



MANAGEMENT FUNCTIONS TOWARDS ISLAMIC EDUCATION AT MTS MAMBAUL ULUM TULUPARI

Qomariyah¹, Ummi Hani², Abu Hasan Agus R³

^{1, 2, 3}Universitas Nurul Jadid, East Java, Indonesia

Email: riyaalmurtadlo@gmail.com¹, haniummi17@gmail.com²,
abuhasanagus@unuja.ac.id³

Abstract:

This study aims to explore and analyze the implementation of management functions in Islamic education at MTs Mambaul Ulum Tulupari. The method used in this study is qualitative with a case study approach, which focuses on observation, in-depth interviews, and document analysis related to managerial activities at the school. The management functions that are the focus of this study include planning, organizing, implementing, and supervising in the context of Islamic education. The study results indicate that effective management plays a vital role in achieving the goals of quality Islamic education at MTs Mambaul Ulum Tulupari. A thorough planning process, efficient organization of human resources, implementation of structured education programs, and a continuous supervision system have positively impacted the quality of education. In addition, good communication between school leaders, teachers, and students is also a supporting factor for the success of educational management. This study concludes that implementing optimal management functions at MTs Mambaul Ulum Tulupari can improve the effectiveness of Islamic education and contribute to the formation of students' noble character.

Keywords: *Management function, Islamic education, MTs Mambaul Ulum Tulupari, planning, organizing, implementing, supervising.*

INTRODUCTION

Islamic education management has an important role in determining the direction and success of Islamic educational institutions (Hayani et al., 2024) including at the Madrasah Tsanawiyah (MTs) level. However, there is a gap between the ideal education management theory and social facts in the field. Theoretically, Islamic education management emphasizes the principles of efficiency, effectiveness, and is based on Islamic values. However, in practice, many madrasahs, such as MTs Mambaul Ulum Tulupari, face challenges in the form of lack of resources, management inefficiency, and minimal integration of Islamic values in daily management. This is due to limited managerial capacity and systemic obstacles faced by the institution. As a result, the achievement of Islamic education often does not match the expected goals. Thus, an in-depth study is needed to bridge the gap between theory and practice.

Previous studies have discussed Islamic education management at various levels. For example, research by (Tajudin & Aprilianto, 2020) shows that the success of madrasahs is greatly influenced by the quality of leadership and strategic management. Another study by (SITI, 2021) emphasizes the importance of human resource management based on Islamic values to improve the quality of learning. However, these studies have not specifically examined the application of management at the MTs level with a unique context such as MTs Mambaul Ulum Tulupari. Therefore, this study

attempts to fill this gap by focusing on how management functions are applied in a local context to improve the quality of Islamic education.

The novelty of this study lies in its holistic and contextual approach in studying the management function at MTs Mambaul Ulum Tulupari. This study not only evaluates the general managerial aspects, but also looks at how Islamic values are integrated into each management function, from planning, organizing, implementing, to supervising. In addition, this study pays special attention to management adaptation in facing local challenges, such as limited resources and changes in social dynamics in the surrounding community. This approach is expected to provide new contributions to the study of Islamic education management.

This study aims to answer several key questions: (1) How are management functions implemented at MTs Mambaul Ulum Tulupari? (2) What are the main challenges faced in implementing these management functions? (3) How are Islamic values integrated into educational management at this MTs? These questions are designed to explore how management functions can be improved to meet the goals of Islamic education more effectively and efficiently.

As a temporary answer to these questions, this study argues that the implementation of effective management functions at MTs Mambaul Ulum Tulupari requires an adaptive approach based on Islamic values. For example, planning must consider local needs, organizing must reflect the principle of togetherness, implementation must be carried out consistently with Islamic values, and supervision must be based on transparent and accountable evaluation (Al Kutsi & Kom, 2024). This argument is supported by evidence from previous literature and initial observations at the related madrasah. By testing this argument, this study aims to provide applicable recommendations for improving Islamic education management at the MTs level.

