

## **Integrated Islamic School Learning Management**

**Asnawati<sup>1</sup>**

<sup>1</sup>Postgraduate student in Islamic Education State Islamic University of North Sumatera Indonesia (Email :asnawati1234584@gmail.com)

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### **Abstract**

*Integrated Islamic School is one form of educational units that offers the concept of integrating curriculum of religious education and general education in its learning methods as well as emphasizing the integration of cognitive, affective and psychomotor aspects. The concept is also developed in integrating aqliyah, ruhiyah and jasadiyah education, also integrating cooperative involvement between teachers, parents and the community in an effort to foster students' character and competencies*

*Through the concept of cohesiveness, the learning activities are arranged in management based on government regulations as well as the content of the school. The management is arranged in a learning plan, implementation and evaluation document.*

*Learning plan is carried out through discussion by teachers while still guiding the concept of cohesiveness. The form of the planning document is from analyzing the educational calendar that has been adjusted to school calendar and realized by educators with a calendar of subjects. The schedule of the calendar is adjusted to the development of the syllabus that is actually arranged in the lesson plan (RPP).*

*The implementation of learning is adjusted to the scenario of the compiled lesson plan integrated with activities outside the classroom that support the learning material in the form of implementation of the integration of learning material with Islamic values.*

*Learning evaluation becomes a benchmark of success or weakness of the learning process. The results of the learning evaluation activities are informed to parents directly or through social media. Usually what is published is a plus, while the shortage of students is only informed to parents to establish cooperation in improving the students' self-quality.*

**Keywords: Management, Learning, Integrated Islamic School**

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### **A. Introduction**

Life in the madrasah community and schools has ups and downs. Society who has believed that school is an institution that will deliver their children to a better future is faced by the reality of lack of religious knowledge. Lack of religious education is feared to result in children without character. Consequently, some parents send their children to madrasah. This can be seen at the time of admission of students for the new academic year, there are many new students cannot be accommodated.

When integrated Islamic schools begin to open, even though their status is private schools, the public's attention began to divert to these educational institutions. Even the registration precedes state schools through the selection process because of their limited capacity. Integrated Islamic school, according to parents of students is the answer that quality and character can be built simultaneously. So how does an integrated Islamic school implement its learning management?

Briefly, management can be interpreted as regulation that is highly needed in every side of life, includes in the field of education. Because a vital activity in education is learning, then learning management is the main key to the success of education. The teacher in the process of carrying out the task should be able to determine a systematic and integrated step.

The process is structured in planning, implementing, and evaluating activities. The management of learning that is undertaken by the teacher is expected to adjust to the situation and conditions of students so that learning objectives can be achieved maximally.

## **B. Definition of Management**

The word management comes from the English "manage" which means to handle, organize, implement, manage in Echols (2005: 372). In the Big Indonesian Dictionary, the word management is defined as the effective use of resources to achieve goals (2008: 270). In defining management, experts have different views, so the definition of management varies greatly.

Generally, there are three focuses to define management, namely:

1. Management as an ability or expertise which subsequently becomes the pioneer of management as a profession. Management as a knowledge emphasizes attention to managerial skills and abilities which are classified into technical, humane and conceptual abilities/skills.
2. Management as a process that is by determining systematic and integrated steps as management activities.
3. Management as art is reflected by differences in style (manner) of someone in using or empowering others to achieve goals (2011: 86).

Hill and McShane explain that management is the art of getting things done through people (the art of getting action through others) (2008: 4).

Paul W. Thurston as quoted by Bafadal defines management as a *process of working with and through others to accomplish organizational goals efficiently*, namely the process of working with and through (empowering) others to achieve organizational goals efficiently (2006: 41).

From some of the definitions above, it can be concluded that management is a collaborative activity between individuals in the organization for the achievement of effective and efficient goals.

In carrying out the management process, a person who drives cooperative activities within the organization is needed. The person who runs the process is the manager. "A Manager is a person who supports activities and is responsible for the work of others", (2010: 2013).

