SKILL-BASED MADRASAH MANAGEMENT IN INCREASING STUDENT INDEPENDENCE AT MADRASAH MA AL-IRSYAD GAJAH

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Abstract:

Madrasah Aliyah Al-Irsyad in Demak district in Central Java is one of the madrasahs that conducts skills-based programs. Good educational administration may be an essential component of the school. School management may be effective when it combines numerous traits, such as organizational leadership, curriculum leadership, supervisory leadership, and management. It is envisaged that establishing a skills program would help students develop their human resources while also improving the quality of education in general. Skills education that is well executed will become a particular attraction and will have value for the community to enrol their children in MA. Gajah al-Irsyad.

Keywords: Independence; Madrasah Management; Skills.

INTRODUCTION

Education is a fundamental need for all humans. It has become a need for someone, especially Muslims, both men and women, as a gesture of appreciation for the bounties Allah Subhanahu Wata'ala has bestowed, notably in the shape of reason. Sheik Ibrahim discusses the pieces of the prophet's hadith in his work Syarah bi Ta'lim al-Muta'allim Thriq al-Ta'allum:

حدثنا هشام بن عمار حدثنا حفص بن سليمان حدثنا كثير بن شنظير، عن محمد بن سيرين، عن أنس بن مالك: قال: قال رسول الله صلى الله تعالى عليه وسلم طلب العلم فريضة على كل مسلم

Which means: Hisham bin Ammar told us, Hafs bin Suleiman told us, Katheer bin Shanazir told us, on the authority of Muhammad bin Sirin, on the authority of Anas bin Malik: He said: The Messenger of God, may God prayers and peace be upon him, said: Seeking knowledge is obligatory for every Muslim[1]. Meanwhile, the context of Fardlu'ain is a requirement designed

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[1] Burhan Al-Islam Al-Zarnuji, *Talim Al-Mutaallim Tariq Al-Taallum* (al-Maktab al-Islami, 1996).

for each Muslim community, such as seeking knowledge of Allah Subhanhu Wata'alla's grandeur, both in terms of the necessary nature and the impossible, or Jaiz nature, for Allah[2].

Because education allows humankind to make various developments and hues of civilization, Allah SWT has supplied humanity since its inception. Fundamental ability (potential) and talent These potentials and abilities can be fully developed if allowed to do so through purposeful and ongoing education[3,4,5]. There are three types of Islamic educational institutes in general.

The first type of educational institution is a formal educational institution, the second is an informal educational institution, and the third is a non-formal educational institution. Firstly, official educational institutions, often known as schools or madrasas, are educational establishments that continue the educational process within the home. Schools, or madrasas, assist parents in the educational process. Madrasas are classified as religious education institutions under the National Education System Law, with the same tasks and functions as schools in general. Madrasas encompass all curricula that the Ministry of National Education oversees[6]. In terms of educational resources, madrasas are often known as plus schools. Kids can obtain more religious information than kids in regular schools, and their knowledge of the content is also more thorough. It may be the primary reason parents send their children to madrasas.

Second, there are informal educational institutions, such as the Family. The Family is the primary educational institution. Parents are solely responsible for their Children's informal education. Parents are responsible for laying the groundwork for a decent personality in their children from an early age. The success of this Family's schooling depends on how each parent approaches education with their children. The Family is where a child's personality is formed. Rasulullah once observed, "Verily, every child is born in a state of fitrah, so in fact, it is both parents who make a Zoroastrian, Jew, or Christian." This hadith demonstrates that parents bear a tremendous deal of responsibility for shaping their children's personalities[7].

Finally, non-formal educational institutions are informal educational institutions developed out of and for the benefit of the community. Like study, the educational institution in question is an institution in society. Recitation, Madrasah Diniyah, and

[2] Ari Suandi, 'Pendidikan Islam Multiliteral: Kajian Pemikiran Imam Nawawi Dalam Adabul Alim Wal Mutaalim', *Ta'allum: Jurnal Pendidikan Islam*, 7.2 (2019), 384–404 <https://doi.org/10.21274/taalum.2019.7.2.384-404>

[3] Joseph S Renzulli, 'The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented', in *Reflections on Gifted Education* (Routledge, 2021), pp. 193–210 <https://www.taylorfrancis.com/chapters/edit/10.4324/9781003237693-11/enrichment-triad-model-joseph-renzulli>.

[4] Lisa M Finkelstein, David P Costanza, and Gerald F Goodwin, 'Do Your High Potentials Have Potential? The Impact of Individual Differences and Designation on Leader Success', *Personnel Psychology*, 71.1 (2018), 3–22 <https://doi.org/10.1111/peps.12225>.

