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Learning Management in Islamic Educational Institutions

^{1*}Syarwani Abdan, ²Tanti Nurmala Sari, ³Erna Sugiarti, ⁴Siminto, ⁵Triwid Syafarotun Najah

^{1,2,3,4,5}State Islamic Institute of Palangka Raya

^{1*}syarwani2410130414pasca@iain-palangkaraya.ac.id, ²tanti2410130413pasca@iain-palangkaraya.ac.id,

³ema.pasca2410130410@iain-palangkaraya.ac.id, ⁴siminto@iain-palangkaraya.ac.id

⁵triwid.sn@iain-palangkaraya.ac.id

ABSTRACT

Background

The diversity of types of Islamic educational institutions makes learning management a very important role, namely as a center in ensuring that the education provided is not only relevant to religious values, but also in accordance with the development of science and technology.

Purpose

The purpose of writing this journal is to describe and explain learning management in Islamic Educational Institutions.

Design/method/approach

The research method used is a literature review which involves collecting literature from various sources such as books, journal articles, and relevant dissertations. The literature that has been collected is then evaluated for quality and relevance through critical analysis of abstracts, research methods, and main findings.

Results

The results of the educational study indicate that learning management in Islamic institutions as a whole is able to create a teaching and learning atmosphere by applying academic aspects of Islamic values, learning management is a structured planning process to achieve effective and efficient educational goals in accordance with Islamic principles.

Contribution/value

The development of religious culture in Islamic educational institutions through extracurricular activities not only enriches academic learning, but also strengthens the moral and spiritual foundations of students which are important in forming a generation with noble character.

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INTRODUCTION

The main challenge for the education system in Indonesia is how schools can develop and maintain a conducive professional work culture, and create a good learning culture to support the development of school quality. This involves more than just quality "control", but also efforts to improve the governance of the Education system in schools. Quality assurance in schools must ensure that students have optimal learning opportunities, with a learning culture that has been formed and continues to develop. In addition, there needs to be an increase in the effectiveness of employee work that can show positive changes for Educational Institutions (Ismail et al., 2021). Thus, the quality of Education is not only measured by the academic achievements of students, but also by the quality of the ongoing Education process, as well as by the culture and environment that supports students and educators.

Along with the progress of the times, Islamic Educational Institutions play a very important role and are starting to be looked at by various groups, both to continue their studies and as a place to gain deeper religious knowledge (Berkey, 2014). Learning itself is a task carried out by educators, which includes three main aspects, namely planning, implementation, and evaluation of learning. Therefore, the teaching and learning process must take place properly, and learning management can be achieved if these three aspects are implemented properly and in a planned manner. Teachers play a very important role in achieving the planned learning objectives, because they are the ones responsible for managing the learning. With careful planning, effective implementation, and comprehensive evaluation, the goals of Education can be achieved properly, providing a positive impact on students, and strengthening the quality of Islamic Education itself (Gemnafle & Batlolona, 2018).

In Indonesia, there are many Islamic educational institutions that teach Islamic religious knowledge, namely madrasahs, Islamic boarding schools, integrated Islamic schools, Islamic universities and colleges, Islamic early childhood education institutions (PAUD), Islamic non-formal educational institutions and international Islamic schools. The diversity of types of Islamic educational institutions makes learning management a very important role holder, namely as a center in ensuring that the education provided is not only relevant to religious values, but also in accordance with the development of science and technology (Salleh, 2018).

Research on learning in Islamic educational institutions is the importance of Islamic educational institutions as a unit of the national education system. Islamic educational institutions have a very important role in producing a generation of the nation that is spiritually intelligent, has noble character and is competent in its field, learning in Islamic educational institutions should run effectively. The learning planning developed by teachers has a deep meaning, not only a routine activity to fulfill administrative requirements, but is a reflection of the teacher's views, attitudes and beliefs regarding what is best for their students (Imamiyah et al., 2023). This means that Islamic Educational Institutions play a crucial role in the national education system, responsible for forming a generation that is not only intellectually intelligent, but also has a noble personality and competencies that are relevant to the development of the times.