Management implies control and management, this means that people who control or manage are needed. That is what is called a manager.

Activities carried out in management include various activities commonly referred to as management functions. We can see this in the following definitions:

According to Salim Purwanto, management is a particular process consists of planning, organizing, mobilizing, and supervising carried out to determine and achieve the goals set by using humans/people or other resources (1988: 8) According to Mahdi bin Ibrahim, the management function or leadership task in its implementation includes various things, namely: Planning, organizing, directing and controlling (1997: 61).

Meanwhile, Robbin and Coulter mention that the most important basic functions of management are planning, organizing, leading and controlling (2007: 9)

Sukanto Reksohadiprodjo in his book *Basics of Management* defines management as follows: management can mean the functions, roles, and skills. Management is a function including business planning, organizing, directing coordination and supervision. Management as a role is between personal informan and decision-makers. Management can also mean the development of skills, namely technical, humane and conceptual (1996: 13).

From some opinions above, it can be concluded that there are four management functions, namely planning, organizing, implementing and controlling. Planning is the

selection of several alternatives regarding the establishment of procedures for achieving the objectives, Soetjipto (2004: 134).

According to Ramayulis in the *Management of Islamic Education*, the planning includes:

1. Determination of priorities so that the implementation of education runs effectively, priority needs to involve all components involved in the educational process, the community and even students.
2. Setting goals as a direct line and as an evaluation of the implementation and educational outcomes.
3. Formulation of procedures as stages of an action plan.
4. Submission of responsibility to individuals and workgroups, Ramayulis (2008: 271).

As an initial step, planning becomes the basic capital in determining the next action to achieve goals. It should be managed carefully because, without a solid initial foundation, the activities of other management functions will certainly lose direction and even fail.

Ramayulis states that organizing in Islamic education is the process of determining the structure, activities, interaction, coordination, structure design, authority, transparent tasks, and clear manner. In Islamic educational institutions, both individual, group, and institutional (2008: 272).

Organization in the Islamic view is not merely a forum but rather emphasizes how a job is done neatly. It places more emphasis on regulating work mechanisms. In an organization, there are certainly leaders and subordinates, Hafifuddin (2003: 101).

Organizing is the second step, in which planning can be carried out in teamwork that is arranged in such a way by utilizing all available resources in forming a common goal design.

Implementation (*actuating*) is the next step that can be interpreted as activities of empowering and implementing. If it is associated with human resources, it is the activity of empowering, directing, motivating, and leading employees in carrying out their work, Sugiyono (2013: 18). So, the implementation is a concrete aspect of the designed plan. It means that the realization in the plan is seen in the implementation activities by maximizing the role and usefulness of all aspects of existing resources.

Supervision (*controlling*) is the overall effort to observe the implementation of operational activities to ensure that these activities are following predetermined plans. Didin and Hendri even state that in the Islamic view, supervision was carried out to correct the unrighteous, to correct the wrong and to justify the right, Hafifuddin (156). So supervision is a control activity to avoid deviations from planning.

### **C. Integrated Islamic School**

Based on *Surat Keputusan Bersama* (SKB) of three ministers, it is determined that the government has equalized the status of schools and madrasah. It means that the practice of general education must be implemented in madrasah and the practice of religious education must also be implemented in schools. Unfortunately, religious education in schools gets only a few time allocation. The lesson of aqidah, morals, fiqh, and history that is packaged in Islamic religious education cannot be optimally taught with a limited allocation of time, which is only 3 hours of lesson per week.

Integrated Islamic School is an educational institution that combines general education curriculum and religious education. The concept of "integrated" is interpreted as an amplifier (*taukid*) from Islam itself. The point is that Islam is whole, holistic, integral not partial, *syumullah* not *juz'iyah*. ([https // jsit-indonesia.com](https://jsit-indonesia.com))

In the concept of integrated Islamic education conducted by integrated Islamic schools, there are some interesting concepts following the *integrated* meaning that has been

offered. Besides integrating the curriculum, the learning method also emphasizes the integration of cognitive, affective and psychomotor aspects. The concept is also developed in integrating *aqliyah*, *ruhiyah* and *jasadiyah* education, as well as integrating cooperative involvement among teachers, parents and the society to build students' character and competencies.

