Strategy for the Development of Islamic Education Institutions in the Academic Sectors

*Machfudz¹, Mohammad Zaini²
¹²Universitas Islam Negeri (UIN) KH Achmad Siddiq Jember, Jl. Mataram No.1, East Java, Indonesia
*machfudz.kemenag@gmail.com

ABSTRACT: Realising the development of educational institutions that will produce competitive graduates, have good morals and impact increasing the quality of Islamic education that can compete and be competitive with other educational institutions by trying to focus on handling institutional management so that it is better by focusing on development in the academic sector. This study aims to identify and analyse institutional development strategies in the academic sector at MA Mambaul Ulum Jember. Qualitative research by looking at the problems and research objectives to be achieved. This research uses a type of phenomenological research. Data collection techniques include interviews, observation and documentation. Data analysis by condensing data, presenting data and drawing conclusions/verification. The results of his research: Institutional development in the academic field is carried out by changing views on education, complying with Ministry of National Education policies, creating a good institutional culture, and changing the learning process. The institutional development strategy in the Academic Sector at MA Mambaul Ulum Jember is implemented by adjusting: The strategy for developing Islamic education institutions at MA Mambaul Ulum Jember is implemented by: 1) Forming students' competitive mindset through rewards, 2) Developing teacher creativity in the teaching and learning process, 3) Innovation in learning services, 4) curriculum innovation. In implementing education, the quality of academic services must be carried out in a directed, disciplined manner and guarantees the realisation of good quality education.


DOI: https://doi.org/10.35723/ajie.v7i1.281
I. INTRODUCTION

The existence of a school is really very necessary because a school is an educational institution that organises teaching and learning processes to guide, educate, train and develop students' abilities to achieve educational goals, including becoming human beings with virtuous character or noble character. Therefore, an educational institution is required to be able to organise education following the needs of the community for education and following the ideals of education, namely educational institutions are able and able to organise learning to guide, educate, train and develop students' abilities to achieve educational goals and make humans virtuous or have noble morals (Haryanti, 2014).

Education is a system and a way to improve the quality of human life in all aspects. In the history of humanity, there is hardly a group of people who do not use education as a means of acculturation and quality improvement (Sanaky, 2008). Education, like health, is a basic need (hajat asasiyah) that must be fulfilled in every human being in his life. Education as a conscious effort is needed to form human children to support their role in the future. Therefore education is a cultural process that elevates human dignity throughout life. Thus education plays a role that determines the existence and development of humans.

Verse 31, paragraph (3) of the 1945 Law mandates that the government seek and organise a national education system that increases faith and holiness and a noble character in educating the nation's life. As for the goals of national education, as stated in verse 3 of Law Number 20 of 2003 concerning the National Education System, Namely developing the potential of students to become human beings who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible state (Sisdiknas, 2005).

Based on the above, the output of education is the formation of one's intelligence and skills that can be useful for himself, society, nation and state. Thus, it is clear that education is an important need for every human being, the state and the government. Therefore education must always be systematically developed and developed by the...
authorised policymakers in this Republic. As a guarantor for the implementation of the basic needs of education for the people, the state or government is obliged to fulfil them so that all the people can enjoy them.

In psychology, there is also the theory of tabularasa which states that a human born into the world is like a clean white paper or table with no writing on it. What the human will become later depends on what is written on it. And it is the environment or experience that will write, especially education which is a business that is capable enough to shape an individual's personality (Rifa’I, Achmad., & Anni, 2015).

The development of the civilisation and culture of a nation is not enough just to have intelligence and intellectual ability. However, it must also be accompanied by mental health and noble character or noble character. Most people believe that efforts to improve thinking intelligence, mental development, character or noble character are the duties of the world of education.

Public educational institutions, especially Madrasah Aliyah, if they want to continue to win the heart and trust of the community, are required to prepare quality and relevant graduates and be able to continue to improve the quality and professionalism of their work. Along with the demands of the times, the need for efficient, professional and proportional performance of madrasah heads with future insight so that there is an increasing demand for relevance between the world of education and the demands of stakeholders.

