

## IMPLEMENTATION OF THE CONCEPT AND THEORY OF MANAGEMENT FUNCTIONS IN EFFORTS TO IMPROVE QUALITY

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**Abstract:** *Implementation of madrasa management contains two aspects of study, first the assessment in the conceptual setting of an approach in running a particular business in the education segment that seeks to maximize competitiveness through continuous improvement of products, people, processes, and organizational environments or institutions, and both studies cover the way they are delivered, which includes ten characteristics from i.e. customer focused (internal and external); obsessed with quality; use scientific approach; continuously improving quality; education and training; exercising controlled freedom; have unity of purpose; as well as involving and empowering educators and students. Both aspects must become a unified whole so that efforts to achieve goals can be obtained optimally*

**Keywords:** *Madrasa Management, Madrasa Quality, Management Function*

### 1. Introduction

Education is a factor that largely determines the quality of the nation. History shows that a nation that pays attention to the quality of education turns out to be experiencing amazing development, this seems to prove that the results of education in the form of quality human resources, become a solid basis for the development of a nation. Therefore absolutely necessary renewal steps in the world of education that need to be done fundamentally, consistently and systematically (<http://clearinghouse.dikmenu.co.id>). Madrasa has a very specific character, not only carrying out the task of religious education and teaching, but also has the task of providing life guidance in the community. Madrasa which carries such theological functions, will be parallel with the theological awareness of society which is beset by the need to deepen and practice its religious sciences. Therefore, madrasa belongs to the community and integrates with values that have lived and developed in culture as belonging to the community. Education development carried out by the Ministry of Religion so far still needs strategic adjustment steps. In the process of improving the quality of human resources, education plays a very important role and must be a process that is integrated with the process of improving the quality of madrasa development as a whole. One

important role of education is to prepare quality human resources in accordance with changing times so that there is no gap between reality and ideality (Shaleh, 2008).

Efforts to improve the quality of education management in madrasas, both regarding curriculum development, improvement of teacher professionalism, fulfillment of infrastructure facilities needs and empowerment of education, are underway and will be carried out continuously. Furthermore it was said that if every educational provider always strives to provide quality assurance and this effort is continuously carried out, it is expected that the quality of education in madrasas as a whole throughout Indonesia will continue to improve (Ministry of Religion, 2006: 19). The effort is a government agenda through the Ministry of Religion which is directed so that each madrasah education unit always strives to provide quality assurance to the parties concerned, namely a guarantee that every education provider in madrasah is in accordance with what should be and in accordance also with the expectations of the community. Madrasas have an important role in improving the quality of education and human resources (HR), in accordance with their characteristics as religious education institutions, ideally madrasas function in preparing high quality human resources, both in mastery of science and technology (IP-TEK) and in terms of character, moral attitude, faith and piety (IMTAQ), as well as the observance and practice of religious teachings (Al Attas, 2009: 35-74).

Improving the quality of education is not a complex task not only related to technical issues, but includes a variety of very complex and complex issues, both related to planning, funding as well as the efficiency and effectiveness of administering the school system. Improving the quality of education also demands better management of education. Unfortunately, so far aspects of education management at various levels and an education have not received serious attention so that all components of the education system are not functioning properly. Weak management of education also has an impact on the internal efficiency of education as seen from the number of students who repeat classes and drop out of school (Mulyasa, 2002).

Management in general is the process of determining the goals or objectives to be achieved and determining the paths and resources used to achieve goals as efficiently and effectively as possible. Likewise, if it is associated with education. The response to these expectations, of course, cannot be separated from the efforts of the school to improve its performance, especially in arranging and implementing management of educational organizations which certainly has a great influence on educational success. Because the quality of the preparation and implementation of education can lead each agency in general in achieving success (Sagala, 2001: 99). In realizing a quality education, of course, it takes a good management. Good management certainly refers to the management functions themselves, where the intended functions are none other than POAC. Management must be applied in an effort to organize teaching and learning activities because by implementing management aspects such as planning, organizing, controlling, and evaluating, teaching and learning activities can run in a planned, systematic, sustainable and achieve the goals

that have been created in this case students can achieve the specified quality of education. The quality standard of the learning process must also be established, in the sense that the management needs to apply the quality standard of the learning process which is expected to be efficient in order to optimize the learning process and to produce appropriate outputs, namely to master the quality standards. Based on the above background, the authors formulate the problem in this study as follows: "How does the management function in improving the quality of education?" The application of management functions that will be observed in this study are: the application of management functions in improving the quality of education.

