



Institutional Management at KB Bunayya Islamic Center Bin Baz (KB Bunayya Icbb)

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Abstract

Background. Education is one of the efforts to improve the quality of human life by developing human potential. Education is not a simple activity but a dynamic activity.

Aims. This study aims to investigate the institutional management at KB Bunayya ICBB. This article examines institutional management at KB Bunayya ICBB.

Methods. This research uses a descriptive qualitative method. The data collection techniques used are observation, interviews, and documentation. The informants of this research are school principals, teachers, and administrative staff.

Result. Based on the results and discussion of this research, it can be concluded that institutional management is in place at KB Bunayya ICBB. The function of institutional management is to improve the quality of education in KB Bunayya through planning, organizing, implementing, and supervising.

Conclusion. KB Bunayya's institutional management strategy has supporting and inhibiting factors. The supporting factors include teachers, students, curriculum, facilities, and the community environment, while the inhibiting factors are sudden activities that make teaching less than optimal.

Implementation. Developing a relevant and innovative curriculum, combined with the application of interactive learning methods, enables students to actively engage in the learning process and achieve better learning outcomes.

Keywords: Management, Early childhood education, Family planning institutions

INTRODUCTION

Education is an endeavor to enhance the quality of human life by cultivating individual potential. Education is not a straightforward endeavor but a dynamic process. Effective educational implementation necessitates proficient administration to attain academic objectives efficiently and effectively. Badrudin, 2013:1 The Law of the Republic of Indonesia Number 20 of 2003, concerning the National Education System, Chapter I, Article (1), defines education as a deliberate and systematic endeavor to foster a learning environment and process that enables students to actively cultivate their potential, as well as that of society, the nation, and the state. In this instance,

it is essential to employ qualified educators, specifically instructors in primary and secondary schools, together with university lecturers, as stipulated in Chapter XI Article 39 (2) of the National Education System Law. Educators, particularly instructors, require a diverse array of knowledge and pedagogical abilities that are sufficiently aligned with contemporary demands and advancements in science and technology. (Muhibbin, 2011, p. 1).

Management is the discipline and practice of overseeing the utilization of human and other resources effectively and efficiently to attain objectives (Hasibuan, 2014:2). The management of education within an institution influences the effectiveness and efficiency of its educational outcomes. The efficacy of management is defined by the clarity of execution and oversight. Effective and optimal management functions will ensure the smooth operation of educational services and yield favorable outcomes. A significant transformation in education management in Indonesia is the shift from a centralistic approach to decentralization, which grants educational autonomy at the school level. The administration of educational unit levels in early childhood, primary, and secondary education is conducted in accordance with minimal service standards utilizing School/Madrasah-based management. Badrudin, 2013:2

To obtain a good education, there must be an educational institution that can train students to develop their potential. Juridically, educational institutions function to provide knowledge and create thinking intelligence. Practically, educational institutions play a role in organizing teaching, education, improving behavior, and becoming media, social, or social behavior (Abdul Muin, 2017:1). In an educational institution, there must be a leader who always makes innovations that can support the educational institution to be of higher quality. Educational innovations have been done a lot to realize better education. The number of innovations that have been born and presented, whether or not many have been able to change the face of our education. The new strategies presented must be able to push the quality of our education in a better direction because it is undeniable that education is something urgent. It must be admitted that education is a primary need, primarily if it is based on the basic concept that following education is a right and an obligation for every citizen. It is clear to us how important education is. We can do many valuable things with proportional education and change our living conditions (Mohammad Saroni, 2013:15).

Based on the above explanation, it can be concluded that innovation is an idea, object, event, or method that is perceived or observed as something new for a person or a group of people (society) as a result of invention or discourse used to achieve a particular goal or to solve a problem. To achieve the quality of education that is desired, educational institutions must always make innovations or changes that can improve the quality of the academic institution. KB Bunayya educational institutions, in dealing with education problems, also focus on the above, where improving the quality of education must pay attention to problems regarding innovation/change. As stated above, the author is interested in raising the above problem titled "Institutional Management in KB Bunayya ICBB.

LITERATURE REVIEW

Management in English is the word manage, which means to organize, manage, implement, and manage. Meanwhile, in the General Dictionary of Indonesian, management is defined as a way of managing a large company. Management or arrangement is carried out by a manager (regulator/leader) based on the management order. (Badrudin, 2013:1)

Hasibuan defines management as the science and art of orchestrating the utilization of people and other resources effectively and efficiently to attain a specified objective. According to Manullang, management is the art and science of planning, organizing, preparing, directing, and overseeing human resources to accomplish established objectives. Badrudin, 2013:3 Management is a process that entails directing a group of individuals towards an organizational objective or purpose. Management is an activity; its execution is termed "managing," and the one who implements management is referred to as a manager or management. Terry and Rue, 2013:1 Management is defined in multiple ways, contingent upon the perspective, views, and comprehension of the definitional creator. Management is the process of overseeing a task to achieve specific outcomes by motivating others to perform their duties. Work management encompasses diverse domains, including industrial management, government, education, social services, sports, health, science, and others. Nearly every facet of human existence necessitates processing. Consequently, management is present in all facets of human existence when collaborative organization is established. (Herujito, 2006:2)

