



Factors Influencing Islamic Education Management; Educators, Curriculum, Work Culture

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Abstract: In carrying out Islamic education management, it is important to pay attention to and manage these factors. educators , curriculum and work culture. Qualified educators have a very important role in the management of Islamic education. Curriculum plays an important role in the management of Islamic education. Factors that influence the management of Islamic education through the curriculum include: relevance, continuity, adaptability, and Islamic integrity. The work culture that is built in the Islamic education environment also has a major influence on educational management. Several factors influence the management of Islamic education through work culture, including: Cooperation, Leadership, work ethic, and professional ethics.

Keywords: Management, Islamic Education, Education Personnel, Curriculum, Work Culture.

INTRODUCTION

The meaning of management is often interpreted as knowledge, tips and professionalism. Management is defined as a science because it is a field of knowledge that systematically tries to understand why and how people work together (Madarik, 2018). Management is interpreted as tips because management achieves goals through ways by managing other people to carry out their duties. Education management is an activity that integrates educational resources to achieve predetermined educational goals. Education management is a system for managing and building educational resources, such as teaching staff, students, community, courses, funds , educational facilities and infrastructure, management, and the environment. Another opinion is that education management refers to the deployment of all educational resources to achieve predetermined educational goals (Madarik, 2018).

Islamic Religious Education is an effort to educate the Islamic religion or Islamic teachings and their values so that they become one's way of life. Through this understanding, Islamic education can take the form of, first, all activities carried out by a person or an institution to help a person or a group of students in instilling and or developing Islamic

teachings and their values. Second, all phenomena or encounters between two or more people whose impact is the inculcation or growth of Islamic teachings and their values in one or several parties. Education according to Islam or Islamic Education is education that is understood and developed from the fundamental teachings and values that contained in its basic sources, namely the Al-Quran and Sunnah. based on this understanding, Islamic education can be in the form of educational thoughts and theories that are self-based or built and developed from these basic sources. National Education System (Sisdiknas) Number 20 of 2003 and the National Education Standards Agency (BSNP) which states that national education aims to develop the potential of students to become human beings who believe and fear, have noble character, are healthy, knowledgeable, capable creative, independent and become democratic and responsible citizens.

The word education that we commonly use today, in Arabic is "Tarbiyah", with the verb "Rabba". The word, teaching in Arabic is " Ta'lim" with the verb "allama" education and teaching in Arabic is "Tarbiyah wa ta'lim" while Islamic education in Arabic is Tarbiyah Islamiyah (Zakia Daradjat, et al, 2004; 2).

Islamic education management is a complex process involving various interacting factors to achieve the desired educational goals. In this context, it is very important to understand the factors that influence the management of Islamic education so that education can be carried out effectively and efficiently. Several factors have a crucial role in the management of Islamic education including teaching staff, curriculum, and work culture. This article will discuss in more detail about these factors.

Educators or teachers are the main factor in creating and managing the learning process. The quality, competence, and motivation of teaching staff will influence the success of the Islamic education system. Several factors influence the management of Islamic education related to teaching staff, including:

Competence: Teachers who have sufficient knowledge and skills in the field of Islamic education will be more effective in delivering subject matter and educating students. This competency includes an understanding of the Islamic religion, teaching methods, as well as an understanding of psychology and child development

Motivation: Educators who have high motivation will be more enthusiastic in carrying out their duties and have a positive influence on students. This motivation can be in the form of passion in improving the quality of education, dedication to the profession, and concern for student development.

Professional Development: Educators need to attend regular professional development programs to enhance their knowledge and skills. Through training, seminars and workshops, they can keep abreast of the latest developments in Islamic education and apply more effective teaching methods.

METHODS

The research method in this scientific article is a qualitative method with a literature study approach (Library Research). The sources used as references are books, online scientific articles from Mendeley and Google Scholar. The research method for this scientific article is the library research method or literature study. Namely studying literary books in accordance with the theories discussed in the topic of the article (Nasution, 2002; Suharsimi, 2013). In addition, it is discussed in depth in the section entitled "Related Literature" or Literature Review as a basis for proposing hypotheses, which will then become the basis for comparison with the results or findings disclosed in research (Ali & Limakrisna, 2013). In addition to being literary, this research is also qualitative in nature. Because what is produced is descriptive analytical. That is, explaining the problem as it is based on authoritative reference sources in the field of education, according to the theory studied (Suharsimi, 2013).

