

Identification of Best Education Management Practices to Improve Learning Outcomes of Muslim Youth Adapting to 21st Century Competition

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Abstract:

This study examines the best educational management in the era of information technology, known as the 21st century. This study is qualitative research. Madrasahs in Sambas Regency and as primary data are principals and students. Meanwhile, secondary data consists of articles, books, and other supporting documents in this research. The findings of this study indicate that the best practice model to achieve effective and productive educational goals starts with effective schools, management, strong leadership, clear vision, ability to create a good learning climate, has a student monitoring mechanism, progress to have expectations, high level, supported by resource teachers and also involving the community. The results of this study can later contribute to education in Indonesia in general.

Keywords: *Education Management, Learning Outcomes, 21st Century Competition*

Abstrak:

Penelitian ini mengkaji tentang manajemen pendidikan yang terbaik di era teknologi informasi atau dikenal sebagai abad 21. Kajian ini merupakan penelitian kualitatif. Madrasah yang ada di Kabupaten Sambas dan sebagai data primer adalah kepala sekolah dan siswa. Sementara, data sekunder terdiri dari artikel, buku dan dokumen-dokumen lainnya yang dianggap menunjang dalam penelitian ini. Temuan dari penelitian ini menunjukkan bahwa model praktik terbaik untuk mencapai tujuan pendidikan yang efektif dan produktif dimulai dengan sekolah yang efektif, manajemen, kepemimpinan yang kuat, visi yang jelas, kemampuan untuk menciptakan iklim belajar yang baik, memiliki mekanisme pemantauan siswa, kemajuan untuk memiliki harapan yang tinggi, didukung oleh guru sumber daya dan juga melibatkan masyarakat. Hasil dari penelitian ini nantinya dapat memberikan kontribusi pendidikan di Indonesia pada umumnya.

Kata Kunci: *Manajemen Pendidikan, Hasil Belajar, Kompetisi abad 21*

INTRODUCTION

The primary purpose of holding education by mobilizing all available resources is to educate students' lives and, in particular, improve the quality of student learning outcomes (Zhang et al., 2010; Putra et al., 2020; Aslan et al., 2020). This effort must be carried out by carrying out several preparations in the form of educational planning that is regional and national following the guidance of the education law with an education system that is managed national whose aim is to improve the quality of life civilization the nation's intelligence. The message of the mandate to educate the entire nation's life, especially the younger generation, is channeled through educational institutions starting from elementary schools to universities. At the school level, this signifies a practical implementation of the program with the level of leadership required for professionals, perhaps focusing on teaching and training by having a vision and goals that have been determined through policies channeled through laws that are transformed into actual practice (O'Sullivan and Burce, 2014; Suroso et al., 2021).

Speaking at the concept level to be lighter than discussing or implementing all concepts in the field level, namely schools, the realization of an effective school certainly faces various problems and gaps that make schools unable equal distribution of education services at the elementary school, secondary school to tertiary level (Alebaikan and Troudi, 2010; Widjaja and Aslan, 2022). In this case, not all elements or levels of school education have the best practice application concept, which means that they have good leadership, reliable human resources, and efficient education management. Besides that, a good school certainly has a situation where it supports a learning climate requiring educational institutions to become effective, efficient, and productive (Lim et al., 2013; Hifza and Aslan, 2020; Hifza et al., 2020). So, for that, every effective school that wants to succeed is, of course, an educational institution that can change itself constantly, adapt quickly, and in the face of all transformational changes both from students and from teachers so that the goal of achieving high-quality education can be achieved as far as possible. The achievement of an effective school depends very much on a solid team led by a leader who has high capacity and integrity so that the school organization can grow and manage human resources, space, and personal time effectively so that learning can occur (Tambe et al., 2019).

Of course, in implementing the program, schools have a good plan which is then implemented, and finally, they get an assessment system to see the performance and efficiency that has been in effect (Desai & Dubey, 2012). As a result, planning becomes difficult. Quality outputs have been initiated through educational programs, resource allocation, and program implementation, with adequate and practical assessment and monitoring methods. So that attempts to improve the quality of education, especially for the generation of Muslim education in the 21st century, where life is very competitive, can be recognized practical education management quality (Taufik, 2020).

