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## Concept and Function Of Educational Management In Islamic Perspective

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**Abstract.** *This study discusses the concept of educational management from an Islamic perspective, especially regarding how the concept and function of educational management are applied. This study is a literature study with a qualitative approach. The results of the study indicate that in the view of Islamic teachings, everything must be done neatly, correctly, orderly, and regularly. The processes must be followed properly, and something should not be done carelessly. Furthermore, the function of educational management from an Islamic perspective cannot be separated from the function of management in general, so that the function of educational management from an Islamic perspective is as follows: first, planning in educational management from an Islamic perspective must be the first step that is truly considered by managers and administrators of education; second, organizing in educational management from an Islamic perspective must be consistent with the principles that design the organization's journey, namely freedom, justice, and deliberation; third, direction in educational management from an Islamic perspective must be based on religious principles to co-workers, so that the person carries out his duties seriously and enthusiastically with deep sincerity; and fourth, supervision in educational management from an Islamic perspective must be material and spiritual, monitoring not only by managers, but also by Allah SWT, using humane methods that uphold human dignity.*

**Keywords:** Educational Management, Islamic Perspective

### 1. INTRODUCTION

Management is one of the fields of science that has developed and been applied in various organizational settings, both government, companies, social, and education. By applying the science of management, organizations and institutions can achieve their goals effectively and efficiently, and produce high productivity.

The view of Islamic teachings, everything must be done correctly, orderly, regularly and disciplined in time, the processes must be followed properly. Methods like this in modern science are called management. In the 14th century ago, the Prophet Muhammad SAW had implemented management, but the management implemented by the Prophet Muhammad SAW was indeed not as sophisticated as modern management, but history proves that the management he implemented was very effective.

There are six secrets of the Prophet's management excellence, namely: 1) the ability to motivate the team, 2) simple in motivating, 3) the ability to communicate, 4) the ability to delegate and divide tasks, 5) effective in leading meetings, and 6) the ability to control and evaluate (Abdul Jawwad, 2006:1). But scientifically, the development of management only emerged in the second half of the 19th century, namely at the beginning of the formation of industrial countries. However, the practice of management itself has been applied since the emergence of human civilization.

The crystallization of management thought in Islam emerged after Allah revealed His message to Muhammad SAW, the Prophet and Messenger of the end times. Management thought in Islam is sourced from the texts of the Qur'an and the instructions of the Sunnah. In addition, management in Islam is management based on the values of humanity that developed in society at that time (Ahmad Ibrahim, 2006:123). Furthermore, management as a process of managing work and social institutions of society requires the grounding of the values of the Qur'an, therefore management in Islam contains the principles of cooperation, justice, responsibility that must be inherent in Islamic management activities. Islamic management is defined as a science of management that contains a comprehensive and consistent theoretical structure and can be maintained from an empirical perspective that is based on the spirit and principles of Islam. In other words, Islamic management is the application of various Islamic principles in managing organizations for the good and progress of humanity that are sourced from the Qur'an and the Sunnah of the Prophet (Syafaruddin, 2005:49).

This management school that originates from the Qur'an then becomes an Islamic management view, and attempts to place management science in a complete Islamic perspective. Management in the view of this school is management that has distinctive characteristics that distinguish it from the understanding of management that is generally known.

Characteristics of Islamic management, as follows: "1) management based on noble morals 2) open management, 3) democratic management, 4) management based on science, 5) management based on mutual assistance 6) management based on peace (Syafaruddin, 2005:458)."

The view of Islamic teachings, everything must be done neatly, correctly, orderly, and regularly. The processes must be followed properly. Something should not be done carelessly. Starting from the smallest matters such as managing household affairs to the largest matters such as managing the affairs of a country, all of that requires good, precise and directed arrangements within the framework of a management so that the goals to be achieved can be achieved and can be completed effectively and efficiently.

It should be noted that the current management concept is a management concept that originated from the West, and has developed throughout the world, but in fact through the Qur'an, Islam has laid the foundations of management, from personal life, social to life management more broadly. However, because Muslims no longer want to explore the contents of the Qur'an as in the era of classical Islam, at this time science, civilization, including management experts are more born from the Western world. Based on these problems, the

author is interested in discussing the Concept of Educational Management from an Islamic Perspective.