#### **D. Integrated Islamic School Learning Management**

The practice of learning in integrated Islamic Schools is a process of combining the concepts of Islamic learning with general learning, of course, beginning with the selection process of student acceptance. Because students who will conduct learning in Islamic schools are expected to accept the concept of cohesiveness, the main requirements are those who are Muslim and are able or already familiar with the verses of the al-Qur'an.

As we know, the important component in the learning process besides students is the educator or teacher. In an integrated Islamic school, the learning process is guided by teachers who have competencies set by the government namely pedagogical competencies, social competencies, personality competencies, and professional competence. But there are some peculiarities own by integrated Islamic school teachers, namely, have Islamic competence in which the teachers must be Muslim and have knowledge about Islamic religions such as skills in reading the al-Qur'an, have good morality and so on following Muslim attitudes and what is determined by the school. Based on the initial capital, the learning process in this integrated Islamic school will be managed so that learning objectives can be achieved optimally.

#### **1. Learning Plan**

A person starts his work by making a plan. Proper planning will be a reference for teachers in directing so that it runs effectively. In an educational institution, planning is usually done at the beginning of entering a new school year. The school facilitates all teaching staff and education staff to formulate annual programs, semester programs, which refer to the educational calendar which is formulated into a school calendar. Furthermore, minimum completeness criteria are formulated which become a reference target for learning in each field of study.

Result of the school calendar, the education calendar is programmed by the subject teacher into the formulation of the subject calendar. From this reference, subject teachers carry out administrative processes in the completeness of the initial learning management documents.

The next step is to prepare the syllabus. The syllabus is a reference for the preparation of learning frameworks for each material study. The syllabus at least contains the lesson identity, school identity, core competencies, basic competencies, subject matter, character values, learning, assessment, time allocation, and learning resources. (2018: 10) The syllabus is open, it means that it can be developed by educators. The development of the syllabus is adjusted to the integrated concepts, for example in the learning section of the method, following the concepts of cognitive, affective and psychomotor cohesiveness. A lesson plan (RPP) is a plan of face-to-face learning activities for one or more meetings. The lesson plan is developed from the syllabus to direct the learning activities of students to achieve Basic Competence (KD). The reference for the lesson plan is the Minister of Education and Culture Regulation No. 22 of 2016 concerning the Basic and Secondary Education Process Standards and Permendikbud No.103 of 2014 concerning Learning in Basic Education and Secondary Education. (Ministry of Education and Culture 2018: 90)

Minister of Education and Culture Regulation Number 22 the Year 2016 Regarding Basic and Secondary Education Process Standards states the components of the CSP are as follows:

- a. school identity, namely the name of the education unit;
- b. subject identity or theme / sub-theme;
- c. class/semester;
- d. subject matter;
- e. the time allocation is determined according to the need for KD achievement and learning load by considering the number of hours of lesson available in the syllabus and KD that must be achieved;
- f. learning objectives are formulated based on KD, using operational verbs that can be observed and measured, which include attitudes, knowledge, and skills;
- g. basic competencies and indicators of achievement of competencies;
- h. learning material, contains relevant facts, concepts, principles, and procedures, and is written in the form of items according to the formulation of competency achievement indicators;
- i. learning methods, used by educators to create a learning atmosphere and learning process so that students reach KD which is adjusted to the characteristics of students and KD to be achieved;
- j. learning media, in the form of learning process tools to deliver subject matter;
- k. learning resources can be in the form of books, printed and electronic media, the natural surroundings, or other relevant learning resources;
- l. learning steps are carried out through the preliminary, core, and closing stages; and
- m. assessment of learning outcomes.

