of education and culture) to fortify the negative influence of technology on the elementary age generation (Siregar, 2018: 153-166).

Basic education as the initial level for children, ideally has a frame of reference for structuring and developing student potential related to the essence of education (character development) and the development of student soft skills (Hatimah, 2016: 39-45). In this context, madrasah/school principals have an important role in planning, implementing, organizing, supervising, and evaluating institutional programs. This is evidenced of research by Mawardi (2013: 253-268), informing that there is a synergistic relationship between the leadership of the madrasa principal, teacher performance, and the quality of students (as prospective madrasa graduates).

The leadership functions in the form of guiding, guiding, guiding, fostering, motivating, moving the organization, establishing effective communication, internal supervision, and reorienting program implementation are a number of additional tasks for madrasa heads in realizing superior and quality madrasas (Sudarsana, 2016: 1-14). In practice, madrasa principals really need the help of teachers as the frontline in the learning process as a delegation of tasks (authorities) to create quality and superior

graduates. Concretely, madrasa heads must strive to increase teacher competence (Fatoni, 2017: 168-182).

The central role of the head of madrasa for the development of the quality of the institution, requires the head of the madrasa to have the skills, work ethic, courage, negotiation, intuition, orientation of madrasa development, and show a positive image of the madrasa. As a result, madrasas will have professional teachers, enthusiasm for achievement, wholehearted education, and dedication in educating students (Baharun, 2018: 1-26; Wibowo & Subhan, 2020: 108-116). Thus, the core of the management is holistically managed in the implementation of every management function in educational institutions.

According to Yanto & Fathurrochman (2019: 123-130), educational management functions in the form of planning, implementing, organizing, monitoring, and evaluating are the duties of the head of the madrasa (leader of the institution). In this context, the head of the madrasa is comprehensively tasked and responsible for involving all elements (components) of the madrasa, starting from aspects of madrasa program planning, implementation, to joint evaluation of madrasa activities. Furthermore, the madrasah principal also serves as an internal madrasah supervisor who objectively assesses the performance of teachers and education staff in the madrasa. The implementation of these functions requires communication, effective cooperation, and the involvement of all parties in joint decision making. All of these components are factors that can determine the success of madrasa development towards superior institutions and are able to give birth to potential generations in responding to community needs (local and global scale).

To see the success of the principal in carrying out his roles and duties is to measure the ability to create a learning climate by influencing, inviting and encouraging teachers, students, to carry out their respective duties as well as possible (Adiyono & Rohimah, 2021: 867-876; Umayah, 2015: 259-288). In order to form conducive, orderly, smooth, and effective learning, it is inseparable from his capacity as a Madrasah leader. MIN 3 Pinang Sori is one of the Islamic educational institutions in the Central Tapanuli Regency Government area. There are at least 17 educators in this school, four of whom are Islamic Religious Education teachers. Each of the teachers, including the Islamic Religious Education teacher, seems to have a good personality seen from the figure of an exemplary teacher who is good for students and the community, so that the teacher will appear as a figure who should be an example.

Based on the explanation above, the researcher catches an impression that the head of the Madrasah is developing through the management of the MIN 3 Pinang Sori. the teachers developed personality competencies and a persistence in working based on their profession as Islamic Religious Education teachers. This means that the teacher has a good ethos. Apart from this, according to the researcher, there is one thing that plays a role in this success, namely the person who directs or leads the school principal. However, this still requires an in-depth study, namely a further study. For this reason, this study emphasizes more on researching basic education management and its development.

In fact, academic studies or scientific research on management of basic education and its development have been studied from various aspects (points of view). Among them are discussing aspects of the implementation of educational institutional management (Farikhah, 2015; Nafisah, 2010; Isnaini, 2016: 35-52), organizational culture (Novitasari, et.al., 2021), quality of education (Fadhli, 2017: 215-240; Wahyudin, 2021: 652-663; Wahyuni, et.al., 2020: 295-318), skills or vocational skills (Masruroh, 2016: 417-438), organizational management urgency (Choir, 2016), model development and strengthening character (Kusumadewi, 2019: 87-96), nature-based education management (Muniroh, 2019: 241-262; Chamidi, 2018: 17-34), opportunities and challenges of curriculum development (Wahid & Hamami, 2021; Warits, et.al., 2021: 426-440; Assingkily, 2021: 1-11), learning management (Syafaruddin, et.al., 2020: 32-45), personnel management of educational institutions (Fuad, 2019: 27-38), development educational planning design and approach (Abdurrahman, 2017: 15-24), and educational development strategies for the millennial generation (Tanjung, 2020: 29-46).

