

## **Application of Learning Management Functions in Realizing the Goals of the Bandung Islamic Institution**

**Anie Rohaeni**

Persis Islamic Institute (IAIPI)

Email: anirohaeni38@gmail.com

**Mohd Imraan**

Laxmi College of Education Kasan, India

Email: imraannajiya86@mail.com

### **Abstract**

The aim of the research is to determine the application of management functions in realizing institutional goals. Inhibiting factors and solutions. The research method uses a descriptive qualitative approach, describing events in the research field. Data collection techniques through field observations and observations in the environment. Conduct in-depth interviews with key respondents. Carrying out documentation studies through existing archives. Researcher intervention through data reduction, data presentation, data verification and triangulation. The results of the research show that the management function of the school principal is running in accordance with the goals planned by the school principal. Implementation in the field shows that in its implementation there are indications of irregularities. The learning process is ongoing at school. In essence, the school principal has implemented management functions, but has not been effective overall. Researchers suggest that students avoid violating rules and regulations. The school principal should improve the management functions of planning, organizing, actuating and controlling (POAC).

**Keywords:** Management Function, Learning, Realizing Goals

### **1. Introduction**

Islamic boarding school is a traditional educational dormitory, where students live together and study under the guidance of teachers who are better known as *kiayi* and have dormitories for the students to stay. The students are located in a complex that also provides a mosque for worship, space for study, and religious learning activities. The complex is surrounded by walls to monitor the entry and exit of students in accordance with applicable regulations. According to its basic definition, an Islamic boarding school is a place for students to study, while a boarding school means a house or residence at the school. *Pesantren* can also be understood as an institution of religious education and learning, generally in a traditional way, where a *kiayi* teaches Islamic religious knowledge to the students based on books written in Arabic by medieval scholars, and the students usually live in indoor huts. the Islamic boarding school.

*Pondok* is a place to study Islam, Islamic boarding schools act as centers of struggle, guerrillas such as Hezbollah and Sabilillah. In the early days of the formation of the Indonesian National Army, especially the Army, many came from *santri* and to some extent were colored by *santri* culture. Many of the *kiayis* and Islamic boarding school caregivers became diplomatic

leaders who were skilled enough to uphold Indonesian independence through developing the basics of state institutions. At that time, Islamic boarding school educational institutions were still religious educational institutions with a socio-religious pattern in society. In the 20th century, Islamic boarding schools were able to position themselves as an education system that was oriented towards the future without eliminating good traditions.

According to Mukti Ali, historically Islamic boarding schools have been called Islamic boarding schools which have played an important role in seizing and defending Indonesia since the founding of the Republic of Indonesia. Therefore, Islamic boarding schools have great potential to become a medium for social transformation. Islamic boarding schools become a medium for social transformation. According to Nurcholis, Madjid expressed his thoughts that Islamic boarding schools as authentic Indonesian education and a medium for social change have the opportunity to open up to all science and technology while still maintaining the original Islamic boarding school culture.

According to: Abdul Rahman Wahid, it is a complex that is located separately from the life around it, where in the complex there are several houses, the caretaker's residence, a place where learning takes place and a dormitory where the santri students live. Islamic boarding schools, which are considered traditional educational institutions, have several aspects of life, including learning with traditional structures, methods and literature, as well as maintaining values as a boarding school subculture. Values function to worship as devotion and glorify teachers as a way to obtain essential religious knowledge.

Islamic boarding schools are educational institutions located in an institutionalized community environment, as educational institutions with religious characteristics. As stated in government regulation no. 37 of 1991 article 3 paragraph 3 states that religious education is education that prepares students to learn to carry out roles that require special mastery of the religious teachings in question. Islamic boarding schools as out-of-school education units are part of the national education system. Contains several subsystems that are interconnected with their objectives. Islamic boarding schools can be used as an education system, so they must have this subsystem.