Furthermore, in identifying each existing best practice, of course, each of these formulas has a vision and mission that education supports, studies, and developments in the field so that schools have a reference framework that they must master and implement then they can do the proper analysis related to what factors are essential determinants in an efficient perspective management model both in elementary schools, high schools and colleges (Blanco & Ray, 2011). Finding the desired perspective applied in schools is certainly not an easy task. Here it is embraced that a reliable leadership or educational leadership is needed then able to streamline the resources of teachers and other staff and be able to invite high participation of the surrounding community so that the school in achieving practical educational goals is not alone but involves optimizing and inviting all components, especially the community. Who has access to and interests in education, such as guardians of students and traditional community leaders, so this goal can be achieved by maximizing the participation of all components from teachers to students and the wider community?

Furthermore, this is a high expectation whereby maximizing the potential of the existing human resources of teachers and students, and it will become an active role for all parties to support and carry out complex work to achieve educational goals maximally by optimizing learning, communicating all expectations and inscriptions that all students want to achieve the goals (Dean & Dean, 2012). The ability to convince all potentials such as teachers and students can be done by leaders or human resources who have high leadership management who can influence all components of the education community so that they have a vision of working together in partnership, not on mutual influence but will be a mutually beneficial partnership system for both schools, students, teachers, parents, and even the wider community (Mutch & Collins, 2012).

Regarding all the descriptions and problems above, this study would like to elaborate in the form of answers to questions where through practical studies and criticisms that have been published in various relevant literature to answer the problem (Dorst, 2011), namely identifying both best practice education and recipes that can improve the quality of learning, namely the quality that can compete in the 21st century, especially the Muslim generation who are studying at madrasahs in Sambas District. This study is carried out to obtain evidence of the field study of the contents related to improving the quality of education, especially schools, by identifying best practices in education management to produce high quality, especially the generation of Indonesian Muslims (Seppälä et al., 2012).

RESEARCH METHODS

This second part will explain the chronology of how to carry out a literature review that aims to identify the results of the identification of best practice governance in education management to improve the quality of learning for the younger generation of Muslims in adopting themselves to 21st-century competition (Cocchia, 2014). Researchers believe that efforts to improve

the quality of learning for Muslim youth in the 21st century of competition can occur if they have the opportunity to train to prepare themselves in educational institutions that practice best quality management (Castro & Zermeño, 2020).

Therefore, to answer the question of this study, we have obtained data through semi-structured interviews with many madrasah school leaders in Sambas district with the focus of the study on identifying what madrasa leaders have done as the best practice model for improving student achievement. Meanwhile, we found other data from various sources of information such as application databases, journals, magazines, newspapers or audiovisuals, and the like, as well as information and adaptations that we got from various websites discussing education management best practice issues, efforts to improve the quality of learning we have collected (Martins et al., 2019). So that we can use the results of the adaptation and study to answer the core problems of this work, we have carried out a series of things involving various systems, such as data coding, in-depth analysis, critical interpretation of data, and drawing conclusions that make findings to answer hypotheses and problems. This is erroneous research (Ketelhut et al., 2010). We searched for data using electronic systems or online databases on several types of evidence from previous research literature or secondary data; then, we are orange with descriptive qualitative research design.

Moreover, we report findings that follow the descriptive qualitative study design (Forstmeier et al., 2017). Our report adopts a variety of descriptive qualitative ones written previously by our research which we believe are very relevant to answer this literature review. For the data to be more up-to-date, we specialize the data we visit on publications released between 2010 and 2022 to get accurate and updated data. These are the steps and procedures for carrying out the study, starting with the formulation of problems and hypotheses for data searching and reporting of results, which we adhere to a phenomenological approach, namely an effort to obtain the broadest possible data and examine them into findings that answer the problems of this study with high validity and reliability (Borah et al., 2017).