## **2. RESEARCH METHODS**

In this study, the author uses a qualitative research approach. Qualitative research is a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of people individually or in groups (Sukmadinata, 2009:60-61). This study attempts to examine the concept of educational management in an Islamic perspective.

This type of research is a qualitative research that is a literature study that focuses on searching and reviewing literature and library materials that are considered related to Educational Management. Library research is research that is carried out using literature, either in the form of books, notes or research reports from previous research results (Sangadji dan Sopiah, 2010:28). Library research also means research that is used by reading books, magazines and other sources in the library. This research activity is carried out by collecting data from books, materials, documentation, magazines, newspapers and so on (Mahmud, 2011:11).

The analysis technique at this stage is a development of the critical analytical method. The analysis technique of this writing is content analysis, namely data processing by means of its own sorting related to the discussion of several ideas or thoughts of the mufassir which are then described, discussed and criticized. Furthermore, it is categorized (grouped) with similar data, and the contents are analyzed critically in order to obtain a concrete and adequate formulation, so that in the end it is used as a step in drawing conclusions as an answer to the existing problem formulation (Moleong, 2009:216).

By using content analysis which includes scientific procedures in the form of objectivity, systematic, and generalization. So the direction of the discussion of this thesis is to interpret, analyze the contents of the book as a theoretical basis associated with educational problems that are still actual to be discussed, which are then presented objectively and systematically (Muhadjir, 1998:49).

### **3. DISCUSSION**

#### **Concept Of Educational Management In Islamic Perspective**

In the view of Islamic teachings, everything must be done neatly, correctly, orderly, and regularly. The processes must be followed properly. Something should not be done carelessly. Starting from the smallest matters such as managing household affairs to the largest matters such as managing the affairs of a country, all of that requires good, precise and directed arrangements within a management framework so that the goals to be achieved can be achieved and can be completed efficiently and effectively.

General Education and Islamic Religious Education with various levels, with formal education paths and non-formal education such as Playgroups, Child Care Centers, Majelis Ta'lim, Islamic Boarding Schools and Madrasah Diniyah, and Informal education paths such as education held in the family or education held by the environment. All of this requires the best possible management, because if it is not managed well, not only will it cause something negative to the world of education, whether formal, non-formal and informal education, even the world of education will be damaged by falsehood and fraud that is managed and neatly arranged around it, as stated by Ali bin Abi Talib: "truth that is not neatly organized will be destroyed by falsehood that is neatly arranged".

#### **Objectives Of Educational Management In An Islamic Perspective**

The purpose of education management in Islam is to achieve a balance between intellectual, moral, and spiritual development of students. Education in the perspective of Islam seeks to create individuals who believe, knowledgeable, and good deeds. This goal includes the development of the potential of individuals holistically, including cognitive, affective, and psychomotor aspects.

Educational management is management applied in educational development. In the sense that it is the art and science of managing educational resources to achieve educational goals effectively and efficiently. It can also be interpreted as the process of planning, organizing, directing and controlling educational resources to achieve educational goals effectively and efficiently. Of course, the aspects of managers and leaders who are Islamic or inspired by Islamic teachings and values and/or are characteristic of Islam, must be inherent in educational management.

In carrying out every activity, of course, an efficient and economical effort is needed because that reason is so firmly held in every organizational system. In other words, the level of waste or misuse is very contrary to the principles of the organization. By knowing its identity

and also the needs of management, of course, it will be able to determine what the purpose of management itself is. Given that management is actually a tool of an organization, the existence of this tool certainly has a purpose. Educational institutions, especially Islamic educational institutions, can be categorized as noble industrial institutions (noble industry) because they develop a dual mission, namely profit and social.