Islamic boarding schools have several advantages, namely as follows: Using a holistic approach in the education system, Islamic boarding school caregivers view that teaching and learning activities are an integrated totality of life and living activities. For students, studying at an Islamic boarding school is timeless, they have the freedom to be responsible and managed.

In Islamic boarding schools there are principles and obligations that come first, while in terms of rights, individuals must put the interests of others first through acts of discipline, serving their parents and teachers. Through various management movements in Islamic boarding schools such as kissing the teacher's hand and not arguing with the teacher. Education in Islamic boarding schools is well managed. Management of Islamic education is one way to improve the quality of life of people from backwardness, both morally, materially and spiritually. Good management of course refers to the management functions themselves, where the management functions are meant

According to George R. Terry in his book Principles of Management, he divides the basic functions of management into four functions, namely planning, organizing, actuating and controlling. This management function is abbreviated as POAC. Therefore, every Islamic educational institution is required to prepare, implement, monitor and evaluate plans for Islamic educational activities. These functions are interrelated with each other, so that they can be carried out well, it can be ensured that the Islamic educational institution will be able to achieve the targets as expected.

## 2. Research Methods

A qualitative approach is an approach that primarily uses a knowledge paradigm based on a constructivist view (such as plural meanings from individual experiences, meanings that are socially and historically constructed with the aim of developing a theory or pattern) or an advocacy/participatory view (such as political orientation, issue, collaborative, or change orientation) or both

## 2.1. Data Collection Techniques

Research Techniques Data collection techniques in this research are as follows:

- a. Interview An interview is a conversation with a specific purpose. The conversation is carried out by two parties, the interviewer who asks questions and the interviewee who provides answers to those questions. In selecting informants, those selected by the researcher are those who have the following criteria: 1. Subjects who have been involved for quite a long time and intensively with the field of activity that is the target of the researcher 2. Subjects who are still actively involved in the activity environment that is the target of the research 3. Subjects who still have time to asked for information
- b. Observation is a data collection method that is carried out by systematically observing and recording the symptoms being investigated. Observation can also be interpreted as observing, systematically recording the phenomena being studied. Observation as a data collection tool means carrying out observations systematically, not just casually.
- c. Documentation Studies Documentation techniques are a way of collecting information or data through examining archives and documents. Documentation is a data collection technique shown to research subjects. The data collection method using the documentation method was carried out to obtain data about the condition of the institution or research object, namely the condition of the head of the boarding school, ustadjah, staff, students, and the boarding school itself.

## 2.2. Data analysis

Data analysis is the analysis of data that has been compiled or data that has been obtained from research results in the field. Data analysis in this qualitative research is inductive, namely an analysis based on the data obtained. Furthermore, it is developed by certain relationships and then concluded so that it becomes valid data, easy to understand by oneself and by others.

In this research, after the data is collected, it is classified according to the main problem. Then the data is checked again carefully according to the main problem. Miles & Huberman in Sugiyono stated that activities in qualitative data analysis are carried out interactively and continue continuously until completion, so that the data is saturated.

## 3. Results and Discussion

### 3.1. Vision and Mission Goals of Islamic Boarding Schools

- a. Vision: Realizing Pondok Al-Jami'ah as a center for the development of Islamic knowledge, Tahfizh Al-Qur'an with the basis of developing Al-Karimah Morals.
- b. The missions are: (1). Carrying out intensive education and learning of the Koran and related sciences (2). Carrying out intensive Arabic and English education and learning (3). Carry out education and practice the teachings of the Islamic religion in daily life and deepen religious spirituality
- c. Objectives of the Cottage Institution (1). To create graduate students who are able to memorize the Koran and master related knowledge completely. (2). To produce

graduate students who master Arabic and English well. (3). To create graduate students who are able to practice the teachings of the Islamic religion in everyday life and have religious spiritual depth.

