

IMPLEMENTATION OF EDUCATION MANAGEMENT SYSTEM IN TEACHING ARABIC LANGUAGE AND ISLAMIC STUDIES

IMPLEMENTASI SISTEM MANAJEMEN PENDIDIKAN DALAM PEMBELAJARAN BAHASA ARAB DAN STUDI ISLAM

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis implementasi sistem manajemen pendidikan dalam pembelajaran bahasa Arab dan studi Islam di Ma'had Al-Birr Makassar di bawah supervisi Yayasan Muslim Asia (AMCF) dengan menekankan pada tiga aspek yaitu aspek kualifikasi guru, latar belakang siswa, dan silabus pembelajaran. Penelitian ini menggunakan metode deskriptif kualitatif dengan fokus masalah implementasi model sistem manajemen pendidikan pembelajaran bahasa Arab dan studi Islam melalui pendekatan fenomenologi dan pedagogis. Informan penelitian ini dipilih dengan menggunakan teknik purposif sampling. Data penelitian dikumpulkan menggunakan wawancara terbuka, observasi, studi dokumentasi dan kemudian dianalisis melalui tahap reduksi data, presentasi data, kesimpulan, dan verifikasi. Temuan dalam penelitian ini menunjukkan tiga aspek penting yaitu pertama bahwa guru harus memiliki kualitas terbaik dan berpengalaman dalam mengajar bahasa Arab. Temuan kedua adalah proses penerimaan siswa baru perlu memprioritaskan kepada siswa yang lulus dari sekolah menengah atas (SMU) dan dapat mengakomodir mahasiswa yang telah lulus dari program Sarjana Agama. Dan terakhir, perlunya pengembangan silabus pembelajaran yang bekerja sama dengan LIPIA yang merupakan cabang dari Universitas Muhammad Bin Saud di Riyadh. Ketiga aspek temuan penelitian yang disebutkan di atas bertujuan untuk mencapai tujuan pendidikan AMCF yaitu mencapai keunggulan dalam pengajaran Bahasa Arab dan studi Islam yang tepat. Secara singkat, implikasi dari penelitian ini adalah perlunya pengembangan sistem manajemen pendidikan dalam pembelajaran bahasa Arab dan studi Islam di Ma'had Al-Birr yang lebih efektif dan efisien.

Kata kunci: Implementasi Model, Sistem Manajemen Pendidikan, Bahasa Arab.

Abstract

This research aims to describe and analyses the implementation of education management system in teaching Arabic language and Islamic studies in Ma'had Al-Birr Makassar under supervision of Asia Muslim Charity Foundation (AMCF) by focusing on three aspects such as teacher's qualification, student's background, and the source of syllabus. This research uses descriptive qualitative method and examines the issue of implementation model of education management system through phenomenological and pedagogical approach. The participants were selected by using purposive sampling technique. The research data were collected using open-ended interviews, observations, and documentations, and then were analyzed through data reduction, data presentation, conclusion, and verification stages. The findings of this research indicate three significant points. The first finding shown that teacher must be excellent quality and highly experience of teaching Arabic language. The second finding the acceptance of new students should be given priority to graduate from senior high school and can accommodate the students who have graduated from any Islamic Religious Faculties. And lastly, shown that developing of a syllabus had to cooperate and coordinate with LIPIA, which is a branch of Muhammad Bin Saud University of Riyadh. The tree significant aspects mention above to fulfill AMCF's basic goals and objectives of achieving excellence in teaching Arabic Language

and proper Islamic studies. In brief, implication of this research suggest the education management system in teaching Arabic language and Islamic Studies in Ma'had Al-Birr should be developed effectively and efficiently.

keywords: implementation, education management system, arabic language.

INTRODUCTION

Language is very important for everyone used to deliver information, ideas, and thought from a person to others. One of the oldest languages in this world is Arabic. It is used in oral and written form and it contributes to the development of Islamic thought tradition in some Islamic texts such as Qur'an, Hadits, Tafsir, Fiqih, Tasawuf, etc. Therefore, it is very important for Moslems to learn Arabic language especially in the realm of Islamic education as to gain deep understanding about the substances or contents (meaning sense) of the text (Andriani, 2015:1).