Learning in educational institutions must be implemented effectively, with careful and meaningful planning. Learning planning carried out by teachers should not only be an administrative routine, but also reflect the teacher's beliefs, views and attitudes towards what is best for their students. This is because success in learning is not only determined by the curriculum applied, but also by the extent to which teachers can convey values and learning holistically that involve spiritual and moral aspects, as well as develop the competencies needed by students.

In the world of education, learning management has a very important role because it is an effort to organize all activities that include the core curriculum and its supporting ones. This

is interpreted as a process of cooperation between teachers and students to maximize all available potential and resources. In this process, both teachers and students play an active role in utilizing the internal potential of students, such as talents, interests, basic abilities, and unique learning styles in each individual. In addition, learning also utilizes external potential, including a supportive learning environment, facilities and infrastructure, and other learning resources that can support students' understanding and skills. Thus optimizing the combination of internal and external potential, the learning process can take place more effectively, holistically, and in accordance with students' needs, so that educational goals are easily achieved.

The success of education is greatly influenced by the success of the implementation of its learning management. Good management ensures that the learning process takes place actively and effectively, where students interact and react to various situations around them (Fuadah & Sanusi, 2017). In the context of Islamic Educational Institutions, the implementation of quality learning management is becoming increasingly important to form competitive graduates in the future. Islamic Educational Institutions that are able to manage their learning well can ensure that the education provided is not only based on the teachings of the Qur'an, but also produces students with noble character. Therefore, structured management and focus on the goals of Islamic Education are the main factors in advancing the quality of education in Islamic Educational Institutions and realizing students who are intelligent, virtuous and ready to compete in the modern world. From the explanation above, problems arise such as the extent to which the application of Islamic principles in learning management and how to overcome the challenges that may be faced in integrating Islamic values with this general education curriculum.

This article aims to digging deeper into the importance of learning management in Islamic educational institutions, as well as how to overcome the challenges of integrating Islamic values with the general education curriculum in Islamic educational institutions. It is hoped that with a better understanding of learning management, Islamic educational institutions can create an environment that supports the intellectual and character development of students, and prepare them to face future challenges well.

LITERATURE REVIEW

Research by Irwanto, et al. entitled *Management of Islamic Educational Institutions in Madrasahs: Analysis of Models and Their Implementation* shows the results of the study that management of Islamic educational institutions requires more than just conventional managerial skills. In addition to competence in planning, organizing, supervising, and controlling, religious aspects play a central role in decision making and the implementation of administrative tasks. The concept of pure intention is the main driver, inspiring actions with the aim of carrying out education as an act of worship that follows the teachings of Islam (Irwanto, et al., 2023).

Research by Etik Kurniawati entitled *Management of Islamic Educational Institutions in Improving Teacher Professionalism at SMP IT Darussalam Sragen* shows the results of the study that improving the competence of SMP IT Darussalam teachers can be achieved through two things, namely through efforts from teachers and the role of educational institutions. Teachers' efforts to improve their competence through four things, including: pedagogical, personal, social and professional competence (Kurniawati, 2019).

METHOD

This study aims to describe and analyze learning management in Islamic educational institutions, using a methodology adapted from Diana Ridley's book. The first step involves collecting literature from various sources such as books, journal articles, and relevant

dissertations. The collected literature is then evaluated for quality and relevance through critical analysis of the abstract, research methods, and main findings. Literature that meets the criteria will be further analyzed to identify key themes and key concepts related to learning management in Islamic educational institutions (Ridley, 2012).

After in-depth analysis, findings from relevant literature were synthesized to develop a comprehensive understanding of the topic. The results of this synthesis include a summary of key findings, relationships between identified themes, and an explanation of how these findings answer the research questions. The final step is to write a structured literature review, including an introduction, literature review, discussion, and conclusion. With this systematic and critical approach, the study is expected to make a significant contribution to understanding the religious foundations of Islamic education and its relevance in academic and practical contexts.

