



The Role of Systems, Management, and Political Policies in the Management of Islamic Education

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Abstract: The writing of this article describes an Islamic-based education management system that is influenced by politics. The method used in this writing is literature study by collecting various appropriate references and supporting discussions about systems, management and policies that have an impact on politics. A quality and quality education management system will greatly influence policy in positive terms. One of the impacts discussed in this paper relates to the system of political management in Islam that exists in Indonesia in general. The relationship between educational institutions and political policies is a relationship that requires each other and has a balanced impact as well. Leading to a good management system, policies within the institution will run optimally.

Keywords: System, Management and Policies

INTRODUCTION

Education and politics are two important factors in the Indonesian political system in both developed and developing regions. The two are often considered as separate parts. In fact, both work hand in hand to shape the characteristics of Indonesian society. Moreover, the two support and complement each other. Institutions and processes play an important role in shaping the political behavior of people in Indonesia. On the other hand, political institutions and processes have a great influence on the characteristics of education.

Both the education system and politics have a relationship with each other. After Indonesia's independence, political education policies were introduced. This policy impacts or benefits Muslims because it relates to the development and improvement of the quality of Islamic education. This is the background of Islamic education in the national education system. Among them is Law no. 4 of 1950 and Law no. 12 of 1954 concerning Education and Education in Schools, Law no. 2 of 1989 concerning the National Education System and Law no. 20 of 2003 concerning National Education. The law transforms Islamic education according to the influence of stakeholder interests in national policy decisions regarding the

country's education system. Therefore, Muslims need to understand politics so that Indonesian Muslims who represent Islamic interests and political activists can fight for the needs and benefits of Islamic education. The aim is to achieve equity and balance in the national education system between education organized by the Ministry of National Education and Islamic education organized by the Ministry of Religion. (Sudiarti, et al: 2020).

Based on the background, the problems that will be discussed can be formulated in order to build hypotheses for further research, namely:

1. Does the system play a role in the Islamic education management system
2. Does management play a role in the Islamic education management system
3. Does political policy play a role in the management system of Islamic education

LITERATURE REVIEW

System

Facing this completely open era in a democracy, people will make rational choices, especially in the world of education. People will not only make choices based on paternalistic relationships or also on the basis of group loyalty or certain beliefs/ideologies. If previously, the community in giving recognition to educational institutions was based on government awards, then in the future it will be the community that will provide measurements about the strengths of each educational institution. That is why educational institutions must be more open and able to see the real demands of society. In this era of autonomy, the quality of education will be largely determined by local government policies. When the local government has good and strong political will for the world of education, there is a wide enough opportunity that education in da.

Government policy in the form of granting regional autonomy, inevitably demands that regional autonomy institutions have independence, are open and concerned with the demands of the times and are able to compete with other educational institutions. Independence must be pursued and it is no longer appropriate to wait from above. They are not just carrying out the roles of executors as happened in the past (Iryani et al., 2021).

Regarding the impact of the implementation of the regional autonomy law, the Minister of National Education at a coordination meeting of central and regional religious department officials, November 29, 1999, put forward six problems in the implementation of the law, namely: issues of national interest, quality of education, management efficiency, equity, role and community and accountability. In the context of national interests, the problems that need to be anticipated are: first, how can we guarantee that the 9-year compulsory basic education can be completed in all districts and urban areas in relatively the same time, while the potential and capabilities of the regions are different. Second, how can we secure educational and cultural programs that can provide opportunities for regional creativity and diversity, but all of which lead centripetally to the national interest through the same content in efforts to form "national character building". Third, education is a long-term investment, which is sometimes less attractive to some regional officials, because the results cannot be seen and enjoyed. On the other hand, physical development is a short-term investment that can be seen immediately. Therefore, how to ensure that the source of funds for education can be guaranteed and get priority in the allocation of regional budgets?, fourth, regarding religious education which is a fundamental problem that is vulnerable, so that it is in the national interest to form a religious community in a pluralistic Indonesian society (Zarkasyi, 2015)

Management

The word 'Management' is now widely known in Indonesia, both in the private sector, in companies, and in education. Based on these facts, it shows that management has been

accepted and needs its presence in society. Management can be interpreted as a process of using human resources and other resources to achieve a goal. Management is also an art science that regulates the process of utilizing human resources and other resources effectively, efficiently, productively in achieving goals, so that simply management is an effort to organize, coordinate, direct and supervise activities within an organization in order to achieve organizational goals effectively and efficiently (Janan Asifudin, 2017).