RESULT AND DISCUSSION

Management of Islamic Education

The word management comes from the English word "to manage" whose synonyms include; "to hand" means to manage, "to control" means to check, "to guide" means to lead. In the dictionary of popular terms, the word management means business management, management, management, effective use of resources to achieve the goals desired by the directors (Kristiawan et al., 2017). The aim of education in the Qur'an is to foster human beings individually and in groups so that they are able to carry out their functions as servants of Allah and His caliphs in order to build this world in accordance with the concepts set by Allah (Kuntoro, 2019). The successful implementation of the implementation of education in accordance with the objectives depends on the managerial processes contained therein. Management as a scientific discipline. According to the teachings of the Qur'an and Hadith, the principles and principles of management have been explained previously. Compared with the management theories of today's experts, the weight is just as important, because this doctrine is also the principle and foundation of other basic management. As an example, the Qur'an can be put forward: It means: "And do not follow what you have no knowledge of. Verily hearing, sight and heart, all of that will be questioned (held accountable)." (QS Al-Isra' verse 36).

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According to Marimba in Nur Uhbiyati (2013: 16) Islamic education is physical, spiritual guidance based on Islamic laws so that it leads to the formation of the main personality according to Islamic standards. In another sense, he often expressed this personality in terms of personality that has Islamic religious values, chooses and decides and acts based on Islamic values, and is responsible in accordance with Islamic values. According to Nur Zazin, (2017: 45), when viewed from the aspect of the program and its implementation practice, Islamic education can be grouped into five types, namely:

1. Islamic boarding school education and madrasah diniyah / education religious
2. Madrasah / public school education is characterized by the Islamic religion
3. Islamic-inspired public education held in under an Islamic organization or foundation
4. Islamic religious lessons held at the institution education as a subject
5. Islamic education in the family or places of worship or forums for Islamic studies, and majlis ta'lim

Teacher

Educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service. This cannot be denied because formal educational institutions are the world of life for educators. Most of the teacher's time is spent at school, the rest is at home and in the community. (Putra et al., 2018)

Educators refer to individuals or professionals involved in the education and learning process. They play a role in providing guidance, teaching, and coaching to students or students.

The educator is one of the most important things in an educational institution, because he is the driving force and change, not even just as an agent of change but also as an educator.

Direct, guide, and evaluate students so that they are able to achieve the goals they want. Educators are educational staff who are qualified as teachers, lecturers, tutors, school principals, counselors, special education specialists, and

Designations that are in accordance with their specificity, such as participating in the implementation of education according to Law Number 20 of 2003 concerning the National Education System. (Compilers, 2003).

1. Teachers: Teachers are educators who are directly responsible for teaching in class. They have specific knowledge and skills in a particular teaching area, such as math, languages, science or the arts. Teachers play an important role in developing curriculum, preparing lesson plans, providing subject matter, as well as evaluating and providing feedback to students.
2. Lecturers: Lecturers are teaching staff at tertiary institutions or other higher education institutions. They have academic expertise and experience in a specific field. Lecturers teach students, conduct research, and provide academic guidance to students. They are also involved in curriculum development, assessment, and other academic activities.
3. Tutors: Tutors are educators who provide additional guidance to students outside the classroom environment. They can assist students in understanding course material, preparing for exams, and developing specific skills. Tutors can work individually or in small groups.
4. Principal: The principal is the head of an educational institution. They are responsible for managing and supervising school operations, including curriculum development, supervision of teaching staff, and relationships with parents and the surrounding community. The principal also plays a role in building a good learning climate and creating a conducive environment for students and teaching staff.
5. Counselors: Counselors are educators who assist students in overcoming personal, social, or academic problems. They provide advice, guidance, and emotional support to students. Counselors also assist students in career development and educational decision-making.
6. Special Education Specialists: Special education specialists are educators who have special knowledge and skills in supporting students with special educational needs. They work with students who have physical, mental, or emotional disabilities and provide educational programs tailored to their individual needs.

The role of educators is very important in developing and shaping the potential of children and adult students. The following are some of the roles and responsibilities that are generally carried out by educators:

Teaching and educating: Educators are responsible for providing learning to students or students. They plan and implement learning strategies that suit the curriculum and the individual needs of students. They also help students to understand and master the subject matter.

Mentoring and mentoring: Apart from providing learning, educators are also responsible for guiding and accompanying students in their personal and academic development. They provide direction and advice to students to overcome learning problems or personal problems.

Assessing and evaluating: Educators carry out assessments and evaluations of student learning progress. They give assignments, exams, or other tests to measure students' understanding and achievement. These assessments assist teachers in providing feedback to students and identifying areas for improvement.

Planning and developing curriculum: Educators are involved in designing and developing curriculum according to educational standards. They determine learning objectives, develop learning materials, and choose effective teaching methods.