RESULTS AND DISCUSSION

Effective School Leadership

The investigation of the idea of authority (remembering for the field of instruction) contains no less than two catchphrases (Lynch, 2012), specifically; a) administration is the science/specialty of affecting and moving individuals to accomplish the ideal objectives; and b) with an end goal to impact and move an individual leaders at madrasahs in Sambas District should have the attributes of regarding contrasts, regarding contrasts, and efforts to work on quality and efficiency in any field, cannot be isolated from the administration framework grew, so the initiative component assumes a significant and conclusive part (Odhiambo & Hii, 2012). A healthy and open relationship climate in an organizational environment requires harmonious relationships between organization members. One of the involvement of subordinates in organizational dynamics is participation in the decision-making process based on the authority given to them by the leadership. From several definitions of

leadership, it can be formulated that leadership is the ability and readiness of a person to influence, guide, direct, and move others to want to do something with a sense of responsibility to achieve the goals that have been set together (Barton, 2014).

To achieve the goals set, the leaders or madrasah principals in Sambas District and one group depending on the leader and the other group (Maner & Mead, 2010). A person cannot be a leader if separated from his group. Leadership is a characteristic of group activities; everyone as a group member can contribute their thoughts to the group's success. The administration factor is essential in supporting the method involved with working on the nature of schooling because the style or conduct attributes shown by the pioneer will want to impact and move people or gatherings in the association they lead. The leadership style in managing schools is not coercive but uses a commitment approach based on togetherness (Hadjithoma-Garstka, 2011). The characteristics of leadership behavior that can encourage an effective school sustainability process include having a vision, being confident, being able to communicate ideas, being exemplary, having ideas, inspiration, the ability to influence, and being able to appreciate differences to be turned into a standard strength, principal-teacher staff builds togetherness to realize the quality of education that is his responsibility (Raman, 2019).

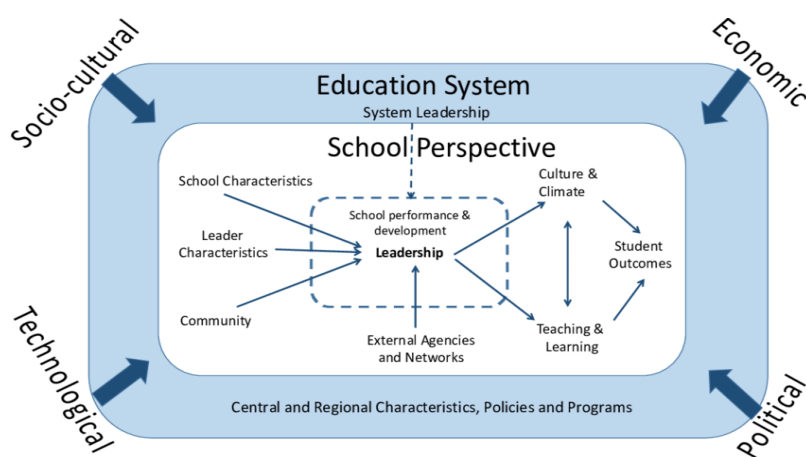


Figure 1: School Leadership model in context (Hallinger, 2018)

The madrasah principal's efforts through his leadership are empowering the potential of teachers in the learning process, having a clear time agenda in completing assignments, establishing strong interpersonal relationships, being fair, effective, efficient, responsible, and accountable, and working through the management team and involving all components of the school (Balkar, 2015). In the interim, the public authority's endeavors to advance the administration execution of school chiefs should be possible through the foundation of a school the board research facility, enlistment of administrators who are liberated from agreement and nepotism, and a school chief's profession improvement framework that gives chances to grow transparently at the nearby, territorial and public levels (Sol, 2013).

