

(Research/Review) Article

Construction and Existence of Islamic Educational Management Science

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Abstract: The purpose of this study is to determine the construction and existence of Islamic educational management science. The research conducted is descriptive in nature where researchers collect words not in the form of a series of numbers for this study which in essence these words can provide a description or present existing problems and problem solving. The data analysis used is by analyzing the content, where the analysis emphasizes more on describing the contents of various existing propositions that are born from various theories and previous analyses conducted by other researchers. The results of the study indicate that the construction of science or the order of science is certainly related to several understandings about how someone seeks knowledge. The construction of the Islamic education system refers to the process of planning, organizing, and implementing various components and strategies of education based on the principles and values of Islamic teachings. The existence of Islamic Education Management shows that Islamic Education Management really exists and its existence is recognized in real terms by society. Existence Islamic educational management science focuses on governance actions that are considered not yet fully implemented by Islamic educational institutions, for example the concept of transparency and integrity. Theoretically, the discussion can be shifted to Islamic education science or to Islamic studies rather than directly to holy verses that can be dogmatic.

Keywords: Construction; Existence; Management of Islamic Education

1. Introduction

The progress of the world of education can be used as a reflection of the progress of society and make a great contribution to the progress of a nation, so that education receives great attention from every nation and country in regulating the life of society. Today, education is one of the main pillars of national development. The way education develops according to the dynamics of the times and the needs of progress.[3] The development of the era and technology greatly affects the world of education, including Islamic education. New challenges have emerged that require attention to current needs in maintaining values and principles derived from Islamic sciences, which are responsive to the needs of the times.

Knowledge begins with curiosity, while certainty begins with doubt, so philosophy is an effort to find the truth starting with what is doubtful and what is wanted to be known. The beginning of everything that is doubtful in the concept of philosophy brings us to a starting point. This is a modern philosophy constructed by Descartes (1596-1650 AD). Sensory experiences that are influenced by external forces will give birth to a concept that is doubtful. The principles of logic can also be doubted, so that the human mind is the only one as something absolute, although in the view of Pythagoras (592-497 BC) a philosopher in Ancient Greece who was famous for his expertise in mathematics and geometry stated that true wisdom and wisdom belong only to God, and not to humans.

The structure of science is an illustration of the relationship between the facts of reality, concepts, generalizations, and theories that form a building. If described, science begins with various perceptions in everyday life, then these perceptions increase to observations that

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involve the role of reason in analyzing, the next stage is a hypothesis which is the result of a study but needs to be tested with facts or observations, then gives birth to a basic and fundamental law, then from the previous study a theory is born, theory is an articulation of a concept when viewing an object, and a collection of these theories gives rise to a paradigm, a model of the structure of science which if visualized is like a triangular pyramid building constructed if starting with inductive and deductive concepts.

Talking about the fundamental structure of science, it cannot be separated from the concept of scientific paradigm. In the process of a science, the scientific paradigm plays a very significant role, the paradigm provides a framework, direction, and even testing of scientific consistency.[11] In the context of Islamic educational management science, the paradigm is a theoretical framework that guides a researcher in the field of Islamic educational management in conducting research activities from observation to reaching the conclusion stage. According to Kuhn, science is built on the work of paradigmatic revolutions on certain sciences, such as Ptolemaic Astronomy (*Copernican*), Aristotalian dynamics (*Newtonian*), and so on.[17] The paradigmatic revolution of a science is *shifty*, a shift from the old paradigm (normal science) to the new paradigm due to the accumulation of anomalies in the old paradigm.

Islamic education management if it is to be called a discipline must have a strong philosophical foundation. Among the characteristics of knowledge that is said to be science is if it has material objects and formal objects and has a structure of scientific knowledge. For that, this article will explain how basic building structure of Islamic educational management science regarding the components that underlie a science.

Management science is a science that has not been born for long, especially if it is attached with the word 'Islam'. Before being called management science, the word administration was a term used by universities to name a study program that studies how to manage Islamic educational institutions effectively and efficiently.[4] The transformation of the administration study program to the educational management study program is an impact of the rapid development of studies and research on educational management.

2. Proposed Method

This study uses a type of library research. Library research as a study carried out by reviewing various journals and related reference books, which can ultimately be analyzed and concluded from various sources obtained by the researcher. The research approach is qualitative research carried out with an orientation towards natural phenomena that occur and this research is not conducted in a laboratory. The research conducted is descriptive in nature where researchers collect words not in the form of a series of numbers for this study, which in essence these words can provide a picture or present existing problems and problem solving. The data analysis used is by analyzing the content, where the analysis emphasizes more on describing the contents of various existing propositions that are born from various theories and previous analyzes carried out by other researchers.

