

## ANALYSIS OF EDUCATION MANAGEMENT IMPLEMENTATION IN ISLAMIC EDUCATIONAL INSTITUTIONS (Study of the Indonesian Daarul Quran Foundation)

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### ABSTRACT

The progress of Islamic education in Indonesia continues to develop, the success of managing educational activities at the Islamic Education Institutions (LPI "*Lembaga Pendidikan Islam*") cannot be separated from the Islamic Education Management (MPI "*Manajemen Pendidikan Islam*") role carried out by educational institutions. According to analyze and explain that the Islamic Educational Institutions can run well by implementing management functions in their operations. By implementing management functions in a measurable way, it will have an impact on the success of the institution in improving the quality of education. The research was conducted at educational institutions within the Indonesia Foundation of Daarul Qur'an (YDQI "*Yayasan Daarul Qur'an Indonesia*") such as Kindergarten, Primary School, Secondary School, Senior High School, and University. This research is using a field research method (practicum), Qualitative is used for approach methods and based on the phenomenological research methods and data analysis is backed up by QSR Nvivo software, on the acquisition by observation and interviews. The results of the study found that through Luther M Gulick's theory of management functions, called (POSDC RB) such as Planning (concept), Organizing (organization), employment (staff arrangement), Guiding (directing), Coordinating (coordination), Reporting (reports), and Budgeting (budget). The Indonesia Foundation of Daarul Qur'an (YDQI "*Yayasan Daarul Qur'an Indonesia*") is implementing Islamic Education Management (MPI "*Manajemen Pendidikan Islam*") in each of its educational institutions performs the role of management functions in each of its educational units and Daarul Qur'an also uses Istiqomah values according to the Daaqu Method to all of the employees (Insani of Human Resource) and to maintain the sustainability of the institution through the regeneration programs which are developed. Hopefully, this research is useful in the development of Islamic Education Management in Indonesia

**Keywords:** *Implementation, Education Management, DaarulQurán Educational Institution*

## INTRODUCTION

The purpose of Islamic education in Indonesia has continued to develop since the teachings of Islam entered Indonesia and continues as Indonesia becomes an independent country. According to Ricklefs, Islam has entered Indonesia through two stages, including; indigenous people who are associated with Islam and embrace the teachings of Islam. In the second stage, immigrants from Arab, Arab, Indian and Chinese who have embraced Islam, settle permanently in an area of Indonesia, marry the natives, and adapt to the lifestyle of the natives. Both stages can occur simultaneously and are often found in abundance (Ricklefs, 2008, p. 3). In 2003, Daarul Quran was founded and launched da'wah programs which received a positive response from the people in Indonesia and several countries. The da'wah movement through the tahfizh program which was launched and initiated by Ustadz Yusuf Mansur and Daarul Quran is acceptable. various circles of society: old, young, children, diplomats, officials, politicians and even the poor have experienced this program. Da'wah launched and developed by Daarul Qur'an is not something new in Indonesia.

Depending on Agus Sasongko; the tahfizhul Al-Qur'an movement is part of Indonesian history. Ahmad Fatoni in his article "History and Development of the Teaching of Tahfizh Al-Qur'an in Indonesia" explained that the Krapyak Islamic Boarding School was founded by KH. Muhammad Munawwir is the pioneer of tahfiz teaching in Indonesia. In the 1900s, namely in the pre-independence period, Islamic boarding schools in Yogyakarta opened takhosus classes for students who memorized the Koran (Sasongko, 2017).

The three pillars of Daarul Qur'an da'wah or business units are emphasized in Article 10 AD/ART Daarul Qur'an that Daarul Qur'an has 3 (three) types of activities, namely: education, zakat and waqf, and economics. (Daarul Quran, 2020). In the economic field, Daarul Quran has established business units aimed at optimizing the economic potential of Daarul Quran. In managing the organization, Daarul Quran is guided by the principles of Islamic management, therefore the management system that is built is professional management. Therefore, Daarul Qur'an as an Islamic educational institution must be studied and analyzed from the point of view of organizational management, organizations that implement Islamic Education Management (MPI) in achieving good results with other management functions.