Arabic Language has shown how important it is in various aspects, both as a language of revelation, the language of worship and the language of international communication (Arsyad, 2003:14). Education is one of substantial factors of efficiency and speed of economic development. It presents social value for itself, because operations improvement and changing of social relations depend at the most of people's knowledge and education (Tasić, 2011:24-25). Wang discovers that education is a means to pass down values, which will in turn become the aid and determinant in everyday human life and at the same time, will improve the fate and civilization of man (Wang, 2008:411).

The effectiveness of a teaching and learning process relies heavily on the teaching and learning method and strategy used. According to Al-Issa, a teacher needs to choose and use the most suitable methods to help his students, and himself, in order to achieve the objectives of the planned lesson. Furthermore, according to Direkci, there are all sorts of teaching and learning approach that can be used such as teacher-centred approach, student-centred approach and material-centred approach (Direkci, 2012). Teacher's selection and plan in determining the approach, method, technique and activities of a lesson to achieve their objectives is what is called the teaching strategy. The most important matter in

teaching and learning is that the student takes the initiative to participate in teaching and learning (Westara, 2012). The rapid development of technology and communication has directly contributed to the process of teaching and learning languages. In this matter, Arabic is not an exception and efforts have been and is currently in the works to ensure that this development can be benefitted in teaching and learning of the language. Theoretically, technological benefits can be interpreted through the eyes of cognitive theory using multimedia and flexible learning theory (Cakir, 2012).

Asia Muslim Charity Foundation (AMCF) is a Non-Profit Charity organization in Indonesia. AMCF collaboration with Muhammadiyah organize educational programs in Arabic Language and Islamic Studies. The program aims to produce academics and practitioners of dakwah who will have thorough knowledge of Islam, are able to explore and develop the values of Islamic treasures, and are skilled in Arabic language, both as means of communication and as primary language referencing in the Islamic sciences. Da'wah in terminology is conveying Islam to humans, teaching it to them and realizing it in real life (al-bayanuni, 1997:17). The dakwah and education activities has been operating quite well even though it requires alot more systematic control and support within Indonesia. There is a very big scope for local Indonesian societies to get more involved and better manage the dakwah and education activities in Indonesia.

Muhammadiyah was one of the groups, established with the objective to uphold and reverse Islam in order to realize the real Islamic society. Muhammadiyah endeavors are implemented in the form of charity and services, program, and activities, as it has been mentioned in its by laws article 3 (SM, 2007:4). Muhammadiyah organization is an Islamic movement, *da'wah amar ma'ruf nahi munkar*, and *tajdid* that is based on Islam

and sourced from the Al-Qur'an and As-Sunnah (Iswati, 2017:1). The Muhammadiyah believed that the primary concern of any reform movement should be the reconstruction of the basic religious outlook. The task that it set for itself was therefore threefold. First, Islam provided the theological basis for the movement's mission of social reform. Second, the Muhammadiyah leadership concluded that the basic principles of Iman and ibadah, Third, the Muhammadiyah believed that as a true faith, the meaning of Islam becomes complete only in real actions (Jainuri, 1997:197).

Most of the big Muslim Organizations are active in very noble causes, but little attention is given to Dakwah activities, especially in the remote areas. Studies on Islamic education have obtained special attention from scholars. Even so, the focus given is still limited to the Islamic education in remote areas and where it is considered to be mainstream education (Dhofier, 1982:13). Unfortunately, due to lack of credible scholars, wrong and destructive teachings have succeeded to spread within Indonesia. From one side extremism and from other side superstitious beliefs have mushroomed in the last few years, which is a proof that AMCF is on the right track to promote moderate Islamic teaching.