[5] Allan H Church and Christopher T Rotolo, 'How Are Top Companies Assessing Their High-Potentials and Senior Executives? A Talent Management Benchmark Study.', *Consulting Psychology Journal: Practice and Research*, 65.3 (2013), 199 <https://doi.org/10.1037/a0034381>.

[6] Departemen Pendidikan Nasional, 'Peraturan Pemerintah Nomor 19 Tahun 2005', *Tentang Standar Nasional Pendidikan*, 2005.

[7] Satriyadi Satriyadi, Hemawati Hemawati, and Parinduri Rendika, "Pendidikan Anak Usia Dini dalam Hadis Riwayat Bukhari (Setiap Anak Dilahirkan dalam Keadaan Fitrah)," *Jurnal Generasi Tarbiyah: Jurnal Pendidikan Islam* 1, no. 1 (2022): 44–63.

Ta'lim gatherings are examples. Book study, majlis ta'lim, al-Qur'an education, diniyah talimiyah, and other non-formal forms of diniyah education exist[8]. Non-formal education serves to improve students' potential by emphasizing functional knowledge and skills as well as the development of professional attitudes and personalities[9]. In order to attain the outcomes desired by students, parents, society, the nation, and the state, education must be effectively structured and administered by those in charge. The process of organizing education must start with hiring educators, who must consider both the social and professional aspects of their positions and have access to the necessary infrastructure.

The first is the teacher, an educational staff member who works in the field. He is the educational leader and collaborates directly with students to create their curriculum. As the spearhead in the implementation of education, the teacher is a vital participant in the teaching and learning process. Class management expertise and the teacher's authority in front of students significantly impact both the teaching and learning processes in the classroom and those that will impact outside the classroom.

The educational process comprises three essential components: input, processing, and output. The goal of the input is to highlight that students come from various backgrounds. While the process comprises teaching and learning activities in which the teacher gives an understanding of the topic being taught, the output results from cognitive, emotional, and psychomotor processes that occur during teaching and learning activities. The process of teaching and learning activities is the most important of the three since it decides whether students' abilities and learning outcomes are outstanding. Different elements impact the learning process's success. Both from the school environment, including instructors, facilities, families, and kids. Learners, being people who are learning and evolving, have a variety of personalities and characteristics. Ownership involves diverse reactions to grasping a lesson, from attitudes and learning styles that promote its success.

A well-managed madrasa has the potential to become an effective Madrasa[10,11]. The administration and leadership of the Madrasa, instructors, educational staff, personnel, students, curriculum, facilities, classroom management, madrasa interactions with the community, and so on all contribute to the effectiveness of the Madrasa. It is not impossible to meet the Madrasa aims if this management is carried out appropriately. An outstanding school possesses various features, including organizational leadership, curriculum leadership, supervisory leadership, and management[12].

Madrasah management can be anticipated to increase the quality of madrasas so that they can compete with or even outperform general education institutions. If all of

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[8] Noblana Adib, 'Kebijakan Tentang Pengembangan Lembaga Pendidikan Islam Non-Formal: Madrasah Diniyah Takmiliyah (MDT) Tahun 2011-2015', *Sustainable Jurnal Kajian Mutu Pendidikan*, 2.1 (2019), 23–45 <https://doi.org/10.32923/kjmp.v2i1.980>

[9] Ibrahim Bafadhol, 'Lembaga Pendidikan Islam Di Indonesia', *Edukasi Islami: Jurnal Pendidikan Islam*, 6.11 (2017), 59-72 <http://doi.org/10.30868/ei.v6i11.95>.

[10] Mahsusi Mahsusi and others, 'Integrated Application-Based Digital Learning Technology in Successful Learning Activities During the Pandemic', *Journal of Applied Engineering and Technological Science (JAETS)*, 4.2 (2023), 633–43 <https://doi.org/10.37385/jaets.v4i2.1449>.

[11] Chairoel Idris, 'The Effectiveness of Madrasah Head Leadership Competency in Increasing Educational Quality in Madrasah Tsanawiyah Private Vocational School, Al Manar Medan', *Britain International of Humanities and Social Sciences (BIoHS) Journal*, 1.2 (2019), 174–80 <https://doi.org/10.33258/biohs.v1i2.48>.