4. Results and Discussion

Construction of Islamic Educational Management Science

The construction of science or the order of science certainly has a relationship with some understanding of how someone seeks knowledge. This includes the condition of the mind or body when carrying out the process of seeking knowledge, factors that can support someone in sharpening their memory in seeking knowledge and several things that can cause someone's brain to easily forget learning materials. In addition, science certainly has several contexts that we can understand together, such as the context of how knowledge remains in the mind and is not easily lost, then how to synchronize the heart with the mind so that the process of seeking knowledge does not only look at the intelligence but also the solemnity and blessings.

As a discipline, educational management is a relatively new science.[15] especially when combined with the word 'Islam'. Before discussing the concept of Islamic management, first discuss the concept of management itself. Simply put, management is defined as the process of utilizing human resources and other resources needed to achieve planned goals. Meanwhile, in the encyclopedia Americana, management is aligned with the word administration which is defined as "the management of executive affairs".

According to Mujamil Qomar, Islamic Education Management is a process of managing Islamic educational institutions in an Islamic way by managing learning resources and other things related to achieving Islamic educational goals effectively and efficiently.[13] The use of

the word Islam in 'Islamic Education Management' has the consequence that the source of Islamic teachings (the Quran and Hadith) must be used as the main foundation in building educational management theory. Islam, in addition to the universal values contained in Islamic teachings must also be the foundation. This is different from Marno who defines Islamic education management as a form of cooperation to carry out management functions (planning, organizing, staffing, leading, and controlling) by making Islam the foundation and guide in its operations.[10]

In the author's opinion, although both opinions above can be accepted by some figures, making Islam as a foundation is somewhat inappropriate because it has implications for deductive thinking that can cause Islamic educational management theory to become inclusive and only apply to Islamic educational institutions. Islam should not be the foundation, but rather the object of study with management theories as its foundation. Thus, the science of Islamic educational management becomes free from religious doctrine, because science must be open.

The construction of an Islamic education system refers to the process of planning, organizing, and implementing various components and strategies of education based on the principles and values of Islamic teachings. It covers all aspects of education, including curriculum, teaching methods, evaluation, learning environment, and the roles of teachers and students. The construction of an Islamic education system aims to create an educational environment that supports the holistic development of students in accordance with Islamic values.

The foundation of the construction of the Islamic education system lies in the principles of Islamic teachings which include:

1. Tawhid: Belief in the oneness of Allah and the recognition that everything comes from Him is the main foundation in Islamic education. Tawhid is the basis for all aspects of life and education, directing individuals to live according to the will of Allah.
2. Al-Quran and Sunnah: Al-Quran and the hadith of the Prophet Muhammad SAW are the main sources of guidance in Islamic education. The teachings contained therein serve as guidelines for the preparation of the curriculum, teaching methods, and learning evaluation.
3. Tarbiyah: The concept of tarbiyah refers to comprehensive education or development that includes spiritual, moral, intellectual, and social aspects. The main objective of tarbiyah is to form individuals who are pious, have noble morals, and are useful to society.
4. Morals : The formation of noble character and morals is the main focus in Islamic education. Values such as honesty, justice, compassion, and simplicity are taught and applied in every aspect of learning.
5. Worship: Islamic education is not only aimed at transferring knowledge, but also at forming a solid attitude of worship. Worship is the foundation for the formation of students' spirituality and is an integral part of Islamic education.

The structure of science is a set of key questions and research methods that will help obtain the answers, as well as various facts, concepts, generalizations, and theories that have distinctive characteristics that will lead us to understand the main ideas of a discipline in question.[8] Thus, the structure of science is a working mechanism that must be carried out by researchers where the mechanism consists of interrelated components in order to find the truth which can then be called science. [6]

Knowledge must be processed through scientific methods and meet terms and conditions science,[5] procedure/method scientific And These scientific requirements form the structure of science. So as a scientific discipline, Islamic education management is required to have a strong scientific structure. The Liang Gie in his book states that the structure of science includes the following elements:

Types Target

Every discipline always has an actual object or target that can be distinguished into material objects and formal objects. Material objects are materials that are used as objects of study, investigation, research. And thought from a science, object formal give birth to scientific discipline. This is important for building management science Islamic education so that it can be said as a scientific discipline. The paradigm of Islamic educational management science emphasizes that the material object of Islamic educational management knowledge is the management of educational activities in Islamic-based educational institutions, such as madrasahs, Islamic boarding schools, and Islamic schools, while the formal object is the material object studied in the perspective of management science.