Observing the literature review above, it is understood that so far studies on management of basic education and its development have been discussed around the themes of functions, implementation,

implications, strategies, and the quality of educational institutions. Meanwhile, this theme has not been studied in depth from the point of view of its development at the basic education level, and so far it has not been studied with the background of an Islamic basic education institution at MIN 3 Pinang Sori. On this basis, the researcher summarizes it in the title, "Management of Basic Education and Its Development (A Case Study at MIN 3 Pinang Sori)".

2. METHODS

This research uses a qualitative approach with a descriptive analytical study method (Assingkily, 2021). Phenomenologically, researchers try to collect data in the field by means of interviews, observations, and documentation (Creswell, 2009). Next, the researcher interprets the data through reduction efforts, data presentation, and verification (Leavy, 2017). Finally, the data is declared valid (valid) if it passes the triangulation test. The research location is at MIN 3 Pinang Sori, Central Tapanuli, North Sumatra. Through this research, it is hoped that it can become a scientific treasure and a reference in an effort to manage basic education and its development strategy.

3. FINDINGS AND DISCUSSION

Islamic Elementary Education Management: Implementation of Madrasah Curriculum

The curriculum is a set of learning components that form the basis and orientation of learning (Julaeha, 2019: 157). Learning as the essence of the educational process requires harmony between concepts and contexts (Nasution, 2016). This alignment creates a conducive learning climate and an effective organizational culture for "school/madrasah residents" (Nurdyansyah & Fahyuni, 2016). This is intended to carry out management functions for the development of madrasa quality.

The implementation of the madrasa curriculum combines local wisdom and the national curriculum. Because educational institutions must refer to the national curriculum as an effort to equalize concepts in educating the nation's generation (Sinambela, 2017). Likewise, in the context of its application, madrasas are given the authority to create and innovate learning in accordance with the competence of educators and local wisdom of the local community (Mahlianurrahman, 2020: 1-13).

The granting of this authority is intended to make educators feel comfortable educating and teaching in the madrasa environment (Pohan & Dafit, 2021: 1191-1197). In addition, local wisdom has its own unique value and character strengthening for students in participating in each learning process. Thus, students in each region will develop according to their potential, and will not feel foreign to learning because it is close to students' daily lives (Usman & Raharjo, 2013).

Education management at MIN 3 Pinang Sori, implements the vision, mission, and goals of the institution through community-based curriculum development. That is, the madrasa refers to the national education curriculum and takes into account the community's needs for the students or "prospective graduates" of the madrasa. As stated by the Head of Madrasah in the following interview excerpt:

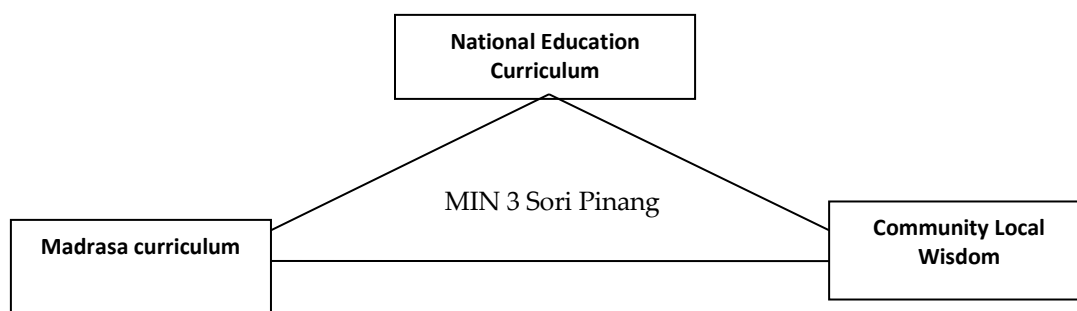
"... that's right, ma'am, as an alumni in the field of education, I admit that the curriculum is very important for the learning process. Although, we see a lot of innuendo from the public about the policy of changing the curriculum, every change in the government cabinet (especially changing the minister of education). Why did I say that? Because, the curriculum is the orientation and the basis for learning that must be carried out together. So, for every madrasa policy related to the learning component (curriculum), we involve teachers who certainly understand the situation of students, community needs, and what development needs to be done". (Results of interview with Sapirin, S.Pd., M.Pd., March 10, 2022)."