For developing dakwah, social and education activities in Indonesia, Central Board of Muhammadiyah and AMCF Management has been signed agreement of cooperation to improve many ma'had (Islamic Boarding School) in Indonesia. The cooperation stipulated in this agreement will be implemented in the field of education in the forms of Ma'had for Arabic and Islamic Studies, located at the University of Muhammadiyah Makassar, South Sulawesi. AMCF and Muhammadiyah have agreed to promote the teaching of Arabic and Islamic Studies in Indonesia. Ma'had as Islamic boarding schools in Indonesia is not only perceived as religious institution; instead, it exceeds this function. Since its first time emerging, boarding school has been intended to teach religion teaching by transforming it into a formal educational institution named "Pesantren" (Wekke, 2013:377). The

Muhammadiyah institution has an active role in developing social capital in the surrounding communities. This is evident from the management efforts in applying management, thus making Muhammadiyah as a solute institution in serving the community. One element of social capital that has begun to grow in the community is the formation of networks (Herianingrum, 2017:1).

The AMCF future vision is to increase the number of qualified Scholars and Teachers in Indonesia, so that in turn, those scholars and teachers could contribute to solve the social problems in Indonesia by providing proper guidance to the public. Other AMCF's objectives and goals are teaching proper Arabic Language, to revise and teach the correct basic Islamic studies, to create an appropriate educational environment for the students to prosper and learn faster and better; to provide a high quality modern education system by providing educational equipment and appropriate libraries, educational material, books and an excellent syllabus; to promote quran memorization programs and to become an excellent model college for local Indonesian.

RESEARCH METHOD

This research uses descriptive qualitative method and examines the issue of education management system through phenomenological and pedagogical approach. The use of phenomenology involved attaining solid theories from the field. And so it can be said that through this research, new theories are developed, whereby the research not only addressed the case in question and then escape the reality of the field but the research outcome has always been connected to the culture of Ma'had. Through phenomenological and pedagogical approach, every context must be understood and a holistic analysis must be done, including providing a comprehensive description (Bruce, 2001:387). The type of research planned for this descriptive study is intensively planned and in-depth research of a facet in an organization, body or individual (Yang, 2012). The main focus of the research understands the subject's views on the surrounding environment by finding the

important variables of the subjects' development. The participants were selected by using purposive sampling technique. The research data were collected using open-ended interviews, observations, and documentations, and then were analyzed through data reduction, data presentation, conclusion, and verification stages. This research was conducted in Ma'had Al-Birr, Muhamadiyah University of Makassar, South Sulawesi.

DISCUSSION

Ma'had Al-Birr Unismuh Makassar have the objective to teach preaching Islam to follower of Islam religion, as well as to our future generations, based on holly Quran and Hadith Sahih are in Arabic. This choice is made by Allah, and we have to accept Allah's choice, which is the best choice. So, Arabic language is the tool understanding of Islam. Ma'had Al-Birr is one of the best colleges in teaching Arabic language and Islamic studies under supervision of AMCF in Indonesia. The scholars graduating from the Ma'had are contributing to the society, their quality could have been much better. The quality of the future graduates could be much better, if the attention is given to the quality of education. The teachers selected are the best available and the students are very eager to learn.

The main challenge to achieve organizational objective is low quality of human resource. It is not to the quality of staff or the trainings that have been provided. The issue is more related to the motivation, cooperation, creativity, sincerity and true love of the job. Human resources much more significant in comparison with other resources. In fact, they are crucial factors for innovations and applicability of public activities and institutions with (these) new conditions. Moreover, the quality of education of employees and their capability for responsibility for their own professional development is key success of every institution and organization (Tasic, 2011:24-25). The challenges faced by the national education system in entering the 21st century which requires the world of education to reposition, and strategies for change, among others; external challenges; globalization, complexity,

turbulence, dynamics, acceleration, sustainability from the ancient to the modern, connectivity, convergence, consolidation, rationalization, global paradox and the power of thought (Mastuhu, 2003:9-31).

Terry defined management system is a distinct process consisting of planning, organizing, actuating, and controlling, performed to determine and accomplish stated objectives by the use of human beings and other resources (Terry, 1977:4). Management is the attainment of organizational goals in an effective and efficient manner through planning, organizing, leading, and controlling organizational resources (Daft, 2008:8). Planning, organizing, actuating, controlling are the functions of education management of all kind of fields of management (Mantja, 2000:87). The differences between educational management and other are in the components of its substances. Educational management components include instructional, personnel, students, facilitation, financial, include and school public relation management (Wekke, 2015:286).