### **3.2. Learning Management Planning in Achieving the Goals of Islamic Boarding School Institutions**

Before implementing the learning, carry out an analysis to find out a picture of the future implementation of the learning program. The objectives of Islamic boarding school educational institutions through SWOT analysis are the basis for carrying out learning programs so that learning in Islamic boarding schools can be carried out in accordance with the objectives of the institution. The background to the concept of objectives adapts to the actual needs of Islamic boarding school education. So the SWOT analysis is the basis for creating Islamic boarding school educational goals.

Learning planning by the head of Islamic boarding school education, as the leader, has a very important role in determining the success of the institution he leads. Learning planning is one of the most important things in learning management. Research findings show that Islamic boarding school educational planning provides direction for preparing learning, various types of media, facilities and infrastructure that can support learning in Islamic boarding school educational institutions. Subject teachers who teach according to their discipline.

Based on the research results obtained, Islamic boarding school educational institutions have prepared academic calendars. However, there are still several teaching and learning activities that are closed at Islamic boarding school educational institutions, to determine the allocation of time for learning, based on information obtained by researchers that in Islamic boarding school educational institutions, the annual program consists of competitions, oration activities or competitions between students in the environment. Islamic boarding school, memorizing the Qur'an, while the deepening program aims at Islamic boarding school educational institutions. Meanwhile, the syllabus is made based on adjustments to other Islamic boarding school institutions. Before starting learning, teachers at Islamic boarding school educational institutions. Compile material for using media, learning methods, learning resources and learning targets.

### **3.3. Organizing Learning Management in Achieving the Goals of Islamic Boarding School Institutions**

In the organizing stage, it is carried out by teachers at Islamic boarding school educational institutions. By making a schedule and deliberation to determine subject teachers, homeroom teachers and students and class divisions. Apart from forming a team, the facilities and equipment needed to carry out learning activities and grouping learning components as well as forming an authority structure are also carried out in Islamic boarding school educational institutions. Determine the educational staff who have created the organizational structure chart for the Islamic boarding school. Learning procedures in Islamic boarding school educational institutions, which are implemented by the teachers who teach, are used in accordance with the type of learning carried out, for example in learning to memorize the Koran. The method used is rote memorization, while in learning English and Arabic it is through group methods and question and answer and discussion.

In the organizing stage, Islamic boarding school educational institutions also carry out training for teaching staff such as bringing in skilled people, both local and from foreign countries, British and Arabs. To come to an Islamic boarding school educational institution, with the aim of providing English language training and procedures for memorizing the Al-

Qur'an. Meanwhile, in the classroom arrangement, the learning is very useful and good, the learning is divided, according to the schedule, the teacher holds several students for bombing.

The management carried out by teachers at Islamic boarding school educational institutions includes the following:

- a. Classroom arrangement
- b. Use of resources and learning objectives
- c. Use of media and learning methods
- d. Use of facilities and infrastructure.

### **3.4. Implementation of Learning Management in Achieving the Goals of Islamic Boarding School Institutions**

Implementation of learning activities in Islamic boarding school educational institutions, which are carried out by teachers who live in the Islamic boarding school in order to produce and produce student graduates in accordance with the objectives of Islamic boarding school educational institutions. Learning consists of stages, namely as follows:

- a. The activity of implementing apperception aims to connect learning material with student experiences and student competencies that have been mastered by students. The teacher carries out apperception with a pretest in the form of questions and answers, quizzes, interviews and others. Appreciation activities in Islamic boarding school educational institutions include: (1). Teachers take attendance of students (2). Ask students questions about the material being presented to find out the extent of students' understanding of the lesson that will be delivered (3). Convey learning objectives to students so that they understand the benefits of learning
- b. The core activity of implementing activities is a learning process to achieve interactive, inspiring, fun, challenging learning, motivate students to participate actively, and provide sufficient space for initiative, creativity and independence in accordance with the students' talents, interests and physical and psychological development. . The learning process at Islamic boarding school educational institutions is carried out using various methods that are adapted to the subject matter. such as the lecture method, question and answer method, questioning method, discussion method.
- c. Closing activities in learning activities at Islamic boarding school educational institutions, namely giving independent assignments to each student and repeating the discussion regarding the lesson material that has just been presented. Learning at Islamic boarding school educational institutions memorizes the Al-Qur'an, Al-Qur'an tahsin and fiqh, as well as moral beliefs. In learning at Islamic boarding school educational institutions, which consists of ninety minutes and thirty minutes for questions and answers about lessons that have been learned, and about the material that will be delivered, to find out students understand the lessons that will be conveyed, forty-five minutes for convey the material learned during the lesson. By looking at the learning objectives and fifteen minutes for questions and answers to find out to what extent students can understand the lesson that has been taught.