[12] Jufri Dolong, 'Karakteristik Manajemen Pendidikan Berbasis Sekolah', *Inspiratif Pendidikan*, 7.1 (2018), 1–10 <https://doi.org/10.24252/ip.v7i1.4928>

these conditions are met, madrasas may become another option for supporting the education of the nation's youngsters. It simply depends on the extent to which madrasas can address the demands of the local community. One of the ways to enable the larger community to be self-sufficient in living and growing their lives is through the availability of skills education. The term "skills program" refers to education that provides fundamental, valuable skills relevant to labour market demands, commercial prospects, and societal, economic, or industrial potential[13]. Madrasah Aliyah Al-Irsyad is one of the madrasas that has a skills program in place. The madrasa lies in the Demak area of Central Java. One of the reasons the Madrasa created the skills program was because many inhabitants near the Madrasa, particularly those still in their schooling years, did not want to continue their education at the next level, namely postsecondary institutions. Audio-video engineering, motorcycle engineering, business, and other skill programs are available at the madrasa.

It should be noted that with the existence of a skills program, it is hoped that it can support the human resources of students so that they are better and, at the same time, improve the quality of education in general. Skills education that is carried out successfully will be a unique attraction and a desire for the community to enrol their children in MA. Al-Irsyad Gajah. Similar studies have been conducted on Skill-Based Madrasah Management and Increasing Independence. Students who studied according to journal research titled Madrasah Management in Efforts to Improve the Quality of Islamic Education concluded that the management of madrasah institutions must be encouraged by efforts to raise awareness for those involved in the management.

Furthermore, teacher qualities and activities with suitable facilities enhance educational quality. The result is a mature process that is backed by high-quality input. The government, the corporate world, and all education officials must work together to assist in organizing and enhancing tertiary institutions[14]. Based on the theory's description and the field facts' findings, the researcher intends to investigate Skills-Based Madrasah Management in Increasing Student Independence at Madrasah MA Al-Irsyad Gajah in the hope that this research can be used as material for thought for activities in the success of managing educational institutions. As a result, this research aims to discuss skill-based madrasah management in Increasing Student Independence at MA Al-Irsyad, as well as the outcomes of skill-based madrasah management in Increasing Student Independence at MA Al-Irsyad Gajah.

RESEARCH METHODS

The research will be descriptive-qualitative, with data collected in words, photographs, and documents that can be supported. To supplement the data in this study, the researcher uses two data sources: primary data, which includes principals, skills, and students, and secondary data, which includes data obtained from free documents such as tables, notes, meeting minutes, photos, films, video recordings, and others that are still related to the research title.[15] Researchers must collect adequate and suitable data for this

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[13] I Ketut Sudarsana, 'Peningkatan Mutu Pendidikan Luar Sekolah Dalam Upayapembangunan Sumber Daya Manusia', *Jurnal Penjaminan Mutu*, 1.1 (2015), 1–14 <https://doi.org/10.25078/jpm.v1i1.34>
[14] Moh Arif, 'Manajemen Madrasah Dalam Upaya Peningkatan Mutu Pendidikan Islam', *Epistemé: Jurnal Pengembangan Ilmu Keislaman*, 8.2 (2013), 415–38 <https://doi.org/10.21274/epis.2013.8.2.415-438>
[15] Suharsimi Arikunto, 'Metode Peneltian', *Jakarta: Rineka Cipta*, 173 (2010).

investigation to obtain accurate and proper data. In this example, the researcher collected data using the following methods: observation, interviews, and documentation[16].

Data analysis is one of the stages of research that follows the acquisition of information via data collection techniques and tries to narrow down the outcomes of field discoveries so that they become regular and correct data. According to the data acquired at MA Al-Irsyad, all data collected using the abovementioned methods is processed using a data flow analysis model in which qualitative data analysis activities are carried out interactively and constantly until completion. Data reduction, data presentation, and conclusion formulation or verification are all activities in data analysis[17]. The researcher evaluated the integrity of the data using meticulous evaluation procedures to ensure that the research under investigation was not in vain. The strategies under consideration are extending researchers' presence, the persistence of observations, the sufficiency of references, and source triangulation.

RESULTS AND DISCUSSION

Madrasah Administration at MA is Based on Skill in Increasing Student Independence Al-Irsyad Gajah.

Management is collaborating with two or more people to achieve organizational goals through planning, organizing, directing, coordinating, and controlling to effectively and efficiently use human and other resources: Madrasah administration and managerial activities such as planning, organizing, acting, and managing. Planning is inextricably linked to implementation and supervision features such as monitoring, assessment, and reporting. Planning supervision can be done both preventively and repressively. Preventive monitoring is related to the planning process, whereas repressive supervision is functional oversight over the implementation of plans by the appointed supervisory agency, both internally and externally. School program planning serves at least two purposes: planning is a systematic effort that describes the preparation of a series of actions to be taken to achieve organizational or institutional goals while taking available or provided resources into account, and planning is an activity to mobilize or use limited resources efficiently and effectively to achieve the goals that have been set. The curriculum, numerous learning aids, teaching time, and the learning process will all be directly influenced and determined by the school administration[18].