The profit mission is to achieve profit, this can be achieved when the efficiency and effectiveness of funds can be achieved, so that income is greater than operational costs. The social mission aims to inherit and internalize noble values. This second mission can be achieved optimally if educational institutions, especially Islamic educational institutions, have adequate human capital and social capital and also have a high level of effectiveness and efficiency. That is why managing an educational institution not only requires high professionalism, but also a mission of pure intention and abundant mentality, just like managing other noble industries, such as hospitals, orphanages, social foundations, research or study institutions and non-governmental organizations.

Educational resources at least concern students, educators and education personnel (including administrative personnel), curriculum or education programs, facilities/infrastructure, financial costs, information, teaching and learning processes or implementation of education, environment, output and outcome as well as cooperation/partnership relationships with stakeholders and others, which exist in educational institutions.

So it can be understood that the purpose of Educational Management in an Islamic perspective is so that all sources, equipment or facilities and infrastructure in an educational institution can be mobilized in an Islamic manner according to the guidance of the Qur'an and hadith so that it can avoid to a minimum all waste of time, energy, materials, and money in order to achieve the goals of the educational institution that have been determined in advance.

### **Scope Of Educational Management In Islamic Perspective**

The author states that educational management in an Islamic perspective is an educational activity that is carried out with the desire to embody Islamic teachings and values. In educational practices in Indonesia, there are at least several educational institutions such as General Education and Islamic Religious Education with various paths, levels, and forms that exist such as in the formal education path there is a basic education level in the form of Elementary Schools/Madrasah Ibtidaiyah and Junior High Schools/Madrasah Tsanawiyah, and Senior High Schools/Madrasah Aliyah/Vocational High Schools/Madrasah Aliyah Vocational, and at the higher education level there are so many General Colleges and Islamic Religious

Colleges with various forms, some in the form of Academies, Colleges, Institutes, and Universities. In the non-formal education path such as Playgroups, Child Care Centers, Majelis Ta'lim, Islamic Boarding Schools and Madrasah Diniyah. Informal Education Path such as education held in the family or education held by the environment. All of the educational institutions above must be managed systematically and effectively according to the guidance of Islamic teachings.

The scope of educational management in the Islamic Perspective is an educational system that is inspired or inspired by Islamic teachings and values. In this sense, Islamic education can also include: Educators/teachers/lecturers, heads of Madrasah/schools or leaders of universities and/or other educational personnel who carry out and develop their educational activities inspired or inspired by Islamic teachings and values.

Other educational components such as objectives, teaching materials, tools/learning resources, methods, evaluation, environment/context, management and others must be inspired or inspired by Islamic teachings and values or those that are characteristic of Islam. Thus, the scope of educational management in the Islamic Perspective includes formal, non-formal, and informal educational institutions, as well as aspects of the spirit of Islam inherent in every educational activity.

### **Functions Of Educational Management In Islamic Perspective**

The management function of education in Islam is not much different from the general management function, but has additional spiritual and moral dimensions. Planning in the management of Islamic education must be carried out very carefully and thoroughly, ensuring that all aspects have been well considered. Organizing must be carried out with sharia principles, ensuring that every element in the education system functions well and harmoniously. Direction must provide appropriate guidance and based on religious principles, ensuring that students are motivated and eager to learn. Supervision must include material and spiritual aspects, ensuring that the education process runs in accordance with the plans and objectives set.

The function of educational management in an Islamic perspective cannot be separated from the general management function as stated by Henry Fayol, a French industrialist, he said that the management functions are designing, organizing, commanding, coordinating, and controlling. Fayol's idea then began to be used as a framework for management science textbooks in the mid-1950s, and continues to this day. The management function or leadership task in its implementation includes various things, namely: Planning, organizing, directing and

supervising (Ibrahim, 1997). The following is an explanation of the functions of educational management from an Islamic perspective as follows:

a. Planning

Planning is the entire process and careful determination of things to be done in the future in order to achieve predetermined goals (Winardi, 1983). When associated with the education system in an educational organization, educational planning can be defined as the use of rational and systematic analysis of the educational development process aimed at making education more effective and efficient in responding to the needs and goals of students and society (Kompri, 2015).