Clear Madrasah learning Mission

The school's effort to win its objectives is highly determined by its commitment to implementing what has been formulated as its vision and mission (Dwyer, 2011). It should be noted that the purpose of the school as an educational institution is to help students to develop optimally in terms of physical, moral, social, spiritual, knowledge, and skills. The school's vision and mission should contain the values needed by all school members in carrying out their daily activities so that a professional, safe, comfortable, and familial school environment will be created. What is the vision and mission of a good school? As an illustration: A group of teachers has an agenda to take students on study tours, so one is appointed to be the coordinator. Together, discuss the goals to be achieved, the vision, and how to achieve its mission. If it is done together, all involved will feel clear about the goals to be achieved and are responsible for carrying out their duties to achieve the goals that have been set (Darling-Hammond, 2015).



Figure 2: Madrasah Mission and Vision

So, the madrasah's vision and mission are not just a series of written statements but are statements that are the goals to be achieved, and to achieve them; substantial efforts are needed to be carried out to achieve the expected goals (Dixon et al., 2011). It is more important than the vision and mission need to be understood and implemented in every activity carried out by the school community. Such as when teachers carry out teaching and learning activities, interactions between school members, and other activities. To assess how compelling the vision and mission of our school are, answer the following questions: What are the indicators to know that the vision and mission are understood and implemented by school people? Do the vision and mission meet the SMART requirements (Simple, Measurable, Achievable, realistic, tangible (Shen et al., 2011). How can we know if the school community gets it? How is a formula created? How is the madrasah community being taught the vision and mission? The most crucial thing is to communicate the vision and mission effectively. A compelling vision and goal are visible and felt from the moment one enters the school. Start reviewing our school's vision and objective to attain our goals (George et al., 2021).

Productive Madrasah Climate for learning

Madrasah climate refers to the education's internal physical, and social environment (Zullig et al., 2010). A conducive climate is characterized by creating a safe, orderly, and comfortable learning and working environment so that the teaching and learning process and all activities can occur correctly. The National School Climate Center developed the dimensions of school climate that can help analyze school climate. These dimensions are then developed indicators and instruments. Benefits of conducive school culture and organizational climate School culture and climate affect student achievement and school quality. Principals, teachers, administrative staff, and students feel the benefits of a school's conducive culture and climate (Liu et al., 2021). Teachers find it easy to teach and educate students and feel valued; students feel happy, calm, safe, and at home studying at school; parents and the community feel accepted and involved in activities at school. These benefits are felt integrated by all components of human resources in schools to support school success.

The characteristics of this organization are almost the same as the controlled climate. Staff involvement and human relations received attention. The closed climate, characterized by a very closed leadership with members, resulted in low employee satisfaction, task performance, and social needs (Sung & Choi, 2014). Classification of an open, autonomous, familiar climate by observing the accompanying characteristics makes it more likely to create a conducive school. Meanwhile, a closed climate with several existing characteristics leads to the difficulty of realizing a conducive school. Analysis of the external and internal environment is carried out to capture the level of the cultural climate in and around the school and the possible development of information technology that is very useful for schools. Analysis of strengths, weaknesses, opportunities, and threats, better known as SWOT, can be used. The strengths and weaknesses of school culture include the behavior habits of school principals, teachers, employees, and students (Wang et al., 2020). Opportunities and threats to school culture such as technological developments so that students can quickly obtain internet access, WhatsApp, Viber, BBM, tweeters, employees, teachers, and principals.

Monitor Student Progress

Every parent would agree that children's education in the family is an essential parameter for children's success in the future (Mizani et al., 2020). Even though all lines of life have to move in the house for a while, it does not mean that parents give up their responsibilities as the primary educators of their children. Being a modern and intelligent parent can be done, one of them is through technology. They are learning fun from home. If school is considered the central spot for children to develop academic skills, it is time for making the home a second school. This is solely so that learning activities can run well so that educational affairs are not neglected. What can parents do to monitor their child's academic progress? (Ray, 2013) Create a pleasant home atmosphere. Children need a comfortable and quiet spot to focus and concentrate when studying at home. Therefore, he chose a corner of the homeroom to support his

studying. The teacher can place a study table and a particular styrofoam wall for children to attach anything related to lessons at school. Students can also involve their child choosing study furniture according to his favorite color or character to be more excited. It would be nice if this room were also far from the television room to learn optimally (Shute et al., 2011).