Organizing is the division of components, duties, and power between groups or organizational units in madrasah administration. It is required to accomplish the intended results. Included in the grouping and definition of distinct actions and the delegation of power to carry out an activity, organizing activities include distinguishing the components of the activities required, allocating duties, and creating authority among groups or organizational units[19]. Actuation is the next stage in applied management, and it includes motivation, leadership, communication, training, and other types of personal

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[16] Ahmad Rijali, 'Analisis Data Kualitatif', *Alhadharah: Jurnal Ilmu Dakwah*, 17.33 (2019), 81–95.

[17] Rijali.

[18] Fathul Maujud, 'Implementasi Fungsi-Fungsi Manajemen Dalam Lembaga Pendidikan Islam (Studi Kasus Pengelolaan Madrasah Ibtidaiyah Islahul Muta'allim Pagutan)', *Jurnal Penelitian Keislaman*, 14.1 (2018), 31–51 <https://doi.org/10.20414/jpk.v14i1.490>

[19] Imam Subekti, 'Pengorganisasian Dalam Pendidikan', *TANJAK: Journal of Education and Teaching*, 3.1 (2022), 19–29 <https://doi.org/10.35961/tanjak.v3i1.422>

influence. This role is also defined as beginning and guiding work in an organization. Acting also involves initiating and directing action as described in policies, plans, methods, procedures, and regulations. So, a manager can attain the anticipated goals by accompanying an action planned, arranged, and overseen.

Supervision is a procedure that ensures that a set of actions that have been planned, coordinated, and implemented may continue to run as intended despite changes in the environment[20]. Everyone who holds a managerial position, from top managers to lower managers who directly supervise all operational officers' technical actions, must perform supervision as one of their duties. Supervise the task's continuance, then assess if it is proceeding as planned or whether undesirable deviations occur.

The madrasa head has a formula called MAHKOTA in madrasa management. It is carried out at MAIGA, an abbreviation for Management Skills, Human Relations Skills, Conceptual Skills, and Technical Analysis. MAHKOTA is a formula devised by madrasah leaders to improve the quality of education at MAIGA. It begins with planning, which involves all elements in the Madrasah through joint meetings, then applying it in accordance with what was previously discussed, and finally evaluating it as a venue for self-optimization from mistakes. MAHKOTA is a formula devised by madrasah leaders to improve the quality of education at MAIGA, beginning with planning, which includes all elements in the Madrasah through joint meetings, then applying it under what was previously discussed, and finally evaluating it as a venue for self-optimization from mistakes. The skill competence test is one example of a mistake that can arise in various methods[21]. Madrasah management also regulates several grade level matters, such as students in grade 10 beginning to be introduced to the skills program taken, grade 11 beginning to be taught practice, and in the semester, there are two internships. In grade 12, a skills competency test

The school principal has a formula called MAHKOTA in madrasah management that is implemented at MAIGA, which corresponds to the abbreviation of the term, namely: First, Management Skill (Management capability) is the capacity to organize, manage, lead, and manage work and teams. Madrasah leaders begin with planning, which includes RAKER (work meetings), job description division, and modifications to the vision and purpose. After the planning is complete, there is a good learning process through extracurricular activities or practical programs (industry visits, internships, and skills competence exams), and the final step is assessment through resonant (1 time per week) and monthly coordination. Management is handled at MA. According to management skills theory, Al Iryad Gajah can organize, lead, and manage work and teams. RAKER (Work Meeting), work distribution, the learning process, and assessment are all part of it[22].

The second is human relations competence (communication ability), which is the capacity to form relationships. With Human Relations Skills, MA Al-Irsyad continues to improve cooperative relations in the industrial world and the business world, with at least 30 relations between the business world and the industrial world, including the AHAS

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[20] Daiyatul Husna and Dewi Winarti, 'Management Quality Control in Islamic Education', *Mudir: Jurnal Manajemen Pendidikan*, 3.2 (2021), 62–70 <https://doi.org/10.55352/mudir.v3i2.342>

[21] Hasil Observasi Lapangan.