Management means how to utilize human resources and other resources to achieve desired goals. Thus, research that carried out by Islamic Educational Management science are the facts and events that occur in the institution. These facts and events have 2 (two) elements, namely; elements of interaction and elements of culture. If so, then management has a dual material object, namely social interaction and culture. Having a material object of social interaction because management is a collective action of a group of people who are bound in an organizational container to achieve common goals, this action is in the form of interaction between one member and another in the form of cooperation. While the material object of culture because Islamic educational management is the result of human intelligence and power and will or art in managing Islamic educational institutions effectively and efficiently. This is equated with the term 'war' which is said to be art. This is because between the term 'war' there is element management (planning, organizing, actuating, leading, and controlling, as well as evaluating).

Form Statement

Various types of descriptions of the scientists about an object is poured into the form of a statement. The collection of statements has at least four types, namely; First, description, which is a statement that explains the form, composition, role, and other detailed things of a phenomenon. Second, prescription, namely statement which give instruction or guidance about what should take place or happen in relation to the object. Third, pattern exposition, namely a statement that describes a pattern in a collection of properties, characteristics, tendencies or processes of the phenomenon being studied. And fourth, historical reconstruction, namely a statement that tells with explanations or reasons needed in a growth in the past.

Variety Proposition

According to Fred Kerlinger, science has the ultimate goal of theory, while theory is explanations natural, theory in the form of interrelated propositions.[1] In a proposition there must be at least covers basic elements scientific, scientific principles, and scientific methods. What is meant by scientific principles is that a proposition must contain general truths that are based on observations of facts in the field. Propositions are sentences that affirm or negate, and require copula (positive auxiliary words/are, and negative/no), say copula the No means 'namely' or 'is'.

Physical Knowledge

What can be said as science has the main characteristics which include, 1) systematic; meaning that the science of Islamic educational management is systematically structured and has important parts which are functionally interconnected. 2) Generalization or generality; It means that knowledge management education Islam is a summary phenomenon wide with provision draft Which most general. 3) Rational; It means study regarding management education Islam must be based on rational principles and subject to the principles of logic. 4) Objective; It means knowledge management education Islam must be of a nature objective, without involving element emotion. 5) verification; It means The science of Islamic educational management must be able to be tested for its truth repeatedly. 6) communality; It means that knowledge management Islamic education must be general or owned by the public, not just owned by Muslims.

There are six components that apply to the science of Islamic educational management if it is to be called a science. The six components are as follows:

1. The Existence of Problem

Problems in Islamic educational management science can be found in several ways, including observation and interviews. in a way direct on how Muslim society manages educational institutions effectively and efficiently. In addition to observation and interviews, the results of reading literature can also be used as a source of problems. Problems in Islamic educational management science must be objective-empirical and measurable.

2. Having a Scientific Attitude

Scientific attitude has at least four characters, namely; curiosity, speculative, willingness to be objective, willingness to suspend judgment, and temporality.

Curiosity is a basic human trait, it will encourage and move someone to act to investigate a problem.

3. Using the Scientific Method

This basic scientific nature should be viewed as a hypothesis to be tested further. Specifically, Archie J. Bahm explains that the scientific method must go through at least five steps. steps, namely; realizing the existence of a problem, testing the problem, proposing a solution, testing the proposed solution, and solving the problem. These five steps are contrary to the tradition of empiricism, namely; data observation, data classification, making a hypothesis, and testing the hypothesis.

4. There is Activity

Gie said that science is a unity between knowledge, activity, and method.[9] The three are a series of logical units that must exist and be sequential. Efforts to build knowledge must be attempted through human activities that follow the rules and methods. scientific Which on Finally activity this gives birth knowledge systematic. Whether a science is established or not is determined by its theoretical, methodological and practical basis, including educational management science. Islam. So that activity research scientific become determinant to build theorization in the field of Islamic education management.

5. There is a Conclusion Drawn

Conclusion is results from activity study, conclusion in the form of answer from question study Which submit previously and has been tested for its truth. Science is a collection of knowledge and knowledge is a collection of ideas. The conclusion in the process of researching Islamic educational management science, the sentences used must be propositional sentences, not definitive sentences. Propositional sentences can be sentences that affirm or negate, and require copula (positive/is, or negative/not auxiliary words), the copula word does not mean 'namely' or 'is'.