The educational institution development strategy is a process that increases organisational effectiveness by integrating individual desires for growth and development of organisational goals. In particular, this process is an effort to make changes in a planned manner covering a total system over a certain period, and efforts to make these changes are related to the organisation's mission (Gibson et al., 1997). According to Mujib, educational institutions are organisations formed to develop both permanent and changing institutions with certain patterns in playing their functions and have structures that can bind individuals under their auspices so that these institutions have their strength.

The strategy for developing educational institutions as a method or strategy used by a container or place to process a planned change that requires the support of all parties, including principals, teachers, and students with these changes is expected to be able to develop and improve educational institutions, which require short, medium and long term efforts to deal with changes that will occur in the future (Sulistio & Haryanti, 2021).

The management of institutions must use certain strategies that can nourish the existence of these institutions and can even lead to significant progress and produce children of the nation who have good morals (Liriwati et al., 2021). The chosen strategy must be in the form of operational steps that can be put into practice with a mechanism that provides a way out (Haryanti & Baqi, 2019). Management of Islamic education mentions four steps in priority areas: Improving quality, Developing innovation and creativity, Building networks of cooperation (networking) and implementing regional autonomy (Tilaar, 2003);(Ikhwan, 2022). The priority above is needed because of the many problems an educational institution faces, such as academic problems, funding and public relations. With priority, there is an effort to focus on handling institutional management so that it is better and produces students with good morals. This research focuses on development in the academic sector,
including: manpower, curriculum, facilities and infrastructure, funding and strong management in funding and public relations.

The development of the quality of educational institutions states that two sides must be met, namely "1) attention to carrying capacity, including manpower, curriculum, facilities and infrastructure, funding and strong management, 2) there must be ideals, ethos and high enthusiasm from all parties involved" (Qomar, 2009). The development of the quality of educational institutions will improve the quality of Islamic education. To realise these qualities, Islamic education must have a theoretical and applicable mission (Ikhwan et al., 2020).

The research conducted by Kholiq Abdul (states that flagship madrasas and model madrasahs must be recognised by the government and society, not by the madrasas themselves. Schools and teachers as the main actors in implementing flagship madrasas and model madrasah are required to be innovative and creative in using technological devices, thereby supporting the quality of learning. The development of quality educational institutions has a good process for creating high student achievement, a good curriculum is designed, quality teachers teach that and good products are evidenced by students being able to compete with top schools inside and outside the city so that by good process, madrasah are no longer underestimated and even become the community’s first choice of superior schools.

II. METHOD

Qualitative research is to look for where the events are the object of research, to get direct and up-to-date information about the problem in question, and to cross-check existing materials (Sugiyono, 2015). In terms of the nature of the data, it is included in qualitative research, namely research that intends to understand the phenomenon of what is experienced by research subjects, for example, behaviour, perceptions, motivations, actions and others, in a holistic manner, and through descriptions in the form of words -words and language, in a special natural context and by utilising various natural methods (Moleong, 2013). If viewed from the point of view of the ability or possibility of research to provide information or explanations, this research is descriptive. Descriptive research seeks to describe certain social units, including individuals, groups, institutions and communities.

Data collection techniques used in this study are: Observation, in-depth interview and documentation. Observations were made to extract data from data sources in the form of events, places, and objects, as well as records and pictures (Siregar, 2017). The results of the observations are recorded as field observations (field notes), which are then reflected. This study's interview method was used as a guide in conducting research (Fitri & Haryanti, 2020). In this case, the researcher used in-depth interview techniques by digging for in-depth information following the focus of the research. The documentation method is a method used to find data about things or variables in the form of notes, transcripts, books, newspapers, agendas and so on (Arikunto, 2017). In one study, documentation techniques were used as a source of supporting data.

The data analysis technique is 1) data condensation, 2) data displays and 3) conclusion drawing/verification. Data condensation refers to the process of selecting, simplifying, abstracting and transforming data that approaches the whole part-from written field notes, interview transcripts, documents, other empirical materials. A presentation as a
set of structured information that gives the possibility of drawing conclusions and taking action. Better presentation of data is a key means of valid qualitative analysis, which includes: various types of matrices, graphs, networks and charts. The conclusions were also verified during the research. That verification may be as brief as a reconsideration that goes through the mind of the analyzer (researcher) (Ikhwan, 2021).