Communicate with parents or guardians of students: Educators communicate with parents or guardians of students to provide information about student learning progress. They provide progress reports, discuss potential problems, and work with parents in supporting their child's education. **Follow professional development:** Educators continue to develop themselves through training and professional development. They attend workshops, seminars, or other activities to update their knowledge and skills in education.

Building an inclusive learning environment: Educators work to create a learning environment that is inclusive and welcoming to all students. They respect individual student differences and facilitate collaboration and active participation in learning.

The role of educators is very important in creating a bright future through education. They contribute to shaping a generation that is educated, skilled, and has a good understanding of the world around them.

Curriculum

Etymologically, the curriculum comes from Greek, namely *curir* which means running and *curere* which means a place to race. (Abdullah Idi, 2007: 183)

The curriculum comes from the Latin, namely "*curro* or *currere* and *ula* or *ulums*, in the form of the verb to run which means to run fast or go through, then becomes the noun *curricula* or *curriculum*". Meanwhile, if it is related to curriculum education, there are a number of subjects that must be mastered by students. (Aswaja Pressindo, 2011-p. 13).

The curriculum in Islamic education is known as the word *manhaj* which means the clear path traversed by educators and their students to develop their knowledge, skills and attitudes. (Omar Mohammad Al-Toumy A. Syaibany, 1984: 478). In addition, the curriculum can also be seen as an educational program that is planned and implemented to achieve education. (Zakiyah Daradjat, 1996: 122) M. Arifin views the curriculum as all subject matter that must be presented in the educational process in an educational institutional system. (M) Arifin, 1991: 183) S. Nasution states, there are several other interpretations of the curriculum. Among them: First, the curriculum as a product (results of curriculum development), Second, the curriculum as things that are expected to be learned by students (attitudes, certain skills), and Third, the curriculum is seen as a student experience. (Nasution, 1994: 5).

The definition of curriculum in a modern view is an educational program provided by schools which is not only limited to the fields of study and learning activities, but includes everything that can influence the development and personal formation of students in accordance with the expected educational goals so as to improve the quality of life whose implementation does not only at school but also outside of school. (Ramayulis, 2006: 152)

If applied in the Islamic education curriculum, the curriculum serves as a guide used by educators to guide their students towards the highest goals of Islamic education, through the accumulation of a number of knowledge, skills and attitudes. In this case the process of Islamic education is not a process that can be carried out haphazardly, but should refer to the conceptualization of complete humans (*insan kamil*) whose strategy has been systematically arranged in the Islamic education curriculum.

As part of the educational component, the educational curriculum basically plays its role in three parts, as follows: 1) the conservative role is to maintain different social qualities as a legacy from the past. In connection with the era of globalization due to advances in

science and technology that allows foreign cultural influences to easily attack local culture. Through its conservative role, the educational curriculum takes part in examining various impacts that can damage the values of people's civilization. 2) the creative role means that the educational curriculum implies that educational programs must have choices to face the challenges of the times and answer the problems that exist in society. So if the education curriculum does not contain new components, teaching will be continuously minimized, so that what is taught in schools ultimately becomes unimportant because currently it is not in accordance with the needs of society. 3) a critical and evaluative role, meaning that the educational curriculum plays a role in choosing quality and a new society for students. In this context, the critical and evaluative role of the curriculum is needed. The curriculum must play a role in the selection and evaluation of everything that is considered useful in the lives of students (M. Ahmad, 1998).

Meanwhile, the functions of the curriculum are: a) as material for achieving goals and pursuing human aspirations based on predetermined goals. b) Policies and programs must be implemented by subjects and objects. c) Continuity functions as preparation for the next level of schooling and preparing resources for those who do not continue. d) as a reference in assessing the criteria for achieving the educational process or as a limitation of activities carried out in one semester or at a certain level of education (Abdul Mujib, 2008).

The curriculum is a guide that regulates material, teaching methods, and educational goals. A good curriculum will encourage student development holistically and in accordance with Islamic values. Factors that influence the management of Islamic education related to curriculum include:

Relevance: The curriculum must be relevant to the needs and demands of society and take into account the times. This is important so that Islamic education can provide an understanding that is in accordance with social, economic and cultural realities.

Islamic integrity: The curriculum should reflect Islamic values, including an understanding of religious teachings, ethics, morality and good morals. A curriculum based on Islamic principles will help shape the character of students who have noble character.

Flexibility: The curriculum needs to be flexible so that it adapts to individual needs and technological advances. This flexibility allows teachers to choose the most effective teaching methods and adapt them to the characteristics of students

The curriculum also continues to experience development over time. Changes in the curriculum can reflect developments in knowledge and technology, societal needs, and the demands of the world of work. A good and relevant curriculum is expected to produce graduates who are ready to face challenges and become productive members of society.

