Analysis of Education Managementat SD IT Darul Hasan, Padangsidimpuan

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Abstract-This study was conducted to find out how the education management of SD IT DarulHasan. The object of research is all the components in the school. The type of this research is mini research used observation and interview method. Interviews were conducted by giving question and answer. Observation method is done by observing the physical condition and the teaching and learning process. Theresults of the researchfound that the SDIT DarulHasan was used tarbiyah method. The prioritized the experience was preoccupied with the Qoran with supervision through halaqoh the mentoring group which made the children feel parents where to talk and close friends.

Keywords – education,school management, Islamic primary school

I. INTRODUCTION

A. Background f Problems

School is an educational institution. It is a place where the educational process is carried out. It has a complex and dynamic system. School not only for gathering place between teachers and students, but is in a complicated and systematic. Thereforeschools are seen as an organization that needs good management. Thecore activities of the school organization are managing human resources that are expected to produce quality graduates in accordance with the demands of the communityneeds. Inimplementing the good education management is need an effective and efficient method.

School management is part of education management. In other case it called the implementation of education management in school organizations as a component of the prevailing education system. School management is limited to one school, while education management covers all components of the existing education system. Therefore, the scope of the field education management studies is broader than school management. The management activity is an activity to empower the resources owned by the school as efficiently as possible to achieve school goals.

The implementation of school management starts from the management of the substance of education in a school or school-based management. School-based management can be interpreted as a management model that gives principals greater autonomy, provides flexibility / flexibility-flexibility to schools, and encourages direct participation of school citizens (teachers, students, principals, employees) and the community (parents of students, community leaders, scientists, businessmen, etc.), to improve the quality of schools based on national education policies and applicable laws and regulations. With this autonomy, schools are given the authority to make decisions in accordance with the wishes and demands of the school and community.

The most important thing in the implementation of management is the arrangement thestandard of the school. There are seven school components that must be managed well within the framework of school-based management, namely Management Curriculum and Teaching programs, Management of Education Personnel, Student Management, Financial Management, Management of Educational Infrastructure, Management of School and Community Relations Management, Service Management Special Educational Institutions.

From the description above, this mini research is done by observing schools to find out school management, so observations were made at the SDIT Darul Hasanin Padangsidimpuan City to find out how the school management in the school.

B. Formulation of Problems

Based on the above background, the problem of the observation report can be formulated as follows:

a. What is the profile or general description of SDIT Darul Hasan in Padangsidimpuan?
b. How is the process Management of SDIT Darul Hasal in Padangsidimpuan?

C. Goals of Research

a. To find out the profile or general description of SDIT Darul Hasan, Padangsidimpuan.
b. To find out the management process of school components in the SDIT Darul Hasan, Padangsidimpuan.

D. Management Concept

Mary Parker Follet defines management as the art of completing work through other people (Hani. Handoko: 8). This understanding implies that the manager in achieving the goals of the organization through the arrangement of other people who are members of the organization.The arrangement of others by one manager and another manager is certainly different, and the

difference in this arrangement requires its own abilities and skills. Which is the art of management. Harold Koontz and Cyriil O 'donnel Defining management is an effort to achieve a certain goal through the activities of others. Thus, the manager coordinates a number of other people's activities which include planning, organizing, mobilizing and controlling. (Amirullah: 7) R Terry Management is a process that consists of actions planning, organizing, mobilizing, and controlling that is carried out to determine and achieve the targets that have been determined through the use of human resources and other resources.

Management is the process of planning, organizing, leadership and control. The efforts of the members of the organization and using all the organizational resources to achieve the stated goals. (Stonner, 1982, p. 9). The process is a systematic way to do things. Management is a process because all managers whatever their expertise and skills are always involved in activities that are interrelated in an effort to achieve organizational goals. The activities in question are planning, organizing, leadership and supervision. Paul Hersey defined management as the process of working with and through people and groups to achieve goals. (Paul Hersey, 1994, p. 3).

This definition can be applied to all forms and types of organizations whether companies, educational institutions, hospitals, political organizations, and so on. To be able to succeed the organization has leadership personnel who have good abilities, so that interpersonal relationships run well and harmoniously, everyone is a manager. Luther Gulic, Defines management as a field of science / science that attempts systematically to understand why and how humans work together to achieve goals and make this system of cooperation more beneficial to humanity (in Tani 11).