6. There are Implication

The implications of the results of drawing conclusions are divided into two implications, first theoretical implications, and practical implications. Theoretical implications can be in the form of strengthening theory Which has been established, critique of previous theories, or update previous theories. While the implications practical can in the form of implications to technology And industry or implications For interests of social change. In the context of Islamic educational management science, the theoretical implication is to build a theory new Which more strong, temporary implications in practice in the form of efforts to improve the management of Islamic educational institutions to be more effective and efficient by paying attention to prophetic values.

To make it easier to understand the structure of Islamic educational management science, it can be described as in the diagram below.

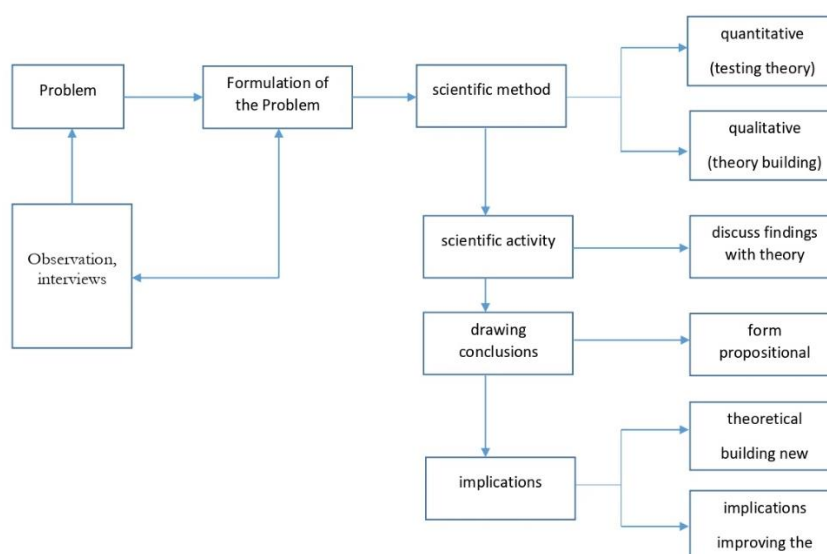


Figure 1. Structure of Islamic Educational Management Science

Tabel 1

| | | | |
|---------|--|--|---|
| Problem | Leadership, Human Resource Management, Financial Management, Infrastructure Management, Marketing Management, Quality Management, Learning Management, Curriculum Management | Observation, interviews and research results regarding Empirical experience of managing Islamic educational institutions effectively and efficiently based on prophetic values | Planning, Organizing, Actuating, Leading, Controlling |
|---------|--|--|---|

The Existence of Islamic Educational Management Science

Existence means existence.[7] The existence of Islamic Education Management means that Islamic Education Management really exists and its existence is recognized by the public . The Islamic Education Management Study Program (MPI) is a study program that was formerly called Islamic Education (KI), this Study Program is very much needed to meet the needs of educational technicians, both in the Ministry of Religion in particular and the Ministry of Education and Culture, Quality Assurance Institutions, Regional Education and Training Agencies, and other educational institutions, both formal and non-formal institutions.

The increasingly developing study of Educational Management in 2005 in Indonesia has increasingly shown its rapid growth, this has an impact on several aspects, namely; 1) the emergence of many Study Programs or departments of Educational Administration in various universities that have separated from IKIP (Teacher Training and Education Institute) which then transformed into a Study Program called Educational Management; 2) the number of Educational Management Study Programs opened at various levels of education (S-1, S2 and S-3) in both state and private universities.[4]

The above phenomenon also has an impact on Islamic education. In 2007, the Ministry of Religion sent thirty lecturers from various Islamic Universities to take part in a doctoral program scholarship in Educational Management at UIN (State Islamic University) Bandung. Where after graduating, they are expected to be able and capable of improving educational management, especially in Islamic educational institutions.[4] Then since 2009, studies on the science of MPI (Islamic Education Management) have become increasingly frequent in almost all Diktis (Islamic Higher Education) in Indonesia. This phenomenon then gained momentum after several IAINs in several regions (Jakarta, Yogyakarta, Malang and Bandung), successfully changed their institutional form and management to UIN in the period 2004-2006. In 2009, the Islamic Education Study Program or Department (KI) changed its name to MPI (Islamic Education Management). Since then, a number of Islamic Higher Education Institutions, both UIN, IAIN and STAIN, have begun to change the name of their KI Study Program and open MPI Study Programs or Departments.