Work Culture

In the Bureaucratic Reform Grand Design (attachment to Menpan RB No.39/2012), work culture is understood as a culture set. In simple terms, work culture is defined as a person's perspective in giving meaning to "work". Thus work culture is defined as the attitudes and behavior of individuals and groups based on values that are believed to be true and have become traits and habits in carrying out tasks and daily work. Work culture is an organizational commitment, in an effort to build better human resources, work processes, and work results. The achievement of better quality improvement is expected to come from every individual involved in the work organization itself. Work culture is closely related to behavior in completing work. This behavior is a reflection of a work attitude that is based on the values and norms that are owned by each individual.

Work culture is a habit that is carried out repeatedly by employees in an organization, there are no strict sanctions for violating this habit, but morally organizational actors have agreed that this habit is a habit that must be obeyed in the context of carrying out work to achieve goals (Nawawi, 2003: 63)

Work culture in the Office of the Ministry of Religion (including educators and education staff) has 5 (five) indicators of work culture namely; (1) Integrity, is harmony between the heart, mind, words and actions that are good and right. Employees who have good personal integrity are people who are not in doubt and are always consistent in words and actions (Supriyadi and Guno 2003; 32); (2) Professionalism, is working in a disciplined, competent and timely manner with the best results who are skilled, reliable and very responsible in carrying out their profession; (3) Innovation is the creation of new things that are better, the demands of a dynamic society must be balanced with creations on how to carry out service and coaching functions; (4) Responsibility is working thoroughly and consistently. (5) Exemplary means that employees are a good example for others , arising from the attitude of behavior that is stated consciously or unconsciously.

So the work culture in this study is a view of life that must be owned by employees as values that must become the nature, habits and driving forces of work, entrenched in the lives of employees in carrying out their duties. This is then reflected from the attitude into behavior, beliefs, ideals and actions that are manifested as performance.

Work culture in the context of education refers to the values, norms , attitudes and practices that develop within educational institutions. A strong and positive work culture in education can create an environment that is conducive to learning, collaboration, and the growth of students, teachers and education staff as a whole. A good work culture in Islamic educational institutions will create a conducive environment for student learning and development.

Several factors influence the management of Islamic education related to work culture, including:

1. Cooperation: A work culture based on cooperation and collaboration between teachers, students and administrative staff will increase efficiency and effectiveness in carrying out the educational process. Synergy and good communication will strengthen the relationship between all related parties.
2. Strong Leadership: Strong leadership with integrity in Islamic educational institutions can provide clear direction and establish a healthy work culture. Good leadership will encourage passion, discipline and dedication among staff and students.
3. Professional Ethics: A work culture based on professional ethics will create a safe, fair and trustworthy environment. This ethic encompasses responsibility, integrity and mutual respect among all members of the educational community.

Some important characteristics and aspects of work culture in education:

1. Orientation on learning: A good work culture in education places learning as the main focus. Educational institutions that successfully promote this culture encourage curiosity, exploration and self-development of students and education staff.
2. Collaboration and team work: A good educational work culture encourages collaboration between teachers, staff and students. This involves sharing ideas, resources, and support to achieve educational goals together.
3. Open communication: A positive work culture in education is based on open and honest communication between all stakeholders, such as teachers, students, parents and education staff. Effective communication enables the exchange of important information and strengthens collaboration.
4. Reward and recognition: A good educational work culture values and recognizes the achievements and contributions of students, teachers and education staff. This can involve formal rewards such as academic awards, as well as informal recognition such as commendations and appreciation for individual efforts.

5. Lifelong learning: A progressive education work culture promotes lifelong learning for all individuals involved. Teachers and education staff are valued for their ability to continuously learn and develop, while students are encouraged to develop lifelong learning skills.
6. Diversity and inclusion: A strong educational work culture values diversity and creates an inclusive environment for all individuals. This involves respecting the differences in cultures, backgrounds, beliefs, and needs of students and education staff.
7. Parental and community involvement: A successful work culture in education actively involves parents and community . Educational institutions that involve parents and the community in the learning process create greater support for students and increase the bond between home and school.

CONCLUSION

Effective Islamic education management requires attention to the factors that influence Islamic education management, including teaching staff, curriculum, and work culture, which interact and influence each other in achieving the desired educational goals. Qualified teaching staff, a curriculum that is relevant, adaptive and with Islamic integrity, as well as a positive work culture will help create an effective and successful educational environment in producing generations of noble character and Islamic insight.

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