The management process has planned and controlled activities. The first stage of activity in the management process includes planning, which is related to setting goals and identifying methods. Once a plan has been created, it must be implemented, and managers and workers must monitor its implementation to ensure that the plan is working as intended. Managerial activities to monitor the implementation of plans and take corrective action as needed, are called needs. The final stage is Decision Making, the process of selecting among various alternatives is called the decision-making process. This managerial function is interwoven between planning and control. Managers must choose between several goals and methods to carry out the chosen goals. Only one of several plans to choose from. Similar comments can be made with regard to the control function (Fadhli, 2017).

George. R Terry in Romlah suggests that the basic elements which are sources that can be used (available resources) to achieve goals in management are:

1. *Man* (manusia, orang-orang, tenaga kerja)

This workforce includes executive and operative workers. In management activities the human factor is the most decisive. The central point of management is humans, because humans make goals and it is he who carries out the process of activities to achieve the goals that have been set. Without labor there will be no work process. It's just that management will not arise if everyone works for himself without cooperating with others. Management arises because there are people who work together to achieve common goals. The people referred to here are teachers and a set of educational institutions that act as educators as well as people involved in educational organizations or institutions.

2. *Money* (uang yang dibutuhkan untuk mencapai tujuan yang diinginkan)

Money is an important element in achieving goals besides the human factor which is the most important element and other factors. In the modern world that is an important factor as a medium of exchange and a measure of the value of a business. Money is used in every human activity to achieve its goals. Especially in the implementation of scientific management, there must be serious attention to the money factor because everything is calculated rationally, namely taking into account how much labor must be paid, how many tools must be purchased and what results can be achieved from an investment. The achievement of a goal is inseparable from financial support, as well as Islamic educational that really need finance achieving certain goals.

3. *Machines*

In every organization, the role of machines as work aids is indispensable. Machines can lighten and facilitate in carrying out work. Just keep in mind that the use of machines is highly dependent on humans, not humans who are dependent on or even enslaved by machines. The machine itself would not exist if no one invented it, while it was humans who invented it. Machines are made to facilitate or help achieve the goals of Islamic education.

4. *Methods*

The way to carry out work in achieving a predetermined goal greatly determines the results of one's work. This method is needed in every management activity, namely in the activities of planning, organizing, actuating and supervising. With a good way of working

will simplify and expedite and facilitate the implementation of work. But even though the working method that has been formulated or determined is good, if the person entrusted with the task of implementing it lacks understanding or experience, the work result will not be good either. Therefore, the result of using or applying a method also depends on the person.

5. Materials

Humans without materials or materials will not be able to achieve the goals they want, so that the material element in management cannot be ignored.

6. Market

The market is where we market the products that have been produced. The market is needed in a company. The market is the community (customer) itself. Without a market a company will go bankrupt. The sale of the product in question is in the marketing or introduction of certain Islamic educational institutions by mentioning the label or brand of the educational institution so that it is known by the public. Product introduction by displaying various creativity and productivity owned by Islamic educational institutions.

7. Information

Of course information is needed in a company. Information about what's popular, what's in vogue, what's going on in society, etc. Information management is also very important in analyzing products that have been and will be marketed. The seven elements of management are better known as the 6 M + I, namely man, money, material, machine, method, market and information. Each of these elements has different characteristics. Management cannot run properly without these seven elements.

Policies

If you examine education management, it cannot be separated from a policy. As Tilaar and Rian Nugroho explained, education policy is a whole process, and is the result of the formulation of educational strategic steps which are the elaboration of the vision and mission of education in realizing the achievement of educational goals in society within a certain time span (Nugroho: tt).

Education policies have special characteristics, namely having educational goals, educational policies must have specific, clear and directed goals to contribute to education. In order to enforce an education policy, it is necessary to fulfill the prerequisites that must be met, so that the education policy is recognized and legally applies to an area. So educational policies must meet constitutional requirements in accordance with the constitutional hierarchy that apply in a region. Education policies must be made by people in authority, namely experts in their field so as not to cause damage to education and the environment outside of education.