In line with the description above, Guru MIN 3 Pinang Sori explained that:

"...Here Ma'am, we implement the curriculum according to the government's recommendation and harmonize it with the needs of the community. So, the head of the madrasa always reminds us

teachers to continue to strive to meet the needs of the local community for prospective graduates (students). Although, it is known that in the future we will compete with a global scope, but at least students already have the stock of character based on local wisdom that exists in Tapteng (Tapanuli Tengah). Coupled with careful planning that is conceptualized, starting from the short, medium, to long term ". (Results of interview with Mudrika, S.Pd.I., March 11, 2022)."

The following shows the scheme for implementing the learning curriculum at MIN 3 Pinang Sori which combines the madrasa curriculum, national education curriculum, and local wisdom.



Scheme 1. Implementation of Combination Curriculum at MIN 3 Sori Pinang.

Furthermore, the head of the madrasa and the teachers at MIN 3 Pinang Sori also emphasized that in an effort to achieve the vision, mission and goals of the madrasa effectively and efficiently, the curriculum became a common reference. The madrasa curriculum (MIN 3 Pinang Sori) in its preparation process refers to, first; Al-Qur'an as a source of evidence for al-Islam, second; ministerial regulations, third; community needs based on local wisdom.

The interview excerpt and information from the madrasah above, informs that the learning curriculum implemented by MIN 3 Pinang Sori refers to the national curriculum and is supplemented by a local wisdom approach. In line with the quote above, Shufa (2018) calls it a conceptual framework that is integrated in providing students with teaching materials that are close to their daily lives. Furthermore, Nadlir (2016: 299-330) adds that learning using a curriculum based on local wisdom is a very urgent contextual approach to be applied in madrasahs.

Supporting the above opinion, Ferdianto & Setiyani (2018: 37-47) explained that learning with a contextual approach based on local wisdom, students will feel comfortable and the enthusiasm for learning is based on easy understanding of something in the surrounding environment. Thus, it is understood that the education management at MIN 3 Pinang Sori shows good and effective implementation. This is viewed from the implementation of the institution's vision, mission, goals through the development of a community-based curriculum (a combination of madrasa curriculum, national education curriculum, and local wisdom).

Madrasah Development Strategy: Quality of Academic Service and Quality of Graduates

Quality is a measure of the success of a leader in directing subordinates for the advancement of educational institutions (Umar & Ismail, 2018). The quality of education is also a benchmark for the community in entrusting their children to school in an educational institution (Subhan, 2013: 125-140). This shows the magnitude of the role of quality for the image of educational institutions. Thus, leaders are always faced with the quality of the institutions they lead.

The madrasa development strategy practiced by the Head of MIN 3 Pinang Sori relates to 2 (two) things, namely academic services and the quality of graduates. As stated by the Head of Madrasah in the following interview excerpt:

"...Yes ma'am, our curriculum certainly pays attention to the needs of the local community so that they can look at the global community. For this reason, in our madrasa development strategy, we focus on the quality of academic services and the quality of graduates. With these two focuses, we

believe that madrasas will gain more hearts in the community." (Results of interview with Sapirin, S.Pd., M.Pd., March 10, 2022)."

In general, the interview excerpt above confirms that the quality of madrasas (as units of educational institutions) is divided into two main aspects, namely the quality of academic services and the quality of graduates. The quality of academic services relates to the services provided by the madrasa related to administrative matters and the teaching process at the madrasa. While the quality of graduates is related to soft skills and other skills provided by the madrasa to students (as prospective madrasa graduates) (Aziz, 2015: 1-13).

The madrasa development strategy in improving academic services starts from the planning aspect, so that the foundations, objects, and objectives of academic matters can be conceptualized properly (Fitri, et.al., 2017: 1-13). The academic aspect is also related to how the learning process is applied in madrasas, student and teacher learning interactions (activities), and the use of learning resources (Sofyan & Kamariah, 2016: 260-271). Thus, the quality of academic services must refer to the needs of the community (especially the development of student potential).