III. RESULT AND DISCUSSION

Development of Institutions in the Academic Field at MA Mambaul Ulum Jember

Research findings at MA Mambaul Ulum Jember regarding institutional development in the academic field mean education and teaching, research and development, community service, and quality assurance. Education and teaching include; curriculum, learning, and assessment of learning outcomes. Research and development include research activities and scientific publications. Community service includes various activities and collaborations with various parties. Quality assurance includes accountability activities according to a predetermined quality standard.

The strategy for developing educational institutions in the academic field is a step to increase school effectiveness by integrating the wishes of madrasah members to develop according to goals. This process is carried out in an effort to make changes in a planned manner and the efforts to make these changes are related to the mission of the madrasa. Institutional development in the academic field is carried out by: changing views on education, complying with Ministry of National Education policies, creating a good institutional culture, and changing the learning process (N. Y. Wahyuni, 2018).

The results of this study follow Setiyadi development is an educational effort both formal and non-formal which is carried out consciously, planned, directed, organised and responsibly in order to introduce, grow, guide and develop a basic personality that is balanced, intact and harmony, knowledge and skills following their talents, desires and abilities, as a provision for further on their initiative to add, improve and develop themselves, others, and their environment towards achieving dignity, quality and optimal human capabilities and independent individuals (Setiyadi, 2020).

Development, when associated with education, means a gradual process of change towards a level that tends to be higher and broader and deeper, which as a whole, can create perfection or maturity (Mulyasana, 2015). The change in the background of the Institution is influenced by the following:

1. The source of change from within
   a. Technology Innovation

   The world is getting advanced and developing. Technology is getting more sophisticated, and human needs or students prefer sophisticated technology. The advent of computers and the internet supports this technological change.

   b. New equipment
The infrastructure in an institution always changes with the existence of a demand from the community, or from students in particular. Every year there is a change of facilities in an institution.

c. Institution System

The most important system is the system within the Institution. A good system needs to be developed, and the Institution must change a bad system. A good system can make a better institution.

d. New school method

New institutional leaders usually make new steps. And the method of managing the Institution must also change because the change has been seen from the previous leader.

e. New institutional form of organization

Educational institutions only progress with help from organisations that help. The existence of a new organisation can change the steps of the Institution because the organisation is a place of people who have a goal.

f. Communication within the school

Education in Indonesia is not only from one culture; all cultures want to have knowledge in institutions. From all that, communication within the Institution is also needed within the Institution. Good communication is a good impact on an institution (Firmansyah, 2022).

2. External Sources of Change

a. Population growth and distribution

Changes in an institution or organisation due to the addition of a population or the movement of a population to a developing place, with conditions like this. The Institution will face a challenge with the arrival of a new culture that will interfere with its development of the Institution.

b. Government policy

The government as we know it is the one that makes policy towards small communities. The government will regulate the behaviour of the people. Furthermore, in institutions, they will accept new regulations if they find problems in an institution. At the beginning of the government, usually make a plan and goals of an organisation. So, the new government will get new regulations in the organisation.

c. Political climate change

Several different task forces in an institution or organisation will cooperate in managing an institution. Politics will be close to an institution or organisation. An organisation must be able to enter the world of politics. Indeed, in politics there are no "friends", but all are "enemies". With this opportunity, the development of an institution will be carried out by someone who is smart in managing an organisation. Meanwhile, the person who is most entitled to manage the organisation is the leader.
d. Competition domestically and abroad

In Indonesia, there are many advanced institutions, and these institutions also won the struggle to be at the forefront. The small will always be small if it does not change the state of the Institution. Likewise, the big ones don't feel comfortable being big ones. There are still many small-scale institutions that have stepped up to develop.

e. Changes in consumer demands

The consumers we know are people who will use what an institution has done. Consumers will choose which ones are good and which are not, if in educational institution A, the teachers are known to be diligent and create good output. Thus, consumers will be more attracted to it. Moreover, it will provide a business that can help the Institution's development. However, if the Institution needs to prove the process and results are good. Thus, consumers will demand changes to these institutions, likewise with new consumers who will buy existing facilities in an institution. Institutions will make changes and changes for the sake of an institution's progress and the demands of a consumer.