### **3.5. Supervision of Learning Management in Achieving the Goals of Islamic Boarding School Institutions**

Supervision is basically a service provided by Islamic boarding school educational institutions. To help teaching staff become skilled in carrying out their duties in accordance with current developments. Islamic boarding school educational institutions serving as

evaluators have provided guidance, supervision and assessment related to the technical implementation and development of learning in the form of learning programs and activities to create teaching and learning situations. Supervision followed by evaluation. The learning process consists of process assessment and assessment of learning outcomes that have been carried out by the teacher. In assessing the process, implementation of learning, student activity and understanding in the learning process and learning outcomes after completing the learning implementation.

In the evaluation of learning to memorize the Al-Quran which is carried out by ranking and carrying out tests and depositing memorization. Students may not continue memorizing to the next level if they have not memorized it and have not passed the exam. If you have been tested and passed the memorization, you can proceed to the next level. Meanwhile, in learning Arabic and English, the evaluation stage is carried out by giving prizes, to measure learning outcomes and evaluation instruments which are carried out in writing, with each change of language material an exam is carried out, in writing and in essays. In the evaluation stage, it is carried out at the end of the lesson by giving a score above seventy and giving a prize to the highest score.

In evaluating learning to memorize the Al-Qur'an, it is done by repeating the memorization that has been memorized to students. If the memorized deposit to the teacher contains more than three errors in one deposit, then the student is asked to re-memorize and re-deposit the memorization. Islamic boarding school educational institutions will continue to innovate and make efforts to develop education in Islamic boarding school educational institutions. Both religious knowledge and other sciences so that students, after graduating from the Islamic boarding school, are ready to be involved in society.

### **3.6. Factors Inhibiting the Implementation of Learning Management Functions in Achieving the Goals of Islamic Boarding School Institutions**

- a. The Inhibiting Factor in Learning Planning, is that Islamic boarding school institutions create annual programs consisting of competitions, speech activities or student competitions in the Islamic boarding school environment, and memorizing the Al-Qur'an, while the next semester's program consists of deepening the objectives of Islamic boarding school institutions. The syllabus is based on the curriculum of other Islamic boarding school institutions. Before starting learning, the teacher prepares the material first and uses learning media, learning methods, learning resources and learning targets. Islamic boarding schools have several learning programs in each semester with the process not being an initial form of teaching and the factor that hinders planning is that the teachers at Islamic boarding schools do not make a Basic Learning Plan as initial preparation for learning.
- b. Inhibiting Factors in Organizing Learning is a stage that is carried out after determining and fulfilling the stage of organizing learning. The obstacle to this resistance is the lack of funding for the organizational structure and is an inhibiting factor in the organizing stage. Resulting in limited teachers, especially for language lessons, English and Arabic, to find teachers, because expert teachers are limited, looking for those willing to teach is constrained by budget money for activities.
- c. Inhibiting Factors in the Implementation of Learning Data obtained shows that the main factor is that there are several students whose study schedules collide with learning at the Islamic boarding school. As the problem consists of several students who cannot attend lessons because their schedules conflict with other schedules such as learning practices for example. Apart from conflicting schedules between main lessons in Islamic boarding school activities and extracurricular schedules for English

language lessons and Arabic lessons, Islamic boarding school students also have a lot of activities.