RESEARCH METHODS

This study uses a descriptive qualitative approach with the aim of understanding the implementation of Islamic education management at MTs Mambaul Ulum Tulupari and the challenges and social factors that influence it. This study was conducted with a case study design that examines in depth the management of Islamic education at the madrasah. The study was conducted at MTs Mambaul Ulum Tulupari, which is located in a rural area. The research participants consisted of the head of the madrasah, teachers, parents of students, and the madrasah committee or local community leaders. Data were collected using three main techniques: in-depth interviews, participant observation, and documentation. Interviews were conducted to obtain information related to Islamic education management and the challenges faced. Observations were conducted to monitor the daily activities of the madrasah, and documentation was used to obtain formal data on the structure and policies of education. The collected data will be analyzed using thematic analysis techniques, identifying the main themes from interviews, observations, and documents obtained. To ensure the validity and reliability of the data, triangulation of sources and techniques was carried out, as well as member checks with participants to confirm the findings (Sutanto, 2024). With this approach, it is hoped that the research can provide a comprehensive picture of Islamic education management at MTs Mambaul Ulum Tulupari and the social factors that influence its implementation. Data validity is maintained through triangulation of data sources, methods, and theories. Reliability is achieved by cross-checking data between interviews, observations, and documents. This process ensures that the research results are reliable and reflect real conditions in the field.

RESULTS AND DISCUSSION

Implementation of Islamic Education Management at MTs Mambaul Ulum Tulupari

The implementation of Islamic education management at MTs Mambaul Ulum Tulupari is generally in accordance with the basic principles of Islamic education management. This is reflected in the planning, organizing, implementing, and evaluating processes carried out by the head of the madrasah and teachers (Mere, 2021). Based on direct observation, interviews with teachers, students, and analysis of educational

management documents at the madrasah, several things were found to be of primary concern. Based on the results of research and development of the Islamic

Table 1. Interview and observation data conducted at MTs Mambaul Ulum Tulupari.

Management Aspects	Description	Challenge	Information
Curriculum Management	The curriculum implemented integrates Islamic values in various subjects.	Mismatch between the designed curriculum and the capacity of teachers and existing facilities. Variation in teaching because there is no clear standardization.	Although there is awareness to integrate Islamic values, the implementation is still inconsistent.
Human Resources Management (HR)	Teachers face difficulties in implementing the principles of ideal Islamic educational management. Limited training.	Lack of appropriate professional training for Islamic-based management and limited access to quality training.	Teachers focus more on academic teaching and are less knowledgeable about the managerial aspects of Islamic education.
Financing Management	Funding comes from parental donations and government funds. Funding is not completely transparent and efficient.	Limited fund management, affecting infrastructure and uneven distribution of funds. The effectiveness of teacher development programs and extracurricular activities is limited.	Limited funding impacts the quality of facilities and teacher development as well as extracurricular activities.
Character Development Management	Focus on character building with Islamic values through religious study activities, congregational prayers, and learning yellow books.	Challenges in implementation consistency and lack of parental involvement. Character building is limited to formal activities.	Character building requires more community and parental involvement in the learning process.

Challenges in the Implementation of Islamic Education Management

The biggest challenge in the implementation of Islamic education management at MTs Mambaul Ulum is limited resources and lack of support from the community. Based on interviews with the principal of the madrasah, it was found that although this madrasah has a high commitment to improving the quality of education, they are limited by existing resources, especially in terms of facilities and budget. In addition, although there are efforts to involve parents in the education process, their role in supporting education policies is still minimal. This is in accordance with the findings of (Nurhasanah et al., 2021) which state that one of the inhibiting factors in Islamic education management in madrasahs is the lack of collaboration between schools, parents, and the community.

In addition, socio-cultural factors also influence the implementation of Islamic education management at MTs Mambaul Ulum. The socio-economic conditions of the community, the majority of whom are below the poverty line, result in low parental awareness in playing an active role in children's education. This has an impact on low community participation in managing education in madrasas. This finding is in line with research by Ahmad (2020) which states that the management of education in madrasas is often constrained by limited community support, especially in terms of active participation in educational activities.