Furthermore, the madrasa development strategy in improving the quality of graduates is intended to provide students with the need for self-potential development. The potential in question is related to talents, interests, and soft skills in students (Suti, 2011: 1-6; Husna, 2017: 131-154). The development of self-potential, of course, is a reflection for the community that the image of the madrasa is good and "promising". Thus, graduates from MIN 3 Pinang Sori will be increasingly considered as the madrasa of choice for student guardians.

Based on the description above, it is understood that the Head of Madrasah and the teachers at MIN 3 Pinang Sori are trying to develop madrasas towards improvement and progress. The strategy is focused on developing the quality of academic services and the quality of graduates. Thus, the image of the madrasa will gain sympathy and hope for the community as an educational institution of choice to develop the potential of children who are plural (multiple intelligences).

Optimizing Madrasah Activities: Students' Academic and Non-Academic Achievements

The function of education in general is to develop the potential of students. This shows the role of educational institutions in an effort to prepare quality human resources (HR) with noble personalities (Dacholfany, 2017). In this context, HR is not only intended for students, but also teachers as educators and leaders in the learning process. In line with this, Afandi (2013: 99-122) explains that competent human resources in the educational environment really help the implementation of education in madrasas in an effective, conducive, and professional manner.

According to Hadi (2020: 321-347), HR who are competent in their fields, and able to transmit academic and non-academic achievements to students will help facilitate the task of the head of the madrasa in developing the quality of the institution (madrasa). Therefore, the head of the madrasa is obliged to seek assistance and guidance for educators in developing creativity and teaching innovation, then also program various madrasa activities that can support student achievement.

The optimization carried out by the madrasa (MIN 3 Pinang Sori) in supporting student achievement, includes extracurricular activities, full day English, and tahfizh Qur'an. In addition, the madrasah also echoes the attitude of discipline and responsibility to all "madrasa residents". As stated by the Head of Madrasah when interviewed below:

"...as for the forms of activities that we carry out at madrasas, including extracurricular activities, full day English, and hafiz Qur'an. Furthermore, we also carry out concrete forms in the form of optimizing extracurricular activities to support the potential of students with academic and non-academic achievements, awarding prizes as appreciation for outstanding students and teachers, increasing human resource competencies based on community needs, training for madrasa HR, and mediation conducted by the madrasa committee with the local community." (Results of interview with Sapirin, S.Pd., M.Pd., March 10, 2022)."

In line with the description above, Guru MIN 3 Pinang Sori explained that:

"...That's right, ma'am, every year we teachers are given the opportunity to participate in training activities, some from the regions and some from the provinces. Of course, we are very happy to take part in such activities, ma'am, apart from adding friends, of course we can add insight. In fact, if there are some of us who excel personally, or are able to guide outstanding students at the regional level, then there is an unexpected appreciation from the head of the madrasa." (Results of interview with Januarti Simanjuntak, S.Pd.I., April 07, 2022)."

The interview excerpt above explains that the concrete forms of optimizing madrasa activities include extracurricular and other madrasa programs. According to Hadi (2018: 134-144), madrasa activities are concrete programs that support quality improvement in madrasas. For this reason, various activities that have been programmed by the madrasah must be managed strategically in order to be able to encourage the improvement of the quality of the institution (Kholili & Fajaruddin, 2020: 53-69; Amin, et.al., 2018: 94-106).

Furthermore, the optimality of madrasa activities cannot be separated from the quality of graduates and the quality of academic services provided to students (Khadijah, 2015; Hidayat, 2016). To support the potential of students with academic and non-academic achievements at MIN 3 Pinang Sori, the madrasah provides prizes as an appreciation for outstanding students and teachers, increasing human resource competencies based on community needs, training for madrasa HR, and mediation conducted by the madrasa committee with the community. local. Thus, the activities that have been programmed in the madrasa can be carried out optimally.

4. CONCLUSION

Based on the description above, it can be concluded that the education management at MIN 1 Pinang Sori has been implemented well. This is viewed from the implementation of the institution's vision, mission, goals through the development of a community-based curriculum (a combination of madrasa curriculum, national education curriculum, and local wisdom). Then, the strategy used in madrasah development is to improve the quality of academic services and the quality of madrasa graduates. The concrete form is in the form of optimizing extracurricular activities to support the potential of students with academic and non-academic achievements, giving prizes as an appreciation for outstanding students and teachers, increasing human resource competencies based on community needs, training for madrasa human resources, and mediation conducted by the madrasa committee with the local community.

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