[22] Rahayu Puji Suci, 'Peningkatan Kinerja Melalui Orientasi Kewirausahaan, Kemampuan Manajemen, Dan Strategi Bisnis (Studi Pada Industri Kecil Menengah Bordir Di Jawa Timur)', *Jurnal Manajemen Dan Kewirausahaan*, 11.1 (2009), 46–58 <https://doi.org/10.9744/jmk.11.1.pp.%2046-58>

Satria Mas Demak workshop, Fairus Group Demak convection, CV. Mulia Jaya AC Demak, Main Star of Kudus Computer, and Amelia Shooting Demak. The second skill is the human relations skill (Communication capacity), which is the capacity to form relationships. MA Al-Irsyad's Human Relations Skills continue to strengthen cooperative partnerships in the industrial and economic worlds, with at least 30 relevant relationships.

The third Conceptual Skill is a person's capacity to construct a notion and solve any challenge. With this conceptual capacity, madrasas countermeasures by expanding learning time, apprenticeship periods, entrepreneurial activities, skills facilities, and infrastructure to promote student quality.

Fourth, technical and analytical competence (technical and analytical ability) is the capacity to do a task and observe, investigate, and analyze complicated information to produce ideas and solutions. MA Al-Irsyad teaches students and teachers technical and analytical skills so that they may keep up with the times while also holding competency assessments. Management, as defined by GR Terry in his book "Principle Management," is a process that consists of planning, organizing, executing, and controlling actions[23]. Thus, it can be concluded that the management carried out at Madrasah Aliyah Al-Irsyad Gajah is in accordance with the theories in some literature, namely having the basic elements of POAC management, which are planning, organizing, actuating (Movement), and Controlling, and always striving to improve the quality of students, especially in skills programs that will later be useful when they are already involved in the community.

Skill-based Madrasah Management

Many things can be accomplished after Madrasah Aliyah Al-Irsyad Gajah implements the MAHKOTA formulation, beginning with: First: Madrasah achievements that continue to increase both academically (Madrasah Olympiad Contest-2 (MOC-2) 2020 Physics, Madrasah Young Researchers Super Camp 2020 KSKK Director General of Education Ministry of Religion of the Republic of Indonesia, Indonesian Science Competition in Biology, and others) and non-academically (Madrasah Olympiad Contest-2 (MOC-2) 2020 Subject Physics. Second, partnerships in industry and business are constantly being developed and enhanced to promote the quality of students in the skills sector; there are now 30 relationships. Third, the advertised programs functioned well because they were meticulously planned and always coordinated every week to analyze what had been missing in the previous week and repair what was lacking according to the original plan. Fourth, the number of students enrolled grows year after year. Fifth, students' and instructors' talents or skills continue to develop and improve through training activities or participation in programs offered by other educational institutions or the government. Sixth: MA Al-Irsyad graduates can compete in the industrial and business world, as do those who choose to continue their studies at a higher level. What the researchers gathered, in this case, was data from Alumni from 2019 to 2022 who preferred to compete in the industry and business world or work so they could live their lives without worrying their parents more than those who wanted to go to college.

All of this cannot be separated from the ability of skilled teachers to continue to grow by including them in related training, which ultimately affects the quality of learning and gives birth to students who can compete in the Industrial and Business Worlds or who wish to further their education to a higher level. High, and students who do not continue

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[23] Suci.

their schooling may live independently without looking for a job[24]. Independence is a mindset that prioritizes one's ability to overcome multiple challenges to attain a single objective rather than closing oneself off to diverse opportunities for mutually beneficial cooperation. Hadiyati and Fatkhurahman. An independent individual can make decisions, take on new duties, accept accountability, have self-confidence, and have personal clarity[25]. Thus, depending on their accomplishments, students who completed their education at Madrasah Aliyah Al-Irsyad Gajah have been able to be independent by being armed with a range of skills and talents, allowing them to begin a profession either by creating their enterprises or working for others. It implies that he is no longer utterly dependent on his parents or other people, especially in how he will live.

CONCLUSION

Based on the debate and observations, the following conclusions may be drawn: Skill-Based Madrasah Management in increasing student independence at Madrasah Aliyah Al-Irsyad Gajah, namely the Head of the Madrasah applies Madrasah Management which in his findings is formulated with MAHKOTA, namely Management Skill, Human Relations Skill, Conceptual Skill, and Technical and Analysis Skills. Thus, it was discovered that there were results from the implementation of skills-based Madrasah management, namely with achievements that continued to increase both in the academic and non-academic fields. These relationships continued to be built and developed regularly in the industrial and business worlds to support the quality of students in skills fields whose graduates can compete in the industrial and business worlds.

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[25] Suci.

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