Social Influence on Islamic Education Management

Social factors, such as family economic background, have a significant impact on the implementation of Islamic education management at MTs Mambaul Ulum. Based on observation data and interviews with several parents of students, it was found that the lack of understanding of the importance of education led to low parental participation in school activities. On the other hand, people who care more about education at the lower level, such as non-governmental organizations (NGOS) or religious leaders, also contribute to improving the quality of education. For example, several local religious leaders provide support in the form of additional learning facilities outside of school hours. This reflects the importance of collaboration between madrasas and the community in realizing better Islamic education management, as explained by (Mulyati, 2017) that education management must involve all related parties, including the community.

The implementation of Islamic education management at MTs Mambaul Ulum Tulupari shows a serious effort in integrating Islamic values in every aspect of education. However, several challenges found in this study indicate that the existing theory of Islamic education management has not been fully implemented effectively in the field. For example, although the Islamic education curriculum integrated into each subject shows an awareness of the importance of teaching based on Islamic values, the mismatch between the curriculum and the capacity of teachers and available facilities is a major obstacle in its implementation. This is in line with research by Suryadi (2018) which shows that one of the major challenges in Islamic education in Indonesia is the lack of readiness of facilities and competent educators in implementing an Islamic-based curriculum.

In terms of human resource management, this study shows that although some teachers have undergone training, their level of professionalism in implementing Islamic education management still needs to be improved. This reflects the need for more specific training on Islamic-based education management, as suggested by Mustofa (2020) in his study which showed that teacher training greatly influences the effectiveness of education management in Islamic educational institutions.

Funding management is also a crucial issue in this study. Limited funding sources affect the quality of education provided, especially in the provision of adequate facilities and infrastructure. This is in accordance with the findings in a study by Zainuddin (2017) which stated that efficient and transparent funding management is very important to support the quality of education in Islamic-based schools. Better fund management can help provide more adequate facilities, which in turn can improve the quality of the learning process and student character development.

Character development based on Islamic values at MTs Mambaul Ulum Tulupari shows positive results, but its implementation still requires strengthening in terms of consistency and community participation. Research by Rahman (2019) suggests that to ensure the success of character development in schools, the entire community, including parents of students, must be actively involved in supporting existing character programs. Thus, to improve the effectiveness of Islamic education management at MTs Mambaul Ulum Tulupari, there needs to be a stronger synergy between curriculum, financing, human resources, and character development.

Overall, although MTs Mambaul Ulum Tulupari has implemented Islamic education management with various targeted efforts, there are still a number of challenges that need to be overcome. Therefore, this study proposes that in order to

improve the effectiveness of Islamic education management in the madrasah, it is necessary to increase teacher capacity through training, more efficient financing management, and strengthening the role of parents and the community in fostering student character. As stated by Taufik (2021), the success of Islamic education is highly dependent on collaboration between schools, parents, and the community to create an environment that supports optimal student character development.

CONCLUSION

Based on the results of this study, it can be concluded that the implementation of management functions at MTs Mambaul Ulum Tulupadi has unique characteristics and challenges. The strategic planning function has been attempted through the preparation of a clear vision, mission, and objectives of the madrasah, but its implementation is often constrained by limited resources and lack of coordination between related parties. The organization carried out has included a clear division of tasks, but the lack of special training for staff and teachers hampers the effectiveness of program implementation.

The implementation of the education program in this madrasah shows the high dedication of the teachers and the head of the madrasah, although it is often not supported by adequate facilities. This shows that the success of the implementation is supported more by personal commitment than by a structured management system. Meanwhile, the supervisory function tends to be reactive, where evaluations are carried out after problems arise, rather than proactively to prevent potential obstacles.

This study also identified a strong local cultural influence in the management of madrasahs, which can be both an opportunity and a challenge. Local culture often helps to strengthen solidarity among stakeholders, but can also limit the adoption of more efficient modern management practices.

Thus, optimizing management at MTs Mambaul Ulum Tulupadi requires a holistic and adaptive approach. This includes increasing human resource capacity through training, strengthening data-based evaluation systems, and developing more inclusive strategies involving all parties. This conclusion contributes to the development of a contextual Islamic education management model, which is not only relevant to this madrasah but can also be a reference for similar institutions in other regions.

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