RESULTS AND DISCUSSION

Learning management in Islamic educational institutions as a whole is able to create a teaching and learning atmosphere by applying academic aspects of Islamic values, learning management is a structured planning process to achieve effective and efficient educational goals in accordance with Islamic principles. the importance of the head/manager in Islamic educational institutions in leading and directing the entire learning process with the right approach, in the context of Islamic education and a curriculum based on Islamic teachings. As stated by Stoner quoted by Arifudin (2021), management is a process that includes planning, organizing, directing and supervising the efforts of organizational members and the use of existing resources to achieve predetermined goals. In this context, planning functions to design strategic steps so that organizational goals can be achieved effectively. Organizing includes arranging resources and placing the roles of organizational members to support the implementation of the plan. Directing plays a role in providing clear direction to members of the organization so that all activities are in line with organizational goals (Kartika, et al., 2023). Supervision is a step to monitor and evaluate the implementation of activities, ensuring that every effort is carried out in accordance with the standard objectives set. Through these four steps, management plays an important role in achieving the success of an organization. Learning management in Islamic Educational Institutions must be implemented effectively and efficiently to align with the goals of national education. As a process, education requires careful planning, especially in learning management. This learning management involves interaction between three main components: teachers, learning materials, and students (Abdillah, 2019).

According to Alben Ambarita, as stated by Vivit Nur arista Putri (2013:30) learning management is the ability of teachers to utilize available resources optimally to create and develop good cooperation, so that the learning process takes place effectively and efficiently in the classroom. In this context, learning management not only includes aspects of managing materials and methods, but also involves the ability of teachers to coordinate various learning elements, such as time, facilities and relationships between students. Thus, teachers are expected to be able to create a conducive learning environment and can direct learning activities to achieve predetermined goals.

Educational institutions in Indonesia include Islamic boarding schools, madrasahs, integrated Islamic schools, Islamic colleges, non-formal Islamic educational institutions, Islamic PAUD. All of these institutions are based on the Islamic curriculum under the regulations of the Ministry of Religion as the manager of education. The application of religious culture in Islamic educational institutions can be applied to shape the character of students, support and collaboration with the school and the parties involved so as to improve teacher professionalism.

Through management based on religious culture, work discipline, work motivation and optimal work results can be achieved.

Through management based on religious culture, teachers are able to realize their willingness to carry out their duties at school properly in accordance with the rules and regulations in force at school. Teachers can carry out their duties with discipline and high enthusiasm as their calling and always obey all rules and regulations in force at school. One of the supports in the learning process is the availability of facilities and infrastructure that support the learning and teaching process at school, the availability of complete school facilities according to the needs of students. Likewise with equal access in Islamic educational institutions, namely ensuring that every student regardless of race, gender, social status, has the same opportunity to get quality education in accordance with Islamic values (Maunti et al., 2023). This concept is in line with the principles of justice, equality, social solidarity in Islamic teachings that encourage the importance of education for everyone.

In general, culture can be prescriptive, meaning that it creates rules that must be followed, or it can also be programmed as a learning process to find solutions to a problem. The formation of this culture in the school environment can take place through two approaches. First, is the approach of strengthening the school's religious culture through methods of obedience, imitation, compliance, and the arrangement of traditions or orders set by external parties or authorities, such as the school or related organizations. Second, is the approach of forming a programmed culture through a learning process, where this culture originates from within the individual. This process is based on the beliefs and principles held by the actor, and is then manifested in the form of real attitudes and behavior. The principles that are believed to be true come from experience or trial and error methods, and are proven through actions that demonstrate this understanding and belief. Therefore, this form of cultural actualization is called a demonstration pattern, where culture is practiced directly as evidence of the truth that is believed (Maunti et al., 2023).

Through management based on religious culture, teachers can carry out their duties at school well in accordance with school rules and regulations. Teachers can carry out their duties with high discipline and enthusiasm, and they will always comply with school rules and regulations. Teacher discipline is usually demonstrated in their various responsibilities. This includes arriving on time at school, preparing lessons (RPP, promes, prota, and learning media), carrying out learning activities with discipline and well, and helping to solve problems and difficulties faced by students. If a teacher is unable to attend, the teacher can also send a letter of permission to the principal.