The Islamic Education Management (MPI), which was developed by Daarul Qur'an in its educational institutions, must be able to improve the quality of education. In a study conducted by Margono Mitroharjono and Abdul Hamid Arribati with their journals discussing MPI towards effective schools, it can be concluded from the research that MPI can fulfill the hopes of stakeholders; schools have the ability to facilitate the educational process through effective collaboration in seeking process development. correct and quality education (Mitrohardjono & Arribathi, 2010). Tahfizh Daarul Quran Islamic Boarding Schools have been opened in Tangerang, Cikarang, Lampung, Banyuwangi, Malang, Bandung, Jambi, Semarang, Tarakan, North Kalimantan and Kayon, West Kalimantan. Meanwhile, non-boarding or full-day Daarul Quran schools have been opened in Tangerang, Semarang, and Banyuwangi. In addition, Daarul Quran

also established 10 (ten) free and full scholarship Tahfzh Daarul Quran Islamic Boarding Schools located in Jakarta, West Java, East Java, Central Java, Palembang, and Medan. In 2007, Daarul Qurán founded STMIK (School of Computer Science Management), this campus focuses on producing human resources who are IT proficient and able to read and memorize the Qur'an. Another university is the Daarul Quran Institute (IDAFU) which specializes in the study of dirosah Islamiyah, with study programs: Faculty of Ushuluddin, (Media Daqu, 2019).

In online education, Daarul Quran established the Qubah Islamic Boarding School (Quran and Language) which can serve the community in learning and memorizing the Qur'an online and is supported by learning Arabic and English. In addition, an online tourism class has been opened which has 103,203 participants. Through this website, the public can learn with Ustadz Yusuf Mansur through writing, video, and audio. In the social sector with the aim of optimizing the potential of zakat and waqf in Indonesia, Daarul Quran established the PPPA Daarul Qurán, namely the National Amil Zakat Institution (LAZNAS). Ziswaf funds collected by PPPA Daarul Qurán are distributed for humanitarian assistance and community development based on tahfizhul Alqurá, including; education, propaganda, and social. In its activities,

Educational institutions as one of the directorates in Daarul Qurán in their development need support from other directorates, namely; the directorate of ziswaf and the directorate of economics because the development of educational infrastructure requires sources of funds from these two units, both funds from the public in the form of zakat, infaq and waqaf as well as funds generated from businesses developed by the economics directorate, especially educational institutions that are free of charge and scholarship recipients. Therefore, this research is also important to discuss the relationship and coordination of educational institutions in Daarul Qur'án with other directorate units, namely; the directorate of economics and the directorate of Ziswaf, which have different organizational models and behavior, become a unified institution in realizing the vision and mission of Daarul Qurán.

## **METHOD**

This research is a way that uses the type of field research (field research) using a qualitative approach and phenomenological research methods. According to Sugiono, a qualitative study of phenomenology begins with the phenomenon that is being studied, by directly examining the people who experience the event. Phenomenology is a science that studies the processes of human consciousness in order to pay attention to the symptoms/phenomena that appear before the eyes. The phenomenon and its appearance can not only be seen from outside the skin, but also from a deeper understanding of what is hidden behind the event. (Pradoko, 2017, p. 5). This research uses a non-probability sampling technique. Non-probability sampling is a sampling technique that does not provide equal opportunities/opportunities for each element or member of the population to be used as a sample. (Sugiyono, 2015, p. 53). Sources of data needed and needed in this study include primary sources and secondary sources.

1. Primary data includes field data in the education directorate management system, in the form of interviews, observations, activity manuals and profile books

- (documentation), FGDs, videos, or films covered and broadcast by Daarul Qurán.
2. Secondary data includes data that is sourced from data indirectly related to this research which is written either from books, research journals, magazines, print, and electronic media.

