



Management of Moral and Systemic Institutions Based on Islamic School Culture

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Abstract

Islamic school culture basically embodies daily activities based on Islamic guidelines. SD Islam Sultan Agung 01 Semarang is a school that implements management based on school culture. The purpose of this study is to describe and analyze the implementation and evaluation of the management of moral and systemic institutions based on Islamic school culture at SD Islam Sultan Agung 01 Semarang. This study approach is qualitative with the form of case studies. Data were collected through observation, interviews, and document studies. The data that has been collected is then analyzed using qualitative analysis, which is the results of the research that will be translated into words so that the researcher can describe the results of the research in depth according to the actual conditions in the field. The results of this study at SD Islam Sultan Agung 01 Semarang show that the management of moral and systemic institutions based on Islamic school culture includes: (1) implementation with process stages: MLBS program material, MLBS program strategy, and MLBS program implementation schedule, (2) evaluation in the form of process evaluation and result evaluation.

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INTRODUCTION

The quality of Indonesian education in 2018 is stated to have decreased when compared to the achievements with the same indicators in 2015 (Tehusjarana, 2019). At present, many children are found who are ignorant even though they do something wrong or maybe something despicable. There are also those among them who begin to fade in their modesty, do not care about their surroundings, and tend to enjoy artificial or temporary pleasures. One of the roles of parents that can be done is to provide self-reinforcement. Self-strengthening is done by practicing one's religion as a psychological tool to strengthen oneself. Strengthening yourself does not mean rejecting the times that may degrade. Strengthening yourself means being able to be assertive on things that can make moral deviations (Arfiansyah, 2014).

We can find these solutions in schools with special characteristics that have a good school culture. Culture is behavior, attitude to life, and way of life both in physical and abstract form, which is a product of an institution and comes from the mental attitude, commitment, dedication and loyalty of every personnel of the institution (Neprializa, 2015). If the culture is designed to be applied in schools, then the culture in question is the school culture. School culture is the attitude, values, and way of life of school members (Iqbal, Najmuddin, & Iskandar, 2014).

In this study, the school culture adopted is Islamic School Culture (BUSI). The school culture aims to provide Islamic students with the knowledge needed to build their faith and help them take transformative steps to change their lives according to Allah's requirements as proof of the students' faith and worship. The choice of moral education for students also has a contribution in shaping the subjectivity of students (Tabrani, 2014).

School as a social institution will create a culture that prevails in the school, this culture is known as school culture. The establishment, development and maintenance of school cultural

values is very important. School culture does not only affect the activities of the school community, but their motivation and enthusiasm (Mohammad, 2013). This culture is evident in SD Sultan Agung 1 Semarang Islamic. In its vision, the school wants to become a leading Islamic educational institution in inculcating basic Islamic values.

The concept of Islamic School Culture (BUSI) which is implemented by SD Islam Sultan Agung 1 Semarang is good enough, but the lack of systematic implementation makes it not run optimally. Such as the orderliness of the school community including students and teachers in implementing the BUSI program, student activeness, and systemic teachers in completing school administration.

The research problem that is the background of this research is the number of Islamic school learning, but the low level of success of the programs implemented. According to Abdurrahman (2018) the cause of the lack of application of Islamic programs in schools is due to miscommunication or lack of communication between the ranks of human resources (principals and teachers), this is the impact of the small number of human resources that are not proportional to the number of students so that the quality of control in the program does not run optimally.

In addition, there is a gap between the activity program at school and the treatment of parents at home. What is meant is that there has not been a strong relationship between the home environment that supports the school program or it can be caused by a lack of attention from parents at home. Because school is a place for building good character for children (Wantu, 2020). On the other hand, Islamic values that are applied in schools shape the school culture which is a function of school management. Planning school programs, implementing school programs and evaluating programs that are consistently able to give birth to an Islamic culture in schools (Suhriyanto, 2019).

The results of the preliminary survey on November 18, 2019, the 2B grade teacher at SD Islam Sultan Agung 1 Semarang said that the

BUSI concept that was made for a long time was a good breakthrough for schools. However, the low role of teachers in carrying out the BUSI program due to the unavailability of adequate standar operational procedure is the main point of the failure of the BUSI program. As well as the participation of students who are considered not active is also very influential in school. Therefore, the BUSI program that has been created is deemed unable to run as desired.