Determine the schedule it is undeniable that the activities carried out at home make it easy for us to lose track of time because we do it in one place only. For that, make a daily schedule of what the child will do at home. Make learning activities and doing schoolwork a top priority while still preparing a break whose duration can be conditioned to the child's needs, for example, 30 minutes. During this break, children are free to do their hobbies, then return to study after the break is over (Stewart & Wolf, 2014).

Table 4: Monitoring Student Progress

FrontRowed.com	This digital tool helps monitor student progress in math and ELA. This program works at student's own pace and it has them practice at their own level. It starts students off with a diagnostic pretest to show them problems at their won skill level. Then as they advance I can print a report ao their progress.
DIBELS	I use this tool to show parent's where students initially started and share how they have improved. Also, they can access this digital tool at home and parent's can see what student's are working on. This is my main source of progress monitoring for reading. Students have three asesments throughout the year; beginning of year (BOY), Middle of year (MOY), and End of Year (EOY). This is a universal tool that our school uses for monitoring reading fluency, accuracy and retell. I also use this particular program because it student have a record from when they first started school and I am able to share reading patterns with parents. Patterns that started from previous years.
Formative assessments: exit Tickets KAHOOT Observations	The education specialist and I use formative assessment's to monitor the understanding of concepts. Exit tickets are quick quizzes that help me determine who got the concepts and is able to move on to another lesson and who needs extra practice.

Source: <https://www.scribd.com/document>

Conduct video conferences with friends and teachers. While staying at home does not mean students are lonely, parents can use technology to keep the child connected to the outside world (Peng et al., 2013). Discuss with other students' parents to study together through video call applications. In addition to sharing lessons, who knows, parents will get input from other parents regarding the methods they apply while doing activities from home. Moreover, last but not least, do not forget to communicate directly with the child's classroom teacher to discuss the effectiveness of learning from home during this pandemic. There is no need to hesitate to provide input if a fun distance learning method can be applied. These are some things that parents can do to monitor their children's academic development. In addition to the obligation of

parents to send their children to the best schools, we also need to provide learning support so that children can develop and excel into adulthood (Ennis et al., 2017).

Having High Expectations

Hope is the primary form of belief in something teachers want to be obtained or an event that will be fruitful in the future (Fong & Cai, 2019). In general, hope is abstract invisible, but it is believed that sometimes, it is thought and made into suggestions to be realized. At school, students are allowed to have expectations of their school. Excellent and good expectations can be an encouragement or motivation for schools. Plus, it can also be a prayer. Instructors play a significant part in changing the conduct and considering understudies towards accomplishing instructive objectives. Subsequently, educators should survey the availability of learning execution and capability in leading learning (Shea & Bidjerano, 2010). The skill moved by an instructor is a significant component in accomplishing understudy accomplishment. Understudy accomplishment is an impression of the achievement of an educator in instructing.

Instructors play a significant part in changing the conduct and considering understudies towards accomplishing instructive objectives. Accordingly, instructors should survey the preparation of learning execution and leading acquiring skills (Madden et al., 2020). The skill moved by an instructor is a significant component in accomplishing understudy accomplishment (Umar, 2020). Understudy learning accomplishment is an impression of the achievement of an educator in instructing. Hussin, (2018) indicated that the instructor's job situation with the educator has suggestions for the jobs and capacities that are his obligation. Educators play a bound together and indivisible capacity between instructing, guiding, educating, and training. These four capacities are integrative capacities, which cannot be isolated from each other. Robosa et al. (2021) state that accomplishment should mirror the degrees of understudies how much they have had the option to accomplish the objectives set for each field of study. Images used to address grades, letters, and numbers should address accomplishments. Pandey, (2020) recommends that accomplishment is the worth which is the final detailing given by the educator concerning the advancement or accomplishment of understudy getting the hang of during a specific period.