According to John W. Creswell, data collection procedures in qualitative research involve four types of strategies, namely: observation, interviews, documentation, and audio-visual materials. (Creswell, 2019, p. 254). This data collection technique is carried out through:

### **1. Deep interview**

This in-depth interview is carried out in order to obtain information directly from the source or be interviewed in-depth without any barriers that occur between the two. Interview in terms of Suharsimi Arikunto's view means a question and answer that is dialogued by the interviewer to obtain information with the person being interviewed.(Arikunto, 2002, p. 115).

The informants interviewed in this study are as follows: Head of the Directorate of Education Daarul Qurán. Head of Directorate of Zakat and Waqf Daarul Qurán, President Director of Daqu Bisnis Nusantara, President Director of PPPA Daarul Qurán, Deputy Head of Daarul Qurán, Head of the Secretariat of the Tahfizh Daarul Qurán Islamic Boarding School, Head of Tahfizh Daarul Qurán, Director of LSP Daarul Qurán, Deputy Head of the International STMIK Curriculum Sector, Deputy Chancellor of the Daarul Qurán Institute, Head of the Academic and Research and Development Bureau of Tahfizh Daarul Qurán. Islamic Boarding School.

### **2. Observation**

In this method, observations are made based on direct observations or surveys, researchers make observations by telephone, email, and other communication tools. According to Alwasilah, observation is a systematic and planned study or observation carried out to obtain data with clear validity and reliability(Djam'an, 2012, p. 104). The things that became the object of observation included Daarul Qurán activities, activities of Daarul Qurán unit leaders and HR in the context of Daarul Qurán development; and others. Observation or observation is one of the most effective ways to collect data or facts to examine and study a system. The things that became the object of observation included Daarul Qurán activities, activities of Daarul Qurán unit leaders and HR in the context of Daarul Qurán development; and others. Observation or observation is one of the most effective ways to collect data or facts to examine and study a system.

### **3. Documentation**

Documentation is obtained from books, newspapers, magazines, and others that are used to find data relating to objects or variables in the form of notes that are directly related to research.

#### **4. Document**

Documents consist of personal records such as diaries, letters, and official documents. The advantages of this writing material include the material already available, available, and ready to use. There is no cost when using it, it just takes time to learn it will find information and knowledge of the material.

#### **5. Photo**

Photos have several advantages. The photo captures the situation in a given second and "freezes". Photos can provide descriptive material that can be used today. Photos are not just pictures. If we look closely to understand photography more deeply, much can be learned from photography (Nasution, 1996, p. 85).

NVivo software can help researchers manage large amounts of unstructured and varied data. By using this software, researchers can efficiently and effectively process the decoding of interview results in the form of audio or video recordings. This is because the decoding process can be carried out in one program without having to open another program at the same time during the decoding process. With the help of NVivo's QSR software through the Matrix Coding Query feature. This feature is a constant comparative analysis which is important for qualitative data analysis. With this technique, researchers can present the results of a comparative analysis between sub-categories of themes and demographic research data. (Muhtarom, et al., 2017, p. 6937).

### **RESEARCH RESULTS AND DISCUSSION**

#### **A. Implementation of Islamic Education Management in Daarul Qurán.**

Daarul Qurán planning (planning) is carried out in the form of preparing work programs in all educational units. The preparation of this work program involved every educational unit in Daarul Qurán. In the AD/ART, Daarul Qurán in the Articles of Association (AD) chapter, the preparation of work programs is carried out at the National Working Meeting and the Directorate National Working Meeting which are held once a year. Chapter VI article 22 paragraphs 1 and 2 explains that the Daarul Qur'an Group National Working Meeting (Rakernas) is a national level working meeting between the Daarul Qur'an Leaders and the Daarul Qur'an business unit. This meeting is held at least 1 (one) time a year (Daarul Quran, 2020, p. 26). After that, the evaluation process of the work program is carried out in stages from the sub-unit level to the unit level and is carried out once a week which is supervised by the directors of each unit, while each unit reports the results of work and evaluations to the directorate leadership once a month, the evaluation of the overall work program is carried out annually. in the National Working Meeting. The work assessment barometer is carried out through the KPI (Key Performance Indicator) that has been determined by the Daqu Group through the results of the National Working Meeting that have been jointly determined. (Jameel, 2021). In carrying out its duties of evaluating and supervising the Directorate of Education, Directorate of Ziswaf, and Economics, the Deputy Daarul

Qurán team is assisted in carrying out their duties. this is explained in the Bylaws (ART) article 20. The function of the Deputy of Daarul Qur'an Group is to assist the leadership of Daarul Qur'an in carrying out its 5 (five) functions, namely planning, monitoring and controlling, coaching, evaluating, and reporting so that it can assist the organization in improving effectiveness, accountability, transparency, and objectivity in managing its business (Daarul Quran, 2020, p. 90).