Table 1: Relevant Previous Research Results

No	Author	Previous Research Results	Similarities to this Article	Difference with this article
1	Maimunah (2020)	The results of this study This paper explains the nature and history of Islamic education policies in which the Ministry of Religion of the Republic of Indonesia is the policy holder	Both study the Islamic education management system	In this study researchers used political policy variables that affect education. While the author himself uses the management system as an

		and UIN Syarif Hidayatullah Jakarta		exogenous variable.
2	(Sisrann, 2021)	The results of this study conclude that an Islamic-based management of educational institutions influences political policy in Indonesia	Both study the Islamic education management system	In this study, researchers examine quality and quality educational institutions that will greatly influence policy in positive terms. While the author himself examines the role of political policy in the management of Islamic education.
3	Refika dan muntolib (2020)	The results of this study conclude that political policies in Indonesia greatly determine the progress of education in Indonesia, especially for Islamic educational institutions.	Both study the Islamic education management system	In this study, researchers examine Islamic education policies. Meanwhile, the author himself examines policies in general.
4	Muhamad khairul umam (2019)	The purpose of this research is to analyze how to deal with changes and uncertainties in the environment, educational institutions inevitably (inevitable) must do the following three things: 1) Think strategically which has never been done before, 2) Translate their input into effective strategies to deal with their changing environment, 3) Develop the necessary reasons to lay the foundation for the use and implementation of the strategy.	Both study the Islamic education management system	In this study, researchers studied educational institutions in general. While the author himself examines Islamic education institutions
5	(Raharjani & Mas'ud, 2017)	The results of this study conclude that education experiences a series of dialectics with various kinds of political upheavals that are influenced by policies	Both studied political policy	In this study, researchers examine specific political policies in Islamic religious education, while the authors examine Islamic political policies in general
6	Alisya putri (2022)	The results of this article To improve the quality of Islamic education, the paradigm must be able to position it as the most important system component for the institution to educate the whole human being (insan kamil). There is a method of thinking and if it is applied in Islamic education then through these methods, whether carried out alternately or in an integrated manner, it will not only touch on the issues of hablum min Allah and hablum min al-'alam, but will also add to hablm min anas or social issues in Islamic education	Both studied political policy kan	In this study, the researcher examines the systemic paradigm that influences Islamic education, while the author examines the role of management systems in Islamic education

RESEARCH METHODS

The method of writing this Literature Review article is the Qualitative Descriptive method and Library Research, sourced from the Google Scholar online application, Mendeley and other online academic applications.

In qualitative research, literature review must be used consistently with methodological assumptions. This means that it must be used inductively so that it does not direct the questions posed by the researcher. One of the main reasons for conducting qualitative research is that it is exploratory in nature, (Ali & Limakrisna, 2013).

FINDINGS AND DISCUSSION

Based on relevant theoretical studies and previous research, the discussion of this literature review article can be analyzed further regarding the effect of each variable as follows:

The role of the system in Islamic education management

The education system will have the capability of the concept of decentralization to reach or at least approach its essence, will be largely determined by how the decision-making process or the concept itself is carried out. Ideally, the decision-making process on education decentralization policies should be carried out through dynamic "bargaining" between the state and society. With this mechanism, even if in the end the concept of decentralization has to be implemented, then its presence is truly a reflection of the wishes of the state and society. From the several challenges faced by the various Islamic educational institutions mentioned above, it will be seen that the problems in implementing the Law The Government Law on Regional Autonomy 1999 in the field of education can be mapped on issues of national interest, issues of quality education, management efficiency, equity, community participation and accountability and has an influence on the political policies of Islamic education (Abdul Khadir, 2014).

Government policy in the form of granting regional autonomy, inevitably demands that regional autonomy institutions have independence, are open and concerned with the demands of the times and are able to compete with other educational institutions. Independence must be pursued and it is no longer appropriate to wait from above. They are not just carrying out the roles of executors as happened in the past.

The role of Management in the management of Islamic education

The management process includes planning that is related to setting goals and identifying methods. Once a plan is made, the plan must be implemented, and managers and workers must monitor its implementation to ensure the plan is running as it should. Managerial activities to monitor the implementation of plans and take corrective action as needed, are called needs. The final stage is Decision Making, the process of selecting among various alternatives is called the decision-making process. This managerial function is interwoven between planning and control. Managers must choose between several goals and methods to carry out the chosen goals. Only one of several plans to choose from. Similar comments can be made regarding control functions and highly influential policies (Malang et al., 2017)

Linking public policy studies, especially education policy with education management, will always talk about education management at the macro level. In principle, educational management is the application of management science to the scope of education and is part of applied sciences, especially in the field of education both in school and outside of school. The principles of education management are no different from the principles of management concepts in general, as well as the functions of education management which are also a series

of concepts from management formulations. The application of management in the field of education is directed at efforts to support the smooth achievement of educational goals. In limited and selective applications, educational policy perspectives can quantitatively increase the degree of rationality in the decision-making process in the public sector (including education policy). The approach in analycentric analysis is more aimed at the decomposition of macro-strategic social problems into several more operational problems.

