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Ahmad Yahya

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Ismail S. Wekke, Muhammad Ashrori, Budianto Hamuddin

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Nur Kafid, Nur Rohman

THE FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY (UIN) SUNAN GUNUNG DJATI BANDUNG
In Collaboration With
ASSOCIATION OF INDONESIAN ISLAMIC EDUCATION SCHOLARS

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Editorial:

The Educational Management Insights in Islamic Institution

In Indonesia, the transformation of educational institutions -from lower to higher levels- has strengthened along with the development of this century's civilization which, by Toffler, is termed as the information civilization (Toffler & Toffler, 2002). In this era, people witness a "big surprise" in the form of a "new society". This shocking fact refers to the emergence of a new society based on the world of information. This information civilization is in line with James Hittelman's view in describing "globalization" which is characterized by the Information Technology Revolution (Hittelman, 2002).

This emerging society carries a gigantic transformation in the way people live, work, play, and think. Given this transformation in the future, Islamic institutions such as *pesantren, madrasah,* and Islamic higher educations are required to design their vision into a prospective, representative and promising institutional vision.

There are, at least, four important things that should be taken into account as a priority in the development educational management in Islamic institutions. *First,* the intrinsic quality of Islamic institutions has a major impact on improving the quality of education. This is shown in the study conducted by Ahmad Yahya concerning the Tsangaya system in Thailand that has made education system quality. In this challenging era, Islamic institutions are expected to perform well in order to boost their graduates' quality. Their graduate should have excellence expertise to survive under any circumstances in their walk of life.

Agus Zainul Fitri emphasized that Islamic institutions have running excellent programs that contributed to the continuity of graduates as mentioned in school graduate competency standard. These Islamic institutions need to be supported with good finance, organization and qualified educational staff as shown in research conducted by Tedi Priatna in *Pesantren Tarekat Al-Idrisiyah,* Tasikmalaya. Islamic Institutions which are supported by good organization and healthy finance produce outstanding graduates, both in academic and non-academic fields. The spirit to build education and dynamic management can be seen from the dedication of Malay Muslim Community in Southern Thailand that served as object of the study by Ismail Suwardi Wekke.

Second, the curriculum of study program. The curriculum in the context of quality education should: 1) be flexibly designed, adapted to the interests of the world of work, social development and national development; 2) be able to implement programs and services according to the needs of the program in the classroom; 3) create a learning strategy in the classroom; and 4) motivate students' innovation, self-improvement in a gradual and efficient manner. *Madrasah* have been implementing an updated national curriculum (National Curriculum, 2017).

Universities have also applied a curriculum which is in line with the, so called, Indonesia's National Qualification Framework/*Kerangka Kualifikasi Nasional Indonesia* (KKNI). The curriculum should be implemented based on its stages related to regulation. Vision and mission serve as the main reference to be implemented in accordance with the regulations. However, to implement the curriculum is not an easy task because it needs to be supported by sufficient resources and funding sources. Ignoring these aspects make the quality of education and learners' achievement low. This is proofed through the research of Rusdiana and Nasihuddin analyzed about the implementation about national standard based curriculum in privat Islamic higher education.

Third, human resources. Human resources (lecturers, teachers, *kiai*) must have certain qualifications and qualities. To achieve qualified human resources, it can be started from their

recruitment process to their career development. They have a big impact on delivering education to students who are thriving to achieve qualified graduate.

Fourth, technology and information systems. Educational institutions should tailor and seize the development of information technology. They can promote their educational institution in terms of their quality of education and mastery of information technology. These four aspects are crucial in developing quality educational institutions. They should support each other and are implemented on an ongoing and sustainable basis.

The urgency of institutional development of Islamic education is relevant to the concept of Total Quality Management (TQM) proposed by Kid Sadgrove. He explains the five principles (*al-mabãdi al-khamsah*) that must be implemented by educational institutions in order to have quality focusing on customer, doing it right, communicating and educating, measuring and recording, and doing it together. Working together means top management must participate and must empower their organizational staff.

The research conducted by Nur Kafid and Nur Rohman has proven that it is not easy to build a campus trust from all stakeholders including the community where the institutions exist. There is a need to build goodwill from all university components to spend their efforts in serving and empowering the community where the university exist. Herson Anwar in his research emphasizes the standard for an educational institution so that people put their trust on the quality of education institution.

Islamic educational institutions that are able to apply the concept of management as already mentioned are believed to have great strength to survive and succeed. They are able to respond to challenges in the global era which has been predicted by Toffler. One thing to remember is that the keywords refer to synergy between components in educational institutions that refer to the vision and mission of educational institutions.

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