## **B. Infrastructure Management**

The development and provision of educational facilities and infrastructure in Daarul Qurán is carried out simultaneously from all educational units in Daarul Qurán from PAUD to tertiary institutions. Therefore Daarul Qurán requires a large number of funds to provide good and ideal facilities and infrastructure, there are several things that can be done, among them. (1). The Tahfizh Daarul Qurán Islamic Boarding School in Greater Jakarta was merged into one, so that development was centered on one location that could accommodate thousands of students. Currently, there are 3380 male students consisting of elementary, middle, and high school. (2). The Tahfizh Daarul Qurán Takhasus Islamic Boarding School with a total of 340 students can also be used in one location so that it is more effective and efficient. (3). Partnership and cooperation with the community in establishing the Tahfizh Daarul Qurán and Daarul Qurán Takhsus Islamic Boarding Schools pays attention to the area of land and the ability to accommodate a large number of students. This collaboration can be done with partners from companies or individuals. (4). The STMIK Antar Nation Campus and the Daarul Qurán Institute are united to become a university so that it is more effective and efficient in its activities and operations.

## **C. Coordination of Education Units with Economics and Student Affairs Units**

Coordination of the education unit with the ziswaf and economic units is carried out in 2 (two) ways. The structural method is through coordination meetings between units facilitated by the Deputy Daarul Qur'an. The non-structural way is through the Whatsapp Group for all unit leaders in Daarul Qur'an. (Jameel, 2021). In the relationship between the three business units of Daarul Qurán, it is explained that in developing a business, an institution can form a business unit entity or work together to form a joint institution. Relationships between business units are carried out in order to build synergies and a better image as well as to improve performance and be able to provide added value to the institution. Principles in the interaction between Daqu Group business units (Daqu Group, 2021, p. 18):

## **D. Results from Informants**

This method uses the Nvivo 12 Plus analysis tool to process and analyze research data collected through interviews with resource persons. In conducting this interview, the expert informants involved are representatives from departments and divisions that are directly related to learning activities at Daarul Quran. So that the informants have been determined to get results in accordance with the desired research. The following is the result of data processing with Nvivo for each informant as illustrated in the elaboration

of (i) exploration diagram; (ii) drawing of a hierarchy chart of nodes; (iii) table reference coding nodes; and (iv) matrix coding nodes.

The following is an image that shows an Exploration Diagram of the distribution of nodes from the Informant.