The role of political policy in the management of Islamic education

If you examine education management, it cannot be separated from a policy. As Tilaar and Rian Nugroho explained, education policy is a whole process, and is the result of the formulation of educational strategic steps which are the elaboration of the vision and mission of education in realizing the achievement of educational goals in society within a certain time span (Nugroho: tt).

Education policies have special characteristics, namely having educational goals, educational policies must have specific, clear and directed goals to contribute to education. In order to enforce an education policy, it is necessary to fulfill the prerequisites that must be met, so that the education policy is recognized and legally applies to an area. So educational policies must meet constitutional requirements in accordance with the constitutional hierarchy that apply in a region. Education policies must be made by people in authority, namely experts in their field so as not to cause damage to education and the environment outside of education. Educational administrators, managers of educational institutions, and politicians who are directly related to education are the minimal elements of education policy makers. Educational policies that have been made, can be evaluated if they are good then they can be maintained and developed, but if they contain errors then improvements must be made (Madyan: 2020).

Education policies take the form of: Education Laws, court decisions, ministerial regulations, and many other forms related to education. The output forms of education policy in Indonesia are: Laws, government regulations and all kinds of regulations issued by the State to regulate education. PP No. 61 of 1999, PP No. 152 of 2000, PP No. 153 of 2000, PP No. 155 of 2000, the 2003 National Education System Law and Law no. 12 of 2012 concerning higher education is a set of educational policies in Indonesia.

Management of Islamic Education is management that is applied in the development of an education, which is the art and science of managing Islamic educational resources in achieving the goals of Islamic education effectively and efficiently. Another definition is the process of planning, organizing, directing and controlling Islamic education resources to achieve effective and efficient goals of Islamic education. Education management is more general in nature for all educational activities in general, while Islamic education management is more specifically directed at the management applied in the development of Islamic education. Aspects of managers and leaders who are Islamic or imbued with Islamic teachings and values or have Islamic characteristics, must be attached to the management of Islamic education (Muhaimin: 2015).

In school management, in general the problems faced by schools include; (1) School administration that has not been properly addressed, for example school data that is less dynamic; (2) the school's working team is weak, namely that some school officials find it difficult to coordinate with teachers and other personnel in implementing school strategies; (3) Lack of completeness of school archives; (4) lack of community participation in the construction of schools in their area; (5) lack of learning facilities and equipment in the classroom; (6) in some areas there is a lack of human resources from the community around schools because the average level of education is still low, as a result the mindset of the people is that they prioritize work to provide for their families, so they do not have the

opportunity to pay attention to education; (7) the busyness of the educated community around the school in carrying out activities, so that there is no spare time to think about the progress of the surrounding schools together; (8) school management has a business nuanced mission (Sagala: 2017).

Educational institutions need to be transformed in the form of management strategies, these strategies must take into account the real conditions that exist in Islamic education institutions, the demands of society in the future, the demands of scientific and technological developments, increasingly fierce competition, and these strategies. must be operational or can be practiced directly in the field. The strategies for Islamic education institutions, whether in the form of Islamic boarding schools, madrasas, schools, or tertiary institutions, are as follows: 1) Formulate a clear vision, mission and objectives of the institution and try to make them happen through real daily activities. 2) Building professional leadership (apart from ideological, political, organizational and sect interventions in pursuing institutional policies). 3) Preparing educators who are truly educators so that they prioritize educational tasks and are responsible for the success of their students. 4) Improving student/santri/student recruitment strategies proactively by "picking up" and even "chasing the ball". 5) Strive to provide awareness in students/students that learning is a fundamental need that determines their future. 6) Formulate a curriculum that fits the needs of students and society. 7) Exploring learning strategies that can accelerate the ability of students who are still low to become competitive graduates. 8) Explore non-conventional financial sources and develop them productively. 9) Build adequate facilities and infrastructure for the benefit of learning, especially classrooms, libraries and laboratories. 10) Conditioning a learning environment that is safe, comfortable and stimulates learning. 11) Conditioning an Islamic environment, both in worship, work, social interactions, and cleanliness. 12) Trying to increase the welfare of employees above the average welfare of employees of other institutions. 13) Realizing a high work ethic among employees through moral contracts and work contracts. 14) Trying to provide excellent service to anyone, both the leadership, teachers/lecturers, employees, students/students/students, as well as guests and the wider community. 15) Increase promotion to build image. 16) Publish the quality of learning processes and outcomes to the public openly. 17) Building a network of cooperation with other profitable parties, both financially and socially. 18) Establish close relationships with the community to get maximum support.