## **2. Discussion**

The application of management functions is the process of applying management functions, namely planning, organizing, implementing and monitoring within the organization to achieve goals effectively and efficiently. Quality is a description of the overall characteristics of the goods or services that show their ability to satisfy the expected or implied needs. So in the context of education, the notion of quality includes inputs, processes, and outputs of education.

### **a. Definition of Management**

The etymology of management comes from English management which was developed from the word to manage, which means to manage or manage. The word manage itself comes from Italian Maneggio which was adopted from the Latin managiare, which comes from the word manus which means hand (UPI Educational Administration Teaching Team, 2011: 230). Whereas in the big Indonesian dictionary the word management has the understanding as the effective use of resources to achieve goals (Yuku, 2013: 29).

In a special sense, management is used for leaders and leadership, those who lead activities in an organization. Management tends to be said as a science, meaning someone who learns management is not sure to be a good manager. The understanding of management put forward by several experts, namely: 1. According to Andrew F. Sikukula (In Hasibun, 2009: 6), argues that management is generally associated with the activities of planning, organizing, controlling, placing, directing, motivating, communicating and making decisions made by each organization with the aim to coordinate as owned resources.

According to Terry and Laslie (In Manullang, 1985: 2) defines management as a process or framework that involves the guidance of a group of people towards organizational goals or real intentions, whereas Manula defines management on three meanings namely: management as a process, management as a collective of people who carry out management activities, management as an art (art) and as a knowledge.

According to Mary Paker Follet (In Fatah, 1996: 3) says that management as an art to carry out work through people (the art getting things done through people). This definition needs attention because based on reality, management achieves organizational goals by managing others.

The conclusion that can be drawn from these definitions is that management is a series of activities in which there is a different process of planning, organizing, actuating and controlling so that it can utilize existing resources to achieve goals effectively and efficiently. a. Management theories 1) *Classical theory* *Classical theory* assumes that workers or humans are rational, logical thinking, and work is expected. One classic theory is scientific management pioneered by Federik Taylor. The goal of this approach is maximum prosperity for employers and employees. Furthermore, the principle of time study pioneered by Gilbreth states that all productive effort is measured by careful time study. Based on the time study, the principle of payroll results emerges, namely wages given must be in accordance with the results, the amount of which is determined from the time study. Another classic pioneer, Hendri Fayol, stated that there were 5 management guidelines, namely: planning, organizing, commanding, coordinating and supervising 2). *Neo-classical theory* *This theory* arises because there are weaknesses in managers with classical theory. This theory assumes that humans are social creatures by actualizing, management can work efficiently and stay alive if the goals of the organization and the needs of the individuals working are well guarded. The two most important things in Vromm's theory are the distinction between intrinsic and extrinsic rewards and the specifications of a situation where expectations and values affect the quality of one's work. A manager must carefully assess and consider the reward structure through careful planning. Understanding behavior will show the effectiveness of the tasks that must be carried out by a manager even though it is a very complicated field.

Someone's behavior is influenced by three variables, namely 1) individual variables, including mental skills, physical, family background, social level, experience, age and gender, 2) organizational variables, including available resources, leadership style, reward system, structure organization, and job design, and 3) psychological variables, including perception of attitude, personality, learning process and motivation. 3). Modern theory This approach is based on situational matters. The assumption used is that the person is different and changes, both his needs, his reaction to actions in accordance with the environment. Management is seen as a system based on the assumption that the organization is an open system and organizational goals have dependence. Modern theory has the view that organizations are open and complex. Systems analysis, system design, and management provide guidance in operationalizing the system approach are the three main elements that try to recognize the essence of cohesiveness of various elements in solving complex problems, including education.

## **b. Management Functions**

According to Sondang P. Siagian management functions include:

- 1) Planning (planning) can be defined as the whole thought process and the determination of the things that will be done in the future in order to achieve the goals set.

- 2) Organizing is the whole process of grouping people, tools, tasks, responsibilities and authority in such a way as to create an organization that can be moved as a whole in the context of achieving the goals that have been determined.
- 3) Motivating can be defined as the whole process of giving encouragement to work to subordinates in such a way that they are willing to work sincerely for the achievement of organizational goals.
- 4) Control Control is the process of regulating various factors within a company to match the provisions in the plan. Control is the measurement and improvement of the work carried out by subordinates, so that plans that have been made to achieve goals can be implemented. In practice the division of these fundamental functions cannot be distinguished sharply and decisively, because every manager (top manager, middle manager and lower manager), in the case or activities to achieve the goal must carry out all these functions, only the scope and emphasis are different - different. Every manager in carrying out his duties, activities and leadership to achieve goals must do "planning, organizing, directing, and controlling" well (Hasibun, 2011: 40-41).