The reality of Islamic education nowadays is disappointing and can even be assessed as outdated. All this lies in the weaknesses within it. The flaw of Islamic education lies mainly in its concept, system and curriculum. Most education processes solely perceive Arabic language aspect as separate studies instead of a part of Islamic understanding. Generally, in Indonesia, the boarding schools are controlled by one prominent figure and its success depends on that prominent figure's ability to manage and fund the school. The ones that are existing with big numbers are usually belonging to a successful leader who many not be good in his religious knowledge or even the knowledge of Arabic teaching. It only means that his leadership is good. Lately, there has been new, more organized Arabic Language and Islamic Studies developing in main cities of Indonesia. This is a result of many graduates from the Middle East, who are starting such colleges.

The quality is usually better, and the syllabus is also taken from the Middle East, but may not be complete but haphazardly collected. There are few modern liberal

Islamic schools that have developed, which are promoting liberalism more than Religious studies. Most of the religious schools are based in highly populated areas of Jawa, South Sulawesi and some parts of Sumatera. Most of the other places does not have enough religious schools. Unfortunately, due to economic reasons and remoteness of many of these areas, it is more difficult to operate such schools. Therefore, many students from remote areas go to the main cities for studying. Unfortunately, after graduating they do not come back but settle in the main cities. Due to low income, usually the teachers take more than one employment. This fact has a negative impact on the quality of teachers because the teacher cannot concentrate on one schooling system and one syllabus.

Looking back at the 23 years since the start of ma'had Al-Birr on 1996, the impact it had on the community is very satisfactory. Ma'had Al-Birr have given chances to those who are interested in studying Arabic Language and Islamic Studies with minimum or no cost and at the best available colleges in most of the areas. The graduates of Ma'had have opportunities to continue their education in the Middle East such as Al Azhar University, Egypt or Islamic University, Madinah or even continue in other Universities such as Islamic University, Kuala Lumpur or at other Universities in Sudan, Libya, Yemen or Pakistan. Fortunately, today, the number of graduates from AMCF operated colleges in Al Azhar University is the highest among all other colleges and universities in Indonesia.

On the other hand, the number of students studying in Madinah University is also quite high. The number of students studying at the Syariah College in LIPIA is also quite high. It may reach to be more than 10% of the total students studying there. Many of students who have graduated from Al Azhar, Madinah University or LIPIA or even other universities have rejoined AMCF as teachers in different areas since the demand for teachers are quite high.

The Teacher must be of excellent quality and highly trained to fulfill AMCF's basic goals and objectives of achieving

excellence in teaching Arabic Language and proper Islamic studies.

The minimum qualifications graduate from any reputable University, preferably from Saudi Arabia or any other Middle Eastern countries in the faculties of Arabic Language, Usuluddin, Hadith, Syariah, Tarbiyah or any other related Religious Colleges. Even though AMCF does not want to classify only few sources from where teachers can be employed, at the time of preparing this report, it has been found that graduates with less than 4 years' experience, who have graduated from Islamic University of Madinah with grades from Good and above, graduates from Al Azhar University with grades of Very Good and above and graduates from LIPIA, Jakarta with grades from Very Good and above are acceptable. Most important is to see the quality of the teachers. AMCF has gained experience on gauging from which source it can get better candidates. The Teacher reports to the Vice Principal on duty at the time of his teaching schedule.

The minimum number of teachers for each college is depending on the number of classes and sessions in the particular college. A Permanent teacher means that he/she does not work anywhere else or does not have any other part time job and must teach at least 21 hours per week. Only the Permanent teachers will be holding any of the Administrative responsibilities and activities. If any teacher holds a Vice Principal's position, then his/her teaching hours will be reduced to only 15 hours per week to allow them to do their job as Vice Principal. For the Principal, his teaching hours is reduced to only 10 hours per week to allow him to do his job as Principal. The job descriptions (as mentioned below) are meant for the Men's College because not all the descriptions are applicable for the Ladies College. Please refer to the Organization Chart to have a better idea about the Job Descriptions applicable for the Ladies College. However, wherever such requirements exist, then such responsibilities will be awarded to the Permanent Female Teachers.