E. School Based Management

School-based management is seen as an alternative to the general pattern of operating a school that has been concentrating authority at the head office and the region. SBM is a strategy to improve education education by delegating important decision-making authority from central and regional levels to schools. Thus MBS is basically a management system where the school is an important decision-making unit on education stakeholders independently. SBM provides greater control opportunities for school principals, teachers, students, parents for the education process in their schools. In general, school-based quality education management can be interpreted as a management model that provides greater autonomy to school leaders and encourages direct participation of school citizens. Management of school-based quality improvement is the latest way of managing education that emphasizes the independence and creativity of educational institutions.

Components related to the quality of education contained in the School Management Guide book (2000: 191) are 1) students: readiness and motivation to learn, 2) teacher: professional ability, work morale (personal ability), and cooperation (social skills). 3) curriculum: relevance of content and operationalization of the learning process, 4) and, facilities and infrastructure: adequacy and effectiveness in supporting the learning process, 5) Community (parents, graduate users, and universities): participation in the development of school education programs . The quality of the components mentioned above is the focus of the principal's attention.

The principle of MMT in the book is that all this time the school is considered as a Production Unit, where students as raw materials and school graduates as a result of production. In MMT the school is understood as a Service Service Unit, namely learning services. As a service service unit, those served by schools (school customers) are: 1) Internal customers: teachers, librarians, laboratory assistants, technicians and administrative personnel, 2) External customers consist of: primary customers (students), secondary customers (parents, government and society), tertiary customers (users / recipients of graduates both in higher education and business).

Generally, there are two main factors that influence the quality of the process and results of teaching and learning in the classroom, namely internal factors and external factors. As for those included in the internal factors in the form of: psychological, sociological, and physiological factors that exist in students and teachers as students and learners. Whereas those included in external factors are all factors that influence the teaching and learning process in class, in addition to factors derived from teacher and student factors. These factors are factors: environmental input, equipment input, other external inputs (klaumeier, et al: 1995). All of these internal and external factors must become "attention for teachers and students if the education process in the classroom wants to succeed well" (Bruner, 1980). And all of these factors "are conditions that affect the process and results of learning (Gagne, 1990).

III.   METHOD

This research was conducted at SDIT DarulHasanPadangsidimpuan in March 2018 with all the components in the school. This type of research is *mini research* with observation and interview methods. The interview was carried out by conducting direct question and answer with relevant sources, namely the Principal, Deputy Principal, Teachers, staff administration and students. They are the school elements. The observation method is carried out by observing the physical condition and also the process of teaching and learning activities at the SDIT DarulHasanin Padangsidimpuan.

IV.   RESULTS AND DISCUSSION

A.   Profile and Overview of SDIT Darul Hasanin Padangsidimpuan

SDIT Darul HasanPadangsidimpuan City is one of the Integrated Islamic Schools in Padangsidimpuan which is located at Jalan Ompu Huta Tunjul, Hutaimbaru, Padangsidimpuan. This school was founded in 2015 with

the school motto " *You Calm Trying and Working to Submit Your Child's Education to Us. We Will Educate Your Child to Be Soleh and Achieved* ".

The vision of this school is " *Building Islamic, Character and Intellectual Generation* " and the school's mission is " *Organizing Quality Education Based on Islam Integrating with the National Education System for the Realization of Generations of Islam That Have Character Integrity, Establishment of Personality and Intellectual Resilience* ".

This school also has **10 characteristics of its students namely (1) clean aqidah, (2) true worship, (3) noble character, (4) able-bodied, (5) intellectual thinking, (6) strong against lust, (7) good at keeping time, (8) neat in all things, (9) living independently, and (10) useful** for others.

SDIT Darul Hasanpresents **tarbiyah education methods** that prioritize the experience is also preoccupied with the halaqoh of the Qur'an with supervision through halaqoh group mentoring which makes children feel that they have parents where to share and close friends. The teaching staff are undergraduate graduates from UNIMED, UIN Malang, Syiah Kuala University, IAIN Padangsidimpuan, UNP, USU who have competent abilities in their fields and are rigorously selected with a total of 16 teachers and chaired by Mr. Parkumpul Siregar, S.Pd as the Headmaster of SDIT Darul Hasan Padangsidimpuan.