#### **c. Implementation of Madrasah Based Management in Quality Improvement**

Within the framework of implementing management in madrasas in improving the quality of education and the quality of human resources, the education system must always orientate itself to respond to the needs and challenges that arise in society as a logical consequence of change. Development that has been going so fast in the last few decades has led Indonesia to the ranks of the countries called NICS (New Industries Countries) or new industrial countries. Although Indonesia has made such progress, development is certainly far from complete. On the contrary, Indonesia must increasingly increase its development momentum (Nata, 2008: 1).

For this reason, there is no alternative, except for the preparation of high-quality human resources, mastering science and technology, as well as expertise and skills. Only with the availability of high-quality human resources can Indonesia survive in the midst of an international political economy struggle in accordance with Indonesian Law No. 20 of 2003 concerning national education.

Management's attention to improving the quality of a product in this decade continues to increase rapidly. The development started from the industrial world and was considered successful in increasing the efficiency and sales of industrial production. That success is extended to every activity that uses management to improve organizational performance (Mantja, 2010: 10). do not miss also in the world of education. Management of quality improvement in Madrasas is one of the managerial patterns in an effort to respond to the community quickly and continuously (Mantja, 2010: 11).

The implementation of Madrasah-Based Management in an effort to improve the quality of education has not been done much, there are even some who doubt the effectiveness of Madrasah-Based Management in the world of education. While others consider Madrasah-based Management as a bright hope for the world of education. Madrasah-based management applications invite debate. Some education experts question the appropriateness and appropriateness of the concept of Madrasah Based Management with the characteristics of madrasahs. The observer argues that Madrasah Based Management in improving quality is a difficult concept to evaluate in the world of education, especially in Madrasahs (Kotler, 1997: 38).

According to Wina Sanjaya there are four main areas in madrasahs that can adopt quality management principles, namely:

- 1). Implementation of quality management to improve administrative and operational functions broadly to manage madrasahs as a whole. Implementation of the concept of Quality Management, especially in madrasahs in improving administrative functions, is intended to provide reinforcement to the management of quality improvement that has been carried out by madrasahs, such as Madrasah-Based Management (MBM) or Management of School-Based Quality Improvement (MPMBS / M), which by some education management experts states that the foundation of management is developed from the concept of integrated quality management, which was originally applied to the business world. Management functions in Madrasahs are important and strategic factors in the context of Madrasah development as a formal educational institution that is expected to achieve its institutional goals that have adequate human resources (HR) and managed with a healthy educational administration and management system that is a management system that implements management functions, namely planning, organizing, implementing, monitoring and evaluating. Madrasah as a place to educate the life of the nation which is the mandate of God and the mandate of the 1945 Constitution through madrasah education as a formal educational institution that applies management functions in its management activities (Sanjaya, 2009: 243).
- 2). Integrating Madrasah-Based Management in the curriculum, curriculum function in the framework of achieving educational goals, the curriculum can be seen as a tool for achieving national educational goals, by spreading them successively into national goals, curricular goals and instructional objectives, in each type and the level of educational institutions (madrasahs). The curriculum in improving quality is an educational program that must be followed by students under the guidance of educators to achieve their goals.

### **3. Conclusion**

Thus it can be understood that improving the quality of education is inseparable from the quality of human resources owned. Therefore, Educational Institutions must also be able to meet the needs of human resources both in number and quality by increasing educational resources to supply



human resource needs in accordance with demand and improve local education processes by developing the basic elements and support needed. Improving the quality of learning needs to use strategies that can be applied to each institution by taking into account the characteristics of the institution. With quality human resources, it is hoped that educational institutions will be able to deal effectively with future challenges.

Moving on from that discussion, in the operation of Madrasah-Based Management in education there are a number of key issues that need attention:

- 1) Continuous improvement. This concept contains the understanding that the management always carries out various changes and continuous improvement to ensure all components of education providers have reached the applied quality standards.
- 2) Determine quality standards (Quality Assurance). This understanding is used to establish quality standards of all components that work in the production process or transformation of graduates of educational institutions.
- 3) Change of Culture This concept aims to form an organizational culture that values quality and makes quality the orientation of all organizational components.
- 4) Organizational Change (Upside-Down Organization) If the vision and mission, as well as organizational goals have changed or experienced development, it is very possible organizational change. This organizational change does not mean a change in the organization of the organization, but rather a system or organizational structure that symbolizes work and staff relations within the organization, which involve changes in authority, duties and responsibilities.

Maintaining a relationship with customers (Keeping Close to the Customer) Because educational organizations require customer satisfaction, the need to maintain good relations with customers becomes very important. This is what was developed in the public relations unit.

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