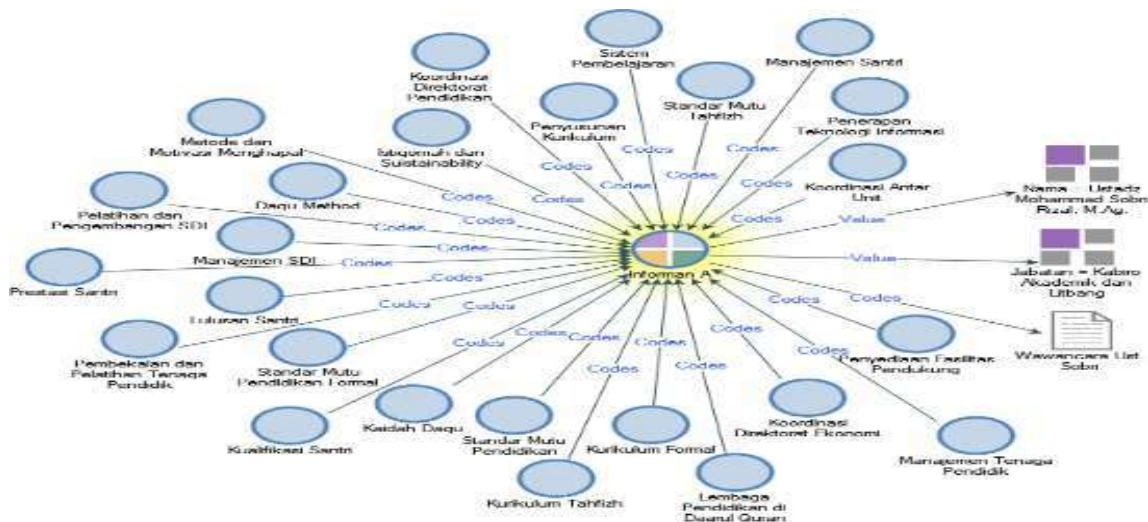


Figure 1.0 Informant Exploration Diagram

It can be seen in Figure 4.6, that the informant has 25 nodes in the interview process. Informants answered thoroughly the interview questions related to the elements of the santri or students as well as about the learning process applied at the Tahfizh Daarul Quran Islamic Boarding School. In detail, the number of parent nodes with the number of aggregate nodes is in

Table 1.0References Coding Nodes Informants

No	Nodes	Number of coding references	Aggregate number of coding references
1	Istiqomah dan Suistainability	1	1
2	Kontribusi Pengembangan\Pelatihan dan Pengembangan SDI	1	1
3	Koordinasi Antar Unit\Koordinasi Direktorat Ekonomi	1	7
4	Koordinasi Antar Unit\Koordinasi Direktorat Ekonomi\Penyediaan Fasilitas Pendukung	1	2
5	Koordinasi Antar Unit\Koordinasi Direktorat Pendidikan	1	1
6	Koordinasi Antar Unit\Koordinasi Direktorat Pendidikan	4	4
7	Lembaga Pendidikan di Daarul Quran	1	22
8	Lembaga Pendidikan di Daarul Quran\Kurikulum Formal	1	1
9	Lembaga Pendidikan di Daarul Quran\Kurikulum Tahfizh	6	7
10	Lembaga Pendidikan di Daarul Quran\Kurikulum Tahfizh\Kaidah Daqu	1	1
11	Lembaga Pendidikan di Daarul Quran\Penerapan Teknologi Informasi	2	2
12	Lembaga Pendidikan di Daarul Quran\Penyusunan Kurikulum	1	1
13	Lembaga Pendidikan di Daarul Quran\Sistem Pembelajaran	5	5
14	Lembaga Pendidikan di Daarul Quran\Standar Mutu Pendidikan	2	5
15	Lembaga Pendidikan di Daarul Quran\Standar Mutu Pendidikan\Standar Mutu Pendidikan Formal	1	1
16	Lembaga Pendidikan di Daarul Quran\Standar Mutu Pendidikan\Standar Mutu Tahfizh	2	2
17	Mengorganisasikan Lembaga\Daqu Method	1	1
18	Sumber Daya Manusia yang Unggul\Manajemen Santri	6	14
19	Sumber Daya Manusia yang Unggul\Manajemen Santri\Kualifikasi Santri	1	1
20	Sumber Daya Manusia yang Unggul\Manajemen Santri\Lulusan Santri	2	2
21	Sumber Daya Manusia yang Unggul\Manajemen Santri\Metode dan Motivasi Menghapal	3	3
22	Sumber Daya Manusia yang Unggul\Manajemen Santri\Prestasi Santri	2	2
23	Sumber Daya Manusia yang Unggul\Manajemen SDI	1	1
24	Sumber Daya Manusia yang Unggul\Manajemen Tenaga Pendidik	2	4
25	Sumber Daya Manusia yang Unggul\Manajemen Tenaga Pendidik\Pembekalan dan Pelatihan Tenaga Pendidik	2	2