Even though this school has just been established, the quality of students produced is not inferior to other public schools. Even every time there is an Olympic agenda and other competitions this school always gets achievements. This is also seen from the character of students who are very Islamic.

B. Management of School Components in the Integrated Islamic School (SIT) of Darul Hasal in Padangsidimpuan City

1) Student Management
a) Planning

The acceptance of the new SDIT Darul Hasan students is held at the beginning of the new school year. The acceptance is done by selecting based on the age and basic abilities of students with a student quota limit of 120 people. For registrants who have been received, they are immediately briefed by the officer / committee. Briefing is carried out in the classroom, while the briefing announces re-registration. For registrants who have been declared accepted, they must register again. If you do not re-register, then it is declared invalid / not accepted.

b) Coaching

Student coaching is carried out if there are students who have problems. The coaching is carried out from the student side in collaboration with the physiological counselor. The student side together with the physiological counselor monitor the development of students by using

references or references, namely the School Rules. In the aforementioned order, the types of violations, scores, and their consequences have been explained in detail when committing these violations. If there are students who violate these rules, the students will be warned at the beginning, then if they continue to commit violations the students will get a reprimand, then if the scores obtained are many then the school will invite the parents or make a visit / home. Visit to the student's house. If the student has exceeded the maximum score then the student will be returned to the keepada of his parents or be expelled.

c) Evaluation

Learning evaluation is done to find out how far the level of success in the teaching and learning process. To find out the level of success, daily tests, midterm tests and school final exams are carried out. If the test scores students have not met the KKM then the student must take a remedial.

2) Cost Management

The cost of education in schools is an obligation that must be paid by students or parents, for the sake of the smooth teaching and learning in schools. But the budget in SDIT Darul Hasan was all obtained from students as much as Rp.210,000 / month with a development fee of Rp.2,000,000. School financial planning is used for several school needs, for school operations, shopping, teacher salaries and the needs of goods and services. In its implementation, finance at school received supervision from the Chairperson of the Ustadz Foundation Edi Hasan, Lc. Usually this supervision is carried out every semester and the accountability report of the school is accountable to the Chairperson of the Foundation by making a monthly Account Statement (SPJ).

3) Curriculum Management

Curriculum management is the main management substance in schools. The basic principle of management of this curriculum is to strive so that the learning process can run well, with benchmarks of achieving goals by students and encouraging teachers to compile and continuously improve their learning strategies. The curriculum used in SDIT Darul Hasan is the National Education Curriculum combined with the Integrated Islamic Education Program using the Full Day School and Boarding School Programs.

In the implementation of the learning tool, each subject teacher is incorporated in the MGMP Team (Musyawarah Guru Mata Subject) fellow Islamic Integrated Schools every 6 months. The preparation was carried out by developing a syllabus and RPP that were revised annually. In implementing learning activities there is a structure of teaching programs for the division of tasks for teachers.Learning time starts at 7:30 a.m. to 1:30 p.m. from Monday-Saturday. Every morning before starting the learning, students carry out "Prayer Dhua" in congregation monitored by 2 teachers at once both in the learning process and in worship. Especially on Saturday learning is done through student clubs consisting of the Tahfiz

Alqur'an club, the MIPA club and the Reading and Writing club to explore students' talents.

V. CONCLUSION

The result of observations SD IT Darul Hasan Padangsidimpuan, can be concluded that most of the management has gone well. Management is very important for schools. The important of school management is to help facilitate the achievement of school goals to be achieved effectively and efficiently. From the results it is evident that school management is very important in an educational institution, especially its influence on output. With good school management reflected the quality and quality of the school, in this case SIT Darul Hasan Padangsidimpuan City which makes it can be calculated to compete with schools.

School management in SDIT Darul Hasan Padangsidimpuan is very important in the context of school organization activities because it emphasizes how to influence, invite others and regulate relationships with other people to work together to achieve the goals set. In this case control is held by a manager. Principals as managers should be able to implement effective leadership patterns. Effective leadership in school management is needed to empower all available human resources, funds and facilities.

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