All the teachers will be reporting to the Vice Principal on duty for academic and other administrative responsibilities and activities

assigned to them. In case any of such Administrative responsibilities becomes vacant due to resignation or inability of any particular teacher to continue with that responsibility, then one of the Vice Principal should take the full responsibility of that particular job until it is assigned to another permanent teacher as per the decision of the Principal. The permanent teachers, except the principal, are required to present in the college minimum 6 hours a day for teaching and fulfilling their administrative responsibilities and activities assigned to them and being available for the consultation of students. For the principal, he should present at least 7 hours a day since he has more administrative duties than other teachers.

Regarding to the students background, the priority should be given to students graduated from senior high school, because AMCF cooperated with formal Indonesian university in operating its Arabic colleges. And AMCF can accommodate to the students who have graduated from any Islamic Religious faculties without learning Arabic and who have not learnt Arabic sufficiently. The priority should be given for the fresh high school graduates to give them a chance to start their working career with maximum knowledge. This is a full-time course. Therefore, the students will not be able to work if they are studying in this college. The priority will be given to the students who are not married, since they do not have the responsibility of supporting a family. If the student is married and studying in the college, then he will not be able to work and support their family. A placement test will be given to all the new students to determine to which level they can be accepted. Note that the highest level that can be accepted is 3rd level, which means that the students must learn at least 2 full semesters (one full year) before getting graduated from the college. There will be colleges in each region. A quota has been prepared for each city or regency.

The college management must try to get students from all the cities and regencies within their region as per the quota as much as possible. This is to fulfill AMCF's basic goal of giving chance to students all over Indonesia

to benefit from AMCF's program. The students or graduates of the college are possible to continue their study to the bachelor's degree program in cooperation with the concerned universities. The requirement for students of bachelor degree is following to the rules of university concerned. Each university may be having different policy regarding to the admission of bachelor degree from college students. The student of college who will continue to the bachelor degree should be recommended by the college and proposed to the Head of bachelor degree program. Foreign student may be joint the college and continuing to bachelor degree program if he fulfill the university, government, and AMCF regulation. Any foreign student sponsored by AMCF should be completing their study and following AMCF regulation. Every student should follow academic guidelines in college.

Developing a Syllabus requires specialized people. It cannot be done any of AMCF Teachers, Principals, etc. Therefore, AMCF had to cooperate and coordinate with those who had the best syllabus for Arabic Language and Islamic Studies in Indonesia. They happened to be LIPIA, which is a branch of Muhammad Bin Saud University of Riyadh, under the control of the Saudi Embassy in Jakarta. This has made the academic issues much easier. The teachers could get trained by the staff of LIPIA and explanations on different queries about the syllabus were provided. Also, new techniques and materials, including change in the syllabus are being coordinated for all our colleges. The cooperation with LIPIA has given a chance to the graduates of colleges managed by AMCF to continue Syariah at LIPIA and a better chance to apply for other Universities in the Middle East. In regard to Syariah Syllabus, AMCF have also coordinated with LIPIA and they have provided their syllabus.

CLOSING

This research aims to describe and analyse the implementation of education to achieve excellence in teaching Arabic Language and proper Islamic studies in Ma'had Al-Birr Makassar under the control and supervision of AMCF (Asia Muslim

Charity Foundation). Regarding the three findings on research above suggest that education management system in teaching Arabic language and Islamic Studies should be developed effectively and efficiently.

Teachers qualification, students background and source of syllabus needs to be relevant to the matters and purpose of teaching and learning to fulfill AMCF's basic goals and objectives of achieving excellence in teaching Arabic Language and proper Islamic studies. It is important to note that every method has its advantage and disadvantage.

It would be ideal to review, understand and master various methods of the learning process so that every time a problem arise from a method, the problem can be solved using an alternative method. Some teaching and learning design have been taken are unified syllabus to be taught in the college. This is one of the primary steps AMCF is taking now, with the vision of having a network of college, providing best possible learning opportunities and facilities in general, and scholars in particular, to learn Arabic Language and Islamic Studies. The AMCF future vision is to increase the number of qualified Scholars and Teachers in Indonesia, so that in turn, those scholars and teachers could contribute to solve the social problems in Indonesia by providing proper guidance to the public.

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