- d. Inhibiting Factors in Learning Supervision has carried out supervision accompanied by evaluation, it was found that there was something that was an obstacle, namely that there were students who were unable to achieve the targets that had been set in learning for certain reasons, because the students came from public schools because they had not If you are used to memorizing the Al-Qur'an, you will need a lot of additional time to memorize the Al-Quran and other religious lessons.

### **3.7. Solutions to Barriers to Implementing Learning Management Functions in Achieving the Goals of Islamic Boarding School Institutions**

- a. Learning planning: To realize learning objectives as expected, careful planning is needed, through academic calendars and syllabi as well as other things that must be prepared by every teacher, whether working in Islamic boarding schools or other institutions, to create a program. annual, semester program and learning implementation plan
- b. Organizing Learning In this stage, the problem is the new regulations regarding funding which can no longer be disbursed if the learning activities are carried out other than at the foundation, this causes there to be no honorarium for external teachers who teach Arabic and English at Islamic boarding schools. To carry out learning in Islamic boarding schools as a solution to the limitations of teachers who teach in Islamic boarding schools.
- c. Implementation of learning is the main solution in implementing learning, because there are some students whose schedules collide with learning at Islamic boarding schools, then these students must carry out both lecture activities and learning at Islamic boarding schools because both are equally important, not because of lecture activities. So students ignore learning at Islamic boarding schools. Therefore, students must be flexible in managing their time, if learning is starting at the Islamic boarding school.
- d. Learning Supervision as a solution to the problem of students who are unable to achieve their learning targets in the supervision stage accompanied by evaluation, teachers and educational staff can lower learning targets. In memorizing the Al-Qur'an, where each semester the target is to memorize two levels, students in public schools usually experience difficulties because they are not used to memorizing the Al-Quran, the solution is to lower the learning target.

## **4. Conclusions and Suggestions**

### **4.1. Conclusion**

Based on the results of the data analysis described above, several conclusions can be drawn, namely as follows:

- a. The implementation of the learning management function to realize the objectives of the boarding school institution in the learning planning process is relatively good, there is already an academic calendar, determination of time allocation and syllabus. The process of organizing learning starts from the initial stage, namely forming a learning schedule and then preparing all the learning media and tools. Meanwhile, the learning implementation process starts with the introductory stage, core activities and closing. In the process of supervising learning, you have to carry out a test first, to memorize the Qur'an, you do it with an oral test and connecting verses, if you have

memorized it you can proceed to the next level, do a ranking and for Arabic and English lessons you do a written test, and multiple choice and essays. .

- b. The inhibiting factors in implementing the learning management function to realize the goals of Islamic boarding school institutions in the learning planning process are incomplete elements in learning planning such as annual programs, semester programs. Meanwhile, in organizing, there are limited teachers who teach outside of learning hours, due to new regulations, that learning that has an honorarium is if it is organized by a foundation. In implementing learning, there are student schedules that conflict between lecture activities and learning at the Islamic boarding school.
- c. Solution to inhibiting factors in implementing the learning management function to realize the goals of Islamic boarding school institutions. In the learning planning process, all stages of learning planning can be completed, and an annual program, semester program and a main learning plan must be formed. In the process of organizing using additional teachers for Arabic. Implementation of learning with motivation for students who have conflicting schedules so that they can be flexible so that both can adjust their time.

## 4.2. Suggestion

Based on the conclusions outlined above, the following suggestions can be put forward:

- a. For educational institutions in Islamic boarding schools, they must create annual programs, semester programs and learning implementation plans
- b. Students at Islamic boarding schools must be able to adjust their time management if they have assignments outside the Islamic boarding school so that there is no conflict in their time schedule. Students must follow the learning program at the Islamic boarding school even though the campus is busy with a flexible way of dividing their time
- c. Teachers must increase the time to achieve student learning targets, if there are students who have obstacles and difficulties in the learning stage. So students must be stimulated to be active and enthusiastic in learning so that the learning targets can be achieved according to the provisions that have been set.