To realize effective learning management in Islamic educational institutions, it is necessary to understand the forms of guidance needed, including: 1) General Guidance, including the development of positive attitudes and behaviors that can shape students' character as a whole; 2) Guidance of Faith and Piety (IMTAQ), focusing on strengthening religious values in students, with the aim of improving their spiritual and moral quality. Through this guidance, students are expected to be able to understand and practice religious teachings in everyday life; 3) Guidance of Science and Technology (IPTEK), aims to develop students' cognitive abilities and technical skills so that they are ready to face the challenges of an increasingly complex world (Maunti et al., 2023).

However, several strategic values in national education have not played an optimal role in the education system. This challenge is influenced by factors such as: 1) Inadequate guidance for textbooks in the fields of religion and science. The problem of inadequate guidance for textbooks in the fields of religion and science is one of the obstacles in learning management in Islamic educational institutions. Textbooks used in the learning process should be able to integrate these two important aspects, namely religion and science, in a balanced and relevant way. However,

in reality, existing textbooks are often still separate between religious and scientific materials, without any explanation that connects the two. In fact, in Islamic education, it is very important to teach students how to see the relationship between science and religious teachings. If the textbooks used are unable to provide a holistic understanding of this, then the learning process cannot run effectively and students will have difficulty applying science in the context of religious values. Therefore, there needs to be an improvement in the preparation of textbooks that are more relevant and integrated between religious knowledge and science to support the success of holistic learning management. 2) Implementation of teaching strategies by teachers that are less relevant to the demands of the curriculum. This is a significant problem in learning management in Islamic educational institutions. The educational curriculum in Indonesia, especially those related to Islamic education, is designed to provide integrated knowledge between religious and scientific aspects. However, if teachers do not adopt teaching strategies that are in accordance with the curriculum, this can cause a gap between educational goals and their implementation in the classroom. For example, the use of non-interactive or less contextual teaching methods, as well as the lack of application of problem *-based learning* or contextual approaches, can reduce the effectiveness of learning. Teachers who only rely on lecture methods without involving students in active discussions or experiments can hinder students' understanding of the material, especially in terms of linking religious values with science. Therefore, it is very important for teachers to master and apply teaching strategies that are in accordance with the demands of the curriculum, so that learning can run effectively and provide maximum results in achieving Islamic educational goals; 3) A learning environment that is less conducive to students. An uncomfortable learning environment for students can be a major obstacle to an effective learning experience, including inadequate physical facilities, an unsupportive classroom atmosphere, and a lack of positive interaction between students and educators. An uncomfortable learning environment, for example, noisy classrooms, uncomfortable seating, or lack of adequate equipment and supplies. In addition, unsupportive social conditions, such as tension or discomfort among students, can also have an impact on students' mental and emotional development. Creating a comfortable, safe learning environment that supports positive interactions between teachers and students is very important in Islamic education to enhance students' learning and overall development. This is because a conducive learning environment must not only include physical aspects but must also foster moral, religious, and social values that are in accordance with Islamic teachings.

CONCLUSION

Learning management in Islamic educational institutions as a whole is able to create a teaching and learning atmosphere by implementing academic aspects of Islamic values, learning management is a structured planning process to achieve effective and efficient educational goals in accordance with Islamic principles. the importance of the head/manager in Islamic educational institutions in leading and directing the entire learning process with the right approach, in the context of Islamic education and a curriculum based on Islamic teachings.

In line with the objectives of education that require educational institutions to develop religious culture, Islamic educational institutions have a very important role in shaping the character and personality of students through various activities, one of which is extracurricular activities in the field of religion. These activities can provide opportunities for students to further explore and internalize religious values outside of formal school hours. Through activities such as religious studies, memorizing the Qur'an or involvement in religious organizations, students can learn to instill and internalize religious values that are the basis for forming their character. In addition, these activities also provide space for students to develop discipline, responsibility and

a sense of solidarity in accordance with Islamic teachings. Therefore, the development of religious culture in Islamic educational institutions through extracurricular activities not only enriches academic learning, but also strengthens the moral and spiritual foundations of students which are important in forming a generation with noble character.

Improving human resources through regular teacher training, improving the quality of relevant curriculum, developing school infrastructure, transparent financial management, monitoring and evaluating scheduled learning, increasing the role of parents and the community, and focusing on creative and innovative learning.

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