As the statements obtained from the interview, the school formed a solution called the management of moral and systemic institutions abbreviated as MLBS. The principal of SD Islam Sultan Agung 1 Semarang said that the management of moral and systemic institutions based on Islamic school culture is a solution that is formed to carry out the BUSI program properly. Since the implementation of the management of moral and systemic institutions based on Islamic school culture in recent years, the BUSI program has been able to run optimally. This is evidenced by the presence of teachers who participate directly because of the management of institutional activities and the orderly administration of teachers as well as super teacher training which improves teacher quality. The activeness of students in school is due to the holding of class leaders to help learning in class and the cultures that have been applied in the school environment.

The reason of the researchers chose SD Islam Sultan Agung 1 Semarang because it has characteristics in the management of moral and systemic institutions based on Islamic school culture (MLBS) by using the concept of Islamic School Culture (BUSI) which is very influential and memorable in the formation of habits of school residents and will gradually become the character of the school environment. The Sultan Agung Waqf Foundation is also one of the private institutions that applies the concept of Islamic School Culture (BUSI) which has been neatly arranged in the BUSI guidebook

The cultural characteristics of Islamic Schools (BUSI) at SD Islam Sultan Agung 1 Semarang are those who go to school, dress in Islamic dress, manners outside the classroom,

manners in class, congregational prayer manners, eating and drinking manners, cleanliness manners (thaharah), speaking manners, and get along. As for the supporting activities contained in the management of moral and systemic institutions based on Islamic school culture (MLBS) including super teachers, class leaders, student lead conferences, super parenting, filling systems, community service work, and three-morning practices. Seeing what this school has implemented the desired goal is to build a generation of khaira ummah.

Therefore, the researcher is interested in the application of the management of moral and systemic institutions based on Islamic school culture. What steps are taken by the person in charge and all school members to realize the generation of the ummah khaira, implementation, and how to evaluate it.

METHOD

This study discusses school management that focuses on school culture using a qualitative approach that aims to present information. This study uses a qualitative approach with a case study design to reveal an event and can collect data from all components that support the management of moral and systemic institutions based on Islamic school culture at Sultan Agung 1 Semarang. The case study was chosen because it is to understand the behavior of management activities that must be photographed through field research so that it can find in-depth knowledge related to the BUSI management process.

The cases studied in this study were directed to reveal an event of the activities of the management of moral and systemic institutions based on Islamic school culture in SD Islam Sultan Agung 1 Semarang, by observing participation. Participants of this study consisted of the principal, the MLBS team, teachers and parents. Data were collected through observation, interviews, and document studies.

The reason the researchers used a case study form design, because: 1) the problem to be studied is more precisely using qualitative

research with a case study design, 2) with this research design data can be collected from all components that support MLBS activities at SD Islam Sultan Agung 1 Semarang.

RESULTS AND DISCUSSION

The culture of Islamic schools has been running since the beginning of the establishment of the SD Islam Sultan Agung 01 Semarang. Because schools have characteristics, namely Islamic schools. So that from the beginning the school was formed also focused on Islamic School Culture. however, this culture could not be specific and could not run systemically so it was complemented by the MLBS program. Meanwhile, the MLBS program has been running for 5 years. With the MLBS program, all activities related to Islamic School Culture will run systemically and orderly.

Based on the research results obtained, the researcher suggests that the management of moral and systemic institutions based on Islamic school culture includes implementation and evaluation. The results of this study were analyzed based on the formulation of the problem:

Implementation of management of moral and systemic institution based on Islamic school culture.

Implementation is a movement to encourage all group members to strive hard to achieve the goals of planning (Terry, 2006). Based on several components that have been determined, implementation requires a series of roles, duties, and responsibilities. Based on the interview results, the MLBS program has been running well. Here are some steps about the implementation of the MLBS program:

The first is MLBS program material. The material used in the mlbs program is an uptake of the islamic school culture in sd islam sultan agung 01 semarang. This material contains islamic teachings. Material that has been embedded in islamic school culture is reviewed and changed according to current needs and of course there is also material renewal in the mlbs program.

After reviewing the material contained in Islamic School Culture and making it as MLBS material, SD Islam Sultan Agung 01 Semarang made a MLBS program guidebook. The book contains guidelines that must be implemented regarding the MLBS program. The manual is distributed to all teachers to serve as a guide.

The second is MLBS program strategy. Strategy is an activity effort carried out in order to achieve maximum goals. In implementing the MLBS program, the points described in the strategy are media and methods. Based on the results of the interview, it will be explained about the procedures used to make the MLBS program a success. The strategy used in implementing the MLBS program is combining the program with Teaching and Learning Activities (KBM). The MLBS program activities that have been designed are included in the KBM in order to understand the students' expectations of the program. However, there are also MLBS program activities that are not included in the KBM due to time mismatch and other factors.