All those components are arranged with the principle of development that is adapted to the facilities and infrastructure available and the ability of educators to integrate with Islamic values. The preparation of planning is done jointly with subject teachers through a deliberation. The aim is that learning objectives can be achieved effectively and efficiently. As expressed by Yamin and Maisarah learning plans are important steps to achieve success. If the lesson plan is well prepared, it will make the learning objectives can be achieved effectively and efficiently (2009: 124)

## **2. Learning Implementation**

The learning activities consist of initial activities, core, and closing activities. In the initial activities, educators start with religious activities such as greetings, memorization of short verses of al-Qur'an, and prayers before starting learning. In this case, it is a process of refraction to become a character that is embedded in students.

Then apperception is made so students understand the learning material. Any learning material should be integrated with Islamic values as much as possible integrated with Islamic teachings by looking for verses of al-Qur'an or hadith that are relevant to the learning material.

The learning process is not only in the classroom but practiced internalization of life with learning practices outside and inside the classroom. Furthermore, in closing activities, students are expected to be able to conclude the learning material and find out the usefulness or benefits of learning in their lives as students and as servants of Allah. This is in accordance with the objectives of integrated Islamic schools as expressed by Siti Robingatin in her research Implementation of the Integrated Islamic School Network Curriculum in Integrated Islamic Middle School that Integrated Islamic Schools try to pave the way to build quality education, one of which is by trying to create a balanced teaching between science and Islamic values in it, by integrating various components of Islamic activities that are able to

form a character education that is sturdy and effective. (Jurnal Syamil, vol.3 2015)

### 3. Learning Evaluation

The last thing in learning management is learning evaluation. As a learning system, evaluation has a very important position. Through the learning evaluation, educators will find out whether the learning process has been running effectively and efficiently. Learning evaluation will also provide feedback for educators to improve and complete the learning process.

To conduct an evaluation, assessment activities are needed. Following Regulation of the Minister of Education and Culture No. 23 of 2016 concerning Assessment Standards Article 1 paragraph (2) states that: Assessment is the process of gathering and processing information to measure the achievement of student learning outcomes. Furthermore, Article 2 states that the assessment of student learning outcomes is carried out by educators, education units, and the government.

Evaluation by educators is assessment in the learning process and assessment after completion of learning. Aspects assessed are aspects of knowledge, attitudes, and skills. The purpose of this learning process assessment is to improve the learning process and become a guide for educators in improving performance in facilitating students. It is called an *assessment as learning*.

To improve the objectivity of the learning process, then assessment that involves students is made. It usually assesses aspects of spiritual attitudes and social attitudes. It is called an *assessment as learning*.

The Implementation of this learning assessment is conducted by educators directly during the learning process. Students can directly feel the achievement of the implementation of learning. A more specific thing from this integrated Islamic school is that educators work directly with parents in the improvement process if the students have not reached the expected assessment target. Educators also report to parents about their progress through social media which is indeed established between educators and parents in the form of awards or congratulations by including photos of participants.

Furthermore is the assessment of education units in the form of final exams or school exams. Results of the final semester exam are in student progress reports in the form of a report book. Every semester students' progress reports are reported by schools which are the result of the assessment process combined with the final assessment. This assessment is called the *assessment of learning*. In this integrated Islamic school, it is usually combined with assessment of skills from extra activities such as *tahfiz* Quran by reporting or holding graduation *tahfiz* and so on. In evaluating learning in integrated Islamic schools, it still refers to the characteristics of integrated Islamic schools, namely combining cognitive, affective and psychomotor aspects with cooperate with parents and the community for the development of the character of Islamic students.

### E. Conclusion

An integrated Islamic school as a school that combines general education curriculum and religious education is one alternative for the development of an intelligent human being perfect. The intelligence expected from students educated at this school includes aspects of attitude, knowledge, and skills.

In its implementation, the school collaborates with parents and society. For the sake of achieving the quality expected, this work is arranged in one management which is the focus, in this case, is the management of learning. The management of learning undertaken by teachers is certainly facilitated by the school with its policies. This is the character of an integrated Islamic school that the purpose is to integrate learning with Islamic teachings.

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