Figure 3: Madrasah High Expectation

From a portion of the assessments above, it may be inferred that learning accomplishment is the level as the dominance of understudies' information on accomplishing foreordained objectives as the authority of information on specific subjects (Khalil-Ur-Rehman, 2019). After the end of the learning process, the teacher conducts an evaluation intended to determine students' learning achievements. Learning achievement is essential to measure to know the extent to which the goals that have been set have been achieved. For teachers, student learning achievement is a measuring tool to assess the learning process's success or failure (Pekrun et al., 2011). While students are interested in knowing their learning achievements to measure the extent to which students have mastered the material taught by the teacher. To increase the role of teachers in teaching, teachers should be able to carry out teaching and learning. If the teacher succeeds in carrying it out properly, it will show that actual changes in his students, including learning achievement, will increase. Learning achievement is a measuring tool to determine the success of the educational process implemented; the teaching and learning process can be said to be successful if the students' achievements are satisfactory by what is expected. Two variables significantly affect student achievement: the student's motivation and the quality of teachers in teaching (Ladd & Sorensen, 2017).

A collaboration between vital components in the teaching and learning process is needed; in this case, teachers and students are the main components in the learning process (Murray et al., 2010). If the mathematics teacher has good quality in teaching and meets with students who have good learning motivation, it will undoubtedly produce satisfactory learning achievement. It tends to be reasoned that an educator can be astute assuming he meets the accompanying models, specifically: responsive, logical, creative, and solutive. The fact is an educator who can rapidly comprehend and comprehend, is sharp in investigating and can track down elective arrangements, and can tackle issues. So an intelligent teacher, when faced with a problem, can respond quickly, namely being able to understand what problem he is facing, then think of alternative solutions to find a way out – improving teachers' quality to create a brilliant generation based on Pancasila values, namely by instilling Pancasila values, increasing teacher competency mastery, mastering technology, and using various teaching methods. Moreover, suggestions for all teachers and prospective teachers are to continually improve their quality and increase student achievement (Ronfeldt et al., 2015).

Community Participation in madrasah

The ideology of educational autonomy integrated into school autonomy with the support of a decentralized bureaucracy implies an excellent opportunity for schools to develop more optimally (without losing their identity) because it implies participation or community involvement through school committees (Finefter-Rosenbluh, 2020). The form of community involvement is not only in finance, but the expected involvement is more than that to create an overall improvement in the quality of schools. Based on researchers' observations, community participation in education programs is

still relatively low. It is known that the participation of parents/guardians of students is only limited to financial assistance, and the involvement is not yet fully 'sitting together' in making and formulating school plans and the development of educational programs (Ramot and Donitsa-Schmidt, 2021; Manullang et al., 2021).

Therefore, one of the indications is that community participation is not yet fully involved because there is an assumption that the responsibility for education lies with the school and the government, while the parents/guardians of students are sufficient to support educational input through school-required funding (Essuman & Akyeampong, 2011). Of course, this matter must be corrected because if it is not corrected, it is feared that it will further distance schools from the community environment and diminish the meaning of SBM in its true meaning. The embodiment of School-Based Management is school independence and local area investment in navigation, as indicated by Daily et al., (2019) that School-based administration as independence in addition to participatory direction. It expands school independence through a mix of site monetary control and alleviation from compelling standards and guidelines and offers the power to settle on choices to the instructor and a few times with parents, understudy, and other local area individuals (Goldberg et al., 2018).

CONCLUSION

Every educational institution should have a clear vision and mission that can be implemented by all aspects of education, which will impact the agenda in program implementation to evaluate the achievement of results. In other words, education has a vision, mission, and even predictions. So a good school can improve the quality of marine resources; a productive and active educational climate. A productive learning climate in education allows teachers, students, and other committees to be calm and focused while providing services and enhancing the quality of learning.

A school's academic and student monitoring system should allow supervisors to assess and evaluate teaching, particularly student learning outcomes. We believe the existing output quality monitoring tool will help policymakers assess whether the implementation has achieved the desired goals, so schools that are able and willing to do so are included in the school category – best practice. Furthermore, every principal in Sambas District should have high expectations to increase the quality of learning in madrasah. In other words, influencing all learning community members has high expectations of long-term goals and good facilities.

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