In addition, to prepare various things before the MLBS program is implemented, teachers also need several strategies so that when the program is underway the school is ready to implement it. For example, after conducting counseling before the new school year for all teachers, they immediately made tools or things related to the MLBS program. Another strategy used is to prepare the MLBS program between teaching hours.

The third is MLBS program schedule. The schedule for the implementation of the MLBS program is carried out in accordance with the previous plan. The schedule that has been designed is adjusted to the academic calendar. The principal makes a schedule for the MLBS program and distributes it to the teachers.

The implementation of the MLBS program is also combined with the KBM so that students can repeatedly understand it but there is also an MLBS program schedule that is not combined with the KBM. To implement the MLBS program, cooperation of all school members is also needed because if you only rely on the schedule of implementation, it will certainly not work well.

Evaluation of management of moral and systemic institution based on Islamic school culture.

Evaluation is basically carried out to find out whether the program is running according to the set goals. Meanwhile, according to Terry (2006) evaluation can be defined as a process to determine what actions should be taken when a job has been completed. In the MLBS program the evaluation stage also carries out supervision of every activity in the MLBS program. The monitoring process is carried out by the MLBS team and the teachers according to their respective duties.

School culture is a solution that can help filter out some external factors of globalization related to the school environment. The transformation that occurs in schools is due to globalization factors and the results of school culture, namely the role of teachers and all school members in the teaching and learning process to become better individuals (Inaku & Nur Iman, 2020).. In addition, transformation is also an evaluation process in teaching and learning activities. This is indeed necessary because it is an idea of developing situational learning and incorporating changes in everyday learning. Therefore, the study evaluated a program in SD Islam Sultan Agung 01 Semarang. The evaluation program consists of process evaluation and evaluation of result.

Process evaluation in this study is an activity to measure the success of the MLBS program, whether the program is running according to the planned SOP and intended objectives or not. In this evaluation, all MLBS program implementers, to be precise the teachers and MLBS team see, control and provide feedback on each program activity carried out.

The evaluation is held after a visit from the foundation. Several foundation supervisors who come to school check whether the MLBS program is running well. After the foundation visit was held, an evaluation of the activities was carried out. The time of the evaluation is held around every three months. However, it is possible that if there is an obstacle there will also be an impromptu evaluation.

While, evaluation of results can be interpreted as understanding the MLBS program material for students. The results of the evaluation can be seen from the daily activities of students at school, whether they participate in the MLBS program or not. The draft standard operational procedure book is a student reference for the implementation of the MLBS program, besides that this book is also a reference in monitoring student activities. The evaluation of the results is obtained from the teachers and parents if the student is deemed to have implemented Islamic teachings as implemented in the MLBS program, the program is deemed to be running well. However, if students do not understand or do not apply the MLBS program in their daily activities, the program must be reviewed.

In private schools, customer satisfaction is the most important thing. Judging the results of the MLBS program when viewed from the point of view of parents is considered very satisfying. Students can apply Islamic teachings even though they are at home. This makes parents even more convinced by the MLBS program at SD Islam Sultan Agung 01 Semarang.

In addition, other results can also be seen from graduates of SD Islam Sultan Agung 01 Semarang. They have definitely memorized the 30 juz and can perform prayers well. Therefore, the measurement of the MLBS program for students does not use tests but uses notebooks and points. The indicators of success obtained from the evaluation of the results are the formation of *khairu ummah* generation, including *tartil* and *tahsin* prayer, awareness and orderly prayer in congregation, having good character, love to give alms, being devoted to parents, having a healthy and clean lifestyle.

CONCLUSION

Based on the data exposure, the results of the research and discussion above regarding the management of moral and systemic institutions based on Islamic school culture at Sultan Agung

01 Semarang Islamic Elementary School can be concluded with the following research focus:

The implementation of the MLBS program carried out by SD Islam Sultan Agung 01 Semarang includes the following activities: (1) There is material originating from Islamic School Culture developed in the MLBS program, (2) There is a strategy developed in the implementation of activities so that the MLBS program runs well, (3) There is a schedule for the implementation of the MLBS program. The schedule for the implementation of the MLBS program is carried out in accordance with the hours of teaching and learning activities which are held outside the hours of teaching and learning activities.

The evaluation of the MLBS program carried out by SD Islam Sultan Agung 01 Semarang includes two things, namely: (1) process evaluation, evaluation that is focused on MLBS program activities. In it there are indicators of achievement in accordance with the standard operating procedures book (2) Evaluation of results, namely evaluations located on students. Evaluation of results can be seen from the daily lives of students at school and at home.

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