*Table 2.0 Matrix Coding Nodes 1: Superior Human Resources*

	A : Sumber Daya Manusia yang Unggul
1 : Kualifikasi Karyawan	4
8 : Manajemen Tenaga Pendidik	4
7 : Manajemen SDI	3
9 : Kualifikasi Tenaga Pendidik	2
5 : Metode dan Motivasi Menghawal	1
2 : Manajemen Santri	0
3 : Kualifikasi Santri	0
4 : Lulusan Santri	0
6 : Prestasi Santri	0
10 : Pembekalan dan Pelatihan Tenaga Pendidik	0

In the table above, it is found that the Qualifications of Employees and Management of Educators have the highest matrix of Superior Human Resources. This analysis proves that in addition to the management of students in improving superior human resources at Daarul Quran, the management of employees and educators/teachers also determines the results.

*Table 3.0 Matrix Coding Nodes 2: Educational Institutions in Daarul Quran*

	A : Lembaga Pendidikan di Daarul Quran
4 : Kurikulum Tahfizh	15
2 : Kurikulum Formal	5
7 : Monitoring dan Evaluasi Kurikulum	4
11 : Sistem Pembelajaran	3
1 : Evaluasi Program Kerja	2
5 : Kaidah Daqu	2
8 : Penerapan Teknologi Informasi	2
9 : Penyusunan Kurikulum	2
3 : Muatan Lokal	1
10 : Penyusunan Rencana Kerja	1
12 : Standar Mutu Pendidikan	1
13 : Struktur Organisasi	1
6 : Sanad Al-Quran	0

Based on the results above, it was found that informant A stated that Superior Human Resources could be pursued by improving and maintaining the Qualifications of Employees and Management of Educators that already exist today. This has been implemented in Daarul Quran in improving the quality of human resources because human resources are a valuable asset in an organization. So that Daarul Quran strives in the form of providing training and self-development for existing human resources. In addition, the Educational Institution at Daarul Quran has a main focus on the Tahfizh Curriculum without overriding the Formal Curriculum imposed by the government.

## CONCLUSION

This study was conducted to answer research questions related to the implementation of Islamic Education Management (MPI) in Islamic education institutions at the Daarul Qurán Indonesia Foundation (YDQI). Based on the results of research data processing, some conclusions can be drawn as follows:

1. Implementation of Islamic Education Management (MPI) at the Daarul Qurán Indonesia Foundation (YDQI) through management functions developed by Luther M Gulick, namely Planning (planning), Organizing (organization), Staffing (staffing), Directing (directing), Coordinating (coordination), Reporting (reports), and Budgeting (budget) still need attention, especially in terms of development planning and HR (Human Resources)
2. The pesantren development program in 100 cities is a program that was launched to accelerate the development and establishment of Daarul Qurán educational institutions in Indonesia. In accelerating the development of Daarul Qurán, one must formulate and make strategies to build public interest in participating in the program to establish the Tahfizh Daarul Qurán Islamic Boarding School or educational institutions developed by Daarul Qurán, such as; optimizing the potential of waqf land from the community, profits from business, alms and cash waqf of the community and opening opportunities for collaboration and partnerships with the community
3. The availability of SDI (Human Resources) for tahfizh teachers in Daarul Qurán has not met the adequacy of teachers ideally, but to meet the needs of tahfizh teachers Daarul Qurán conducts tahfizh perpetuation programs for Daarul Qurán graduates for high school and college graduates, in collaboration and partnering with tahfizh Islamic boarding schools throughout Indonesia, the tahfizh cadre program in collaboration with PPPA Daarul Qurán, and the Daarul Qurán Takhasus program, all graduates from Daarul Qurán Takhasus are required to serve at Daarul Qurán for one year.
4. The Daarul Qurán Indonesia Foundation with education levels from PAUD to tertiary institutions, each level of education and education model has an educational standard in accordance with the National Education Standards, while for tahfizh at the education level and education model it has a Tahfizh Graduation Competency Standard (SKKT).
5. Daarul Qurán has three pillars of business units or work units, namely; education, ziswaf, and economics. The three units have activities according to work units to support the da'wah program developed by Daarul Qurán, including optimizing Ziswaf funds and maximizing profits from business results for the construction and provision of Islamic boarding school facilities and infrastructure.

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