Academic Institutional Development Strategy at MA Mambaul Ulum Jember

Educational institution development strategy is a process that increases organisational effectiveness by integrating individual desires for growth and development of organisational goals. In particular, this process is an effort to make changes in a planned manner covering a total system over a certain period, and efforts to make these changes are related to the organisation's mission (Gibson et al., 1997). Management strategy is a process or series of basic and comprehensive decision-making activities, along with determining how to implement them, made by the leadership and implemented by all levels within an organisation to achieve goals (Fahmi & Hakim, 2020).

The institutional development strategy in the Academic Sector at MA Mambaul Ulum Jember is implemented by:

1. Forming a competitive mindset of students through rewards

Rewards are an educational tool. So, the purpose of Reward is to educate children to feel happy because their actions or work get awards. Thus the child will be even harder to work or do better.

2. Bringing out the creativity of teachers in the teaching and learning process

Learning is a two-way knowledge transfer process between the teacher as the information provider and the student as the information recipient. In the context of fun learning, students are more directed to have high motivation in learning by creating fun and exciting situations as in Law no. 20 of 2003 concerning the national education system and Government Regulation no.19 concerning national education standards. Law no. 20 of article 40 paragraph 2 reads, "Teachers and educational staff are obliged to create an educational atmosphere that is meaningful, fun, creative, dynamic and dialogical". While Government Regulation No. 19 article 19 paragraph 1 reads "The learning process in education units is organised interactively, inspiring, fun, challenging, motivating students to participate actively, providing sufficient space for
the initiative, creativity and independence following talents, interests and physical and psychological development of students" (Trinova, 2012).

3. Innovation in learning services

The real superiority of madrasah institutions lies in their innovation. Innovation is a real effort and works to find and create new things to achieve progress and excellence for the educational Institution. Innovation must be based on the needs of ideals and reality so that madrasah institutions and Islamic schools continue to progress and develop. Through such efforts, it is intended that madrasas can offer something new, which is unique and has a uniqueness that is taken into account by many people (Trimantara, 2007). Creating a trend in education is currently a demand. Therefore madrasah must be more courageous in innovating. The courage to innovate in the field of education under the Ministry of Religion is a demand so that the perception of the public that considers madrasas as a second choice will slowly disappear (Hanum, 2016).

4. Curriculum innovation

A curriculum is a set of subjects provided by an educational institution that contains lesson plans to be given to lesson participants in a period of education, both in primary education and secondary education (Masril et al., 2020). The curriculum is developed based on the following principles: 150 1) Centered on the potential, development, needs and interests of students and their environment, 2) Diverse and integrated, 3) Responsive to developments in science, technology and art, 4) Relevant to the needs of life, 5) Comprehensive and continuous, 6) Learning for life, 7) Balance between national interests and regional interests (S. Wahyuni, 2014). If madrasah wants to build trust in the community, they must be able to offer a curriculum that is not dominated by religious sciences; it is better if madrasas with their curriculum must be accommodating to the development of science and modern science without leaving behind their characteristics (Muslimin, 2016).

IV. CONCLUSION

The results of this study can be concluded that: The educational institution development strategy in the academic field is a step to increase school effectiveness by integrating the wishes of madrasah members to develop according to goals. This process is carried out in an effort to make changes in a planned manner and the efforts to make these changes are related to the mission of the madrasa. Institutional development in the academic field is carried out at MA Mambaul Ulum Jember by: changing views on education, complying with Ministry of National Education policies, creating a good institutional culture, and changing the learning process. Institutional development in the academic field is carried out by: changing views on education, fulfilling the policies of the national education department, creating a good institutional culture, and changing the learning process. The institutional development strategy in the Academic Sector at MA Mambaul Ulum Jember is carried out by: 1) Forming a mindset of student competition through rewards, 2) Developing teacher creativity in the teaching and learning process, 3) Innovation in learning services, 4) Curriculum innovation.
The implications of his research are the existence of a strategy for developing institutions in the academic field, namely education and teaching, research and development, community service, and quality assurance. With the development of educational institutions paying attention to the conditions that enable the advancement of institutions, creating a good institutional culture, curriculum innovation, and active learning can form students who have competitiveness to compete for achievements.

V. REFERENCES


DOI: https://doi.org/10.35723/ajie.v7i1.281


DOI: https://doi.org/10.35723/ajie.v7i1.281