Furthermore, the Faculty of Tarbiyah and Teacher Training of UIN Sunan Gunung Djati Bandung succeeded in achieving A accreditation and changed the KI study program to the Islamic Education Management study program in 2012. Then in the following year (2013), UIN Sunan Gunung Djati Bandung opened the Master of Islamic Education Management in Postgraduate Program. Until 2013, there were approximately 40 MPI study programs in the Undergraduate (S1) program throughout Indonesia spread across various state Islamic universities (UIN, IAIN, STAIN) and several PTAIS throughout Indonesia. In 2013, an agreement was formed to create a Communication Forum for Islamic Education Management Study Programs throughout Indonesia, then on May 24, 2014 2013, the establishment of the Association of Islamic Education Management Graduates (ASMAPI) Indonesia was officially declared in Bandung. This association is independent and focuses on the development of Islamic education management science and practice.[16]

The practice of Islamic educational management focuses on governance actions that are considered not yet fully implemented by Islamic educational institutions, for example the concept of transparency and integrity. Theoretically, the discussion can be shifted to Islamic education science (Islamic Education) and/or to Islamic studies (Islamic Studies) rather than directly to holy verses that can be dogmatic. The results can be compiled into a theory of Islamic educational management on transparency (Asy Syaffāfiah) and (Kāffah) .

The management of the above fields of Islamic science in the context of STAIN, IAIN or UIN is the academic responsibility of the faculties that supervise and manage them, namely:

- a. The Faculty of Ushuluddin manages two (2) fields of Islamic science consisting of the field

of sources of Islamic teachings and the field of thought in Islam. b. The Faculty of Sharia manages one field, namely the field of fiqh and social institutions; c. The Faculty of Adab manages two (2) fields consisting of the field of Arabic language and literature and the field of History of Islamic Culture and Civilization; d. The Faculty of Tarbiyah manages one field, namely the field of Islamic education; e. The Faculty of Da'wah manages one field, namely the field of Islamic da'wah.[16]

The management of the field of modern development/renewal science in Islam is handed over to all faculties in IAIN. Meanwhile, Juhaya S. Praja considers the management of this field of science to be the academic responsibility of the Faculty of Ushuluddin. Facing this reality, it seems that there is still an opportunity to take an approach to re-map Islamic science that allows the production of a classification system that meets various needs and is especially suitable for the conditions in Indonesia. The reason is, in the system developed by UNESCO and then adopted by LIPI, at a glance it appears that religion as a science is only treated as a discipline that is one element of cultural anthropology.

Thus, it means that religious science is not treated as a monolithic branch. Whereas based on the reality in the field and the needs in Indonesia, Islamic sciences are monolithic because "like other sciences" Islamic sciences must now be developed with a cross-disciplinary approach. The science of da'wah, for example, must tap into the experience of communication sciences and mobilize technological support. modern information with all its amazing sophistication. Likewise, the involvement of pedagogy and psychology will certainly be needed for the success of the utilization, development and mastery of the science of da'wah. The two devices above are able to bring institutions to a better or vice versa, as the characteristics that will make Islamic educational leadership develop to be good. Like the characteristics of a communicative, cooperative and socialist leader will make the organizational climate stable and dynamic.[12]

The research method of Islamic Education Management that consistently uses the realist research method can represent the objective conditions of its material objects, namely Islamic educational institutions. This means that generatively, management values that are solely oriented towards profit (*profit oriented*) must submit to the values of Islamic pedagogy, namely humanizing humans based on the universal values of Islam. The practice of Islamic education management can also apply various management theories that are relevant to the behavior of organizing Islamic education.

6. Conclusions

The construction of science or the order of science is certainly related to several understandings about how someone seeks knowledge. The construction of the Islamic education system refers to the process of planning, organizing, and implementing various components and strategies of education based on the principles and values of Islamic teachings. Islamic education management is a way for Muslim communities to manage educational institutions based on religious values (Islam). However, to be considered a science, Islamic education management in building its science must follow rules science (*logic-verifiable-hypothetical*). For That, The structure of Islamic educational management science must at least follow six components in sequence, namely; observation of empirical facts (problems), formulation of problems, using scientific methods, verification or drawing conclusions, and having implications.

The existence of Islamic Education Management shows that Islamic Education Management truly exists and its existence is recognized in real terms by society. Existence Islamic educational management science focuses on governance actions that are considered not yet fully implemented by Islamic educational institutions, for example the concept of transparency and integrity. Theoretically, the discussion can be shifted to Islamic education science (Islamic Education) and to Islamic studies (Islamic Studies) rather than directly to holy verses that can be dogmatic.

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