Verse 18 in QS Al Hasyr explains that something very principled that cannot be negotiated in the educational planning process, so that the desired goals can be achieved perfectly. In addition, the essence of the verse is a "difference" between general educational management and educational management in an Islamic perspective that is full of Islamic values.

When preparing a plan in education, it is not done only to achieve worldly goals, but it must be much more than that, beyond the limits of worldly life targets. Direct the plan also to achieve the target of happiness in the world and the hereafter, so that both can be achieved in a balanced way.

From the description above, it can be understood that in Educational Management in an Islamic perspective, planning is the main key to determining the next activity. Without careful planning, other activities will not run well and may even fail. Therefore, make a plan as mature as possible in order to achieve satisfactory success.

b. Organizing

Islamic teachings always encourage its adherents to do everything in a neatly organized manner, because a truth that is not neatly organized can easily be destroyed by a neatly organized falsehood.

Organization in the Islamic perspective is not merely a container, but rather emphasizes more on how a job is done neatly. Organization emphasizes more on the arrangement of work mechanisms. In an organization, of course, there are leaders and subordinates (Ismed Syarif, 1976).

An organization in educational management will be able to run smoothly and in accordance with its objectives if it is consistent with the principles that design the organization's journey, namely Freedom, justice, and deliberation. If all of these

principles can be applied consistently in the process of managing educational institutions, it will be very helpful for educational managers.

From the description above, it can be understood that organizing is the second phase after the planning that has been made previously. Organizing occurs because the work that needs to be done is too heavy to be handled by one person alone. Thus, assistance is needed and an effective working group is formed. Many minds, hands, and skills are gathered into one that must be coordinated not only to complete the tasks concerned, but also to create usefulness for each member of the group for the desire for skills and knowledge.

c. Directing

Direction is the process of providing guidance to co-workers so that they become knowledgeable employees and will work effectively towards previously set goals. In the direction function there are four components, namely the director, the person being directed, the content of the direction, and the method of direction. The director is the person who provides direction in the form of orders, prohibitions, and guidance. The person being directed is the person who is expected to be able to realize the direction. The content of the direction is something conveyed by the director, either in the form of orders, prohibitions, or guidance. While the method of direction is a communication system between the director and the person being directed.

In Islamic perspective educational management, so that the content of the direction given to the person being directed can be implemented properly, a director must at least pay attention to the following principles, namely: Exemplary, consistency, openness, gentleness, and policy. The content of the direction, whether in the form of orders, prohibitions, or guidance, should not be burdensome and beyond the ability of the recipient of the direction, because if that happens, do not expect the content of the direction to be implemented properly by the recipient of the direction.

Thus, it can be concluded that the function of direction in educational management from an Islamic perspective is a guidance process based on religious principles for co-workers, so that the person is willing to carry out his duties seriously and enthusiastically accompanied by very deep sincerity.

d. Supervising

Supervision is the overall effort to observe the implementation of operational activities to ensure that the activities are in accordance with the previously determined plan. Even

Didin and Hendri (2003:156) stated that in the Islamic perspective, supervision is carried out to straighten out what is not straight, correct what is wrong and justify what is right. In Islamic education, supervision is defined as a continuous monitoring process to ensure the implementation of planning consistently, both materially and spiritually. Supervision in educational management from an Islamic perspective has the following characteristics: supervision is material and spiritual, monitoring is not only the manager, but also Allah SWT, using humane methods that uphold human dignity.

With these characteristics, it can be understood that all plans that have been agreed upon, then subordinates will be responsible to their managers and responsible before Allah as the All-Knowing supervisor. On the other hand, supervision in the Islamic concept prioritizes using a humane approach, an approach that is inspired by Islamic values.

#### **4. CONCLUSION**

Overall, education management in an Islamic perspective offers a holistic and integrative approach in managing education. By adhering to sharia principles, education management in Islam not only aims to achieve academic excellence, but also the formation of strong character and morals in students. This ensures that education not only produces intellectual intelligent individuals, but also has noble character and has a high commitment to Islamic values. The implementation of education management in the perspective of Islam can be a solution to the various challenges faced by the modern education system, by providing a comprehensive framework and based on strong spiritual and moral values.

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