Conceptual Framework

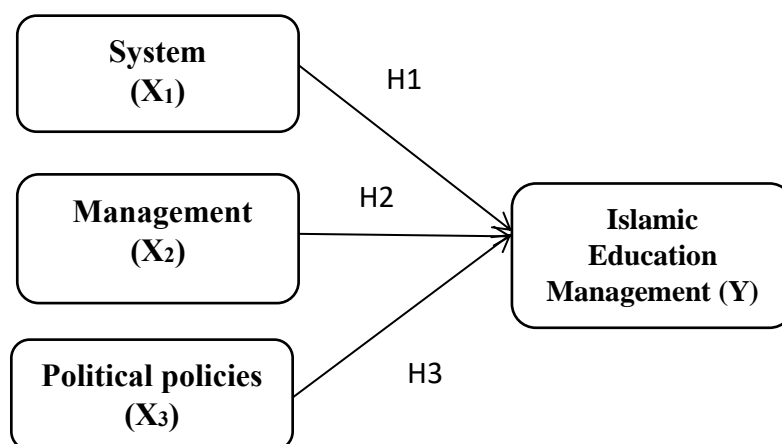


Figure 1: Conceptual Framework

Based on the formulation of the problem, theoretical studies, relevant previous research and discussion of the influence between variables, the framework of this article is processed as follows. Using the concept (Literature Review MSDM):

Based on the theoretical study and the review of the results of the relevant articles and the drawings from the conceptual framework, then: Systems, management and policies affect the management system which is influenced by politics

This article examines the impact that has affected the political system of Islamic education management in Indonesia: systems, management, and policies. Apart from the factors discussed in this article, the factors that influence the political system of education management in Indonesia are still many other factors, based on previous research, including: 1) trust (Sari & Ali, 2019), 2) Organization: (Sari & Ali, 2019), (Brata, Husani, Hapzi, 2017), (Limakrisna et al., 2016), (Desfiandi, Fionita, et al., 2017), (Harini et al., 2020), (Riyanto, Pratomo, et al., 2017), (Sulaeman et al., 2019), (Ali, 1926), (Masydzulhak et al., 2016), (Widodo et al., 2017), (Silitonga et al., 2017), (Rivai et al., 2017), (Prayetno & Ali, 2017); 3) Leadership: (Limakrisna et al., 2016), (Bastari et al., 2020), (Anwar et al., 2020), (Ali et al., 2016), (Djoko Setyo Widodo, P. Eddy Sanusi Silitonga, 2017), (Chauhan et al., 2019), (Elmi et al., 2016). 4) curriculum: (Muhamedi, 2016). 5) Imaging (Wahyuni, 2018) 6) Transformation of Islamic educational institutions (Ruslan Rasid and Abdul Munif, 2018)

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the theory, relevant articles and discussion, hypotheses can be formulated for further research:

1. The system plays a role in Islamic Education Management.
2. Management plays a role in the Islamic Education Management system.
3. Political policies play a role in the management of Islamic education.

Recommendation

Based on the conclusions above, the suggestion for the next author is that there are still many impacts that affect the Islamic Education Management system, apart from system, management, and policies, therefore further studies are still needed to look for these other factors. Other factors influence the Leadership Role of Islamic Education Management Apart from the three variables examined in this article, such as character, style, discipline and work ethic of leaders. This paper is very limited in scope because it does not use empirical data and limited time for literature review, it is hoped that this paper will inspire further to conduct research in other contexts with a wider scope thereby providing a deeper understanding so that empowerment practices can be developed in the future. On the other hand, more in-depth research is needed about the Role of Leaders in the Management of Islamic Education that can make a contribution to science.

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