## Reference

- Abd Rahman Rahim, & Enny Radjab. (2016). Strategy Management. Makassar: Makassar Muhammadiyah University Library and Publishing Institute.
- Abdul, M. (2017). Character Education Strategy KH Perspective. Hasyim Asy'ari (Book Review of Abdul Alim Wa Muta'alim). Nidhomul Haq: Journal of Islamic Education Management 2.1, 26-37
- Afdal Jamil, Z. (2018). Management Evaluation of Al-Jami'ah Islamic College Management" Journal of Educational Management Studies, vol. 2, no. 1,
- Al, W, Qorni. (2016). "Learning Management in Instilling the Values of Tawheed and Entrepreneurship in the Khalifah Yogyakarta Kindergarten" Thesis, Department of Islamic Education, UIN Sunan Kalijaga Postgraduate Program.
- Asep Kurniawan. (2017). Educational Management in Schools. Cirebon: Eduvision.
- Asep Kurniawan. (2018). Philosophy of Educational Management. Cirebon: Eduvision.
- Asep Kurniawan. (2018). Educational Research Methodology. Badung: Rosdakarya Youth.
- Eddy Yunus. (2016). Strategic Management. Yogaykarta: CV Andi Offset



- Farida, (2016). Implementation of Learning Management in Increasing Student Learning Achievement at SD IT Baitul Jannah Bandar Lampung" Master's Thesis in Islamic Education Management Science, IAIN Raden Intan Lampung,
- Fauzi, A. (2018). Islamic Education Management. Yogyakarta: K-Media.
- Hasan Basri, T. (2020). Management Strategy for Education and Da'wah Development for the Millennial Generation. Islamic Management: Journal of Islamic Education Management 3.02, 29-46.
- Hefniy, & Najma, F. (2019). Strategic Management in Improving the Quality of Personnel Services. Al-Tanzim: Journal of Islamic Education Management 3.1, 169-197.
- Jumaeda, (2017). Al-Jamiah Pondok at the Ambon State Islamic Institute," A L - I L T I Z A M , vol.2, no.1, June
- Lukman, H., & Mukhtar. (2018). Basics of Educational Management. Jambi: Northeast Script.
- La Moane, M, (2016). Management of Al-Quran Hadith Learning at Madrasah Aliyah Darul Arqam Muhammadiyah Gombara Makassar" Thesis Management of Islamic education, UIN Alauddin Makassar,
- Maisah. (2020). Strategic Management from an Islamic Perspective. Jambi: Salim Media Indonesia.
- Margono. (2016). Training Guide for Building Learning Capacity. Sidoarjo: LPSE Press.
- Enter Duryat. (2017). Education (Islam) and the Logic of Policy Interpretation, Problems and Interpretation of Education in Indonesia. Yogyakarta: K-Media.
- Enter Duryat. (2021). Educational Leadership: Affirming Legitimacy in Contesting in the Education Sector. Bandung: Alfabeta.
- Masduki, & Prim Masrokan Mutohar. (2019). Educational Strategic Management: Strategy for Improving the Quality and Competitiveness of Higher Education. Bandung: Eternal Light.
- Mujud, F, (2018). Implementation of Management Functions in Islamic Educational Institutions" Journal of Islamic Research, vol.14, no.1.
- MM, D. M. (2020). Strategic Management. Palembang: NoerFikri Offset.
- Musfah, J. (2018). Education Management: Applications, Strategies and Innovation. Jakarta: Prenadamedia Group.
- Nazarudin. (2020). Strategic Management. Palembang: NoerFikri.
- Shamsuddin. (2017). Application of Management Functions in Improving the Quality of Education" Idaarah Journal, Vol. I, No. 1, June
- Taufiqurohman. (2016). Strategic Management. Central Jakarta: Faculty of Social and Political Sciences.
- Winoto, S. (2020). Basics of Educational Management. Yogyakarta: Bildung.
- Yunus, E. (2016). Strategic Management. Yogyakarta: CV Andi Offset.