Effective human resource (HR) management is a crucial element in institutional management techniques aimed at enhancing the quality of education in secondary schools. Human resources (HR) is an indispensable element that is inextricably linked to both institutions and corporations. Human Resources is crucial in determining the company's growth. Essentially, human resources consist of individuals working within a company who serve as drivers, strategists, and planners to attain the firm's objectives. Recent advancements today. Employees should be regarded not merely as resources but as capital or assets for institutions or companies. Sumiati et al. (2022)

Human resources constitute the primary focus of national development; the role of teachers as educators is pivotal in the teaching and learning process, enhancing students' performance in both academic and non-academic domains. One motivating factor for teachers' professional development is the provision of prizes for exceptional human resources (HR) based on established criteria. (Sari et al., 2018)

Here are some essential steps in effective HR management:

1. **Selective Recruitment and Selection:** Conducting a selective recruitment process to get qualified teachers and education staff. Determine clear criteria, conduct in-depth interviews, and conduct tests and
2. competency assessment to select the most suitable candidate.
3. **Professional Development:** Provide ongoing professional development programs for teachers and educational staff. These can be training, workshops, seminars, or collaborative activities that help improve their skills, knowledge, and understanding of education.
4. **Fair Performance Appraisal:** Conduct fair and objective performance appraisals of teachers and educational staff. Establish clear performance indicators, conduct class observations, evaluate work results, and provide constructive feedback to assist in professional development and improve the quality of teaching.
5. **Motivation and Incentives:** Provide appropriate incentives for high motivation and performance. This can be recognition of achievements, awards, career development opportunities, or unique benefits that encourage teachers and education staff to give their best in their duties.

6. **Communication and Collaboration:** Establish effective communication and close cooperation between school management, teachers, and educational staff. Open open communication channels, encourage information exchange, and support team collaboration to improve work effectiveness and achieve common goals.
7. **Well-being and Work-Life Balance:** Pay attention to the well-being and work-life balance of teachers and education staff. Build a conducive work environment, support their personal and professional needs, and consider aspects of work-life balance.
8. **Leadership Development:** Develop strong and effective leadership at the school level. Provide leadership training, support the development of managerial skills, and provide opportunities to lead and manage strategic projects related to improving the quality of education.
9. **Commitment to Justice and Equality:** Ensuring commitment to justice and equality in human resource management. Ensure clear policies and transparent promotion, assessment, and awards processes without discrimination based on gender, religion, ethnicity, or other factors.

Effective HR management focuses not only on the right recruitment and placement but also on the development, recognition, and support of teachers and educational staff. By managing human resources effectively, schools can create a positive and motivating work environment and improve the overall quality of education.

Institutional Management refers to a comprehensive and effective management approach to organizing, controlling, and developing educational institutions. It aims to achieve predetermined educational goals with optimal efficiency and effectiveness.

In practice, these concepts are interrelated and influence each other to achieve optimal educational effectiveness and quality. Implementing a good and integrated Institutional Management concept will assist educational institutions in achieving strategic goals, improving performance, and ensuring sustainable quality of education.

Although previous research on institutional management has been conducted at the primary and tertiary education levels, exceptional attention to schools in playgroups/early childhood education is still limited. Therefore, research that explores specific institutional management strategies in playgroup schools is essential.

METHODS

This study employs a qualitative descriptive methodology. The employed data collection methods are observation, interviews, and documentation. The researcher employs an open interview technique, initially formulating guiding questions while being receptive to spontaneous inquiries that emerge during the dialogue. The subject of the researcher's interview was the head of KB Bunayya, along with the teachers and personnel of TU. Data was acquired through participatory observation approaches from several relevant activities centered on research, conducted both within and beyond the Bunayya family planning context. Documentation consists of the data required for the research. This data source is derived from administrative records, websites, and information provided by interviewees. Simultaneously, data unitization, categorization, and interpretation are employed for data analysis. The data's validity was assessed by enhanced involvement, observation of consistency, triangulation, comprehensive description, member verification, and auditing. The data validity test is conducted to verify that the obtained data accurately reflects the information present at the research location.

DISCUSSION

KB Bunayya ICBB is an early childhood education institution based on religious education based on the understanding of salafholih. It combines general and early learning into teaching and learning activities and programs that the school will implement. KB Bunayya ICBB was established in 2010 under the auspices of the Al Islamy Atturots Assembly Foundation, a foundation concerned about the crowded conditions of many children aged 2-6 years without any learning activities.

KB Bunayya ICBB was established according to the instructions of the Head of Sitimulyo Village. Spearheaded by Iceu Kustini, who met with the chairman of the Ust Abu Mus'ab Foundation, it was approved to establish KB Bunayya, which at that time consisted of RA and SU ICBB teachers whose activities were initially three times a week, meeting in the afternoon.

KB Bunayya ICBB began its establishment on April 1, 2010; in the 2010-2011 school year, KB Bunayya carried out learning activities 6 times a week with special educators of KB Bunayya. Operational Costs are intensive funds from Foundations and non-governmental organizations. The next step was to apply for a license to the Bantul Education and Sports Office, then receive an

establishment permit number 336/KB/XII/2010 with an NPSN certificate 698129626 and accredited B in 2016. In 2016, KB Bunayya opened a daycare center service for the children of ustadzah Pondok Islamic Center Bin Baz, and in 2022, added a service program with play groups for 4-6 years, a half-day and full day program for the public and employees of the ICBB boarding school.

School Identity

NPSN:69812926

Status:Private

Forms of Education:KB

Ownership Status:Foundation

Operational Permit Decree:249/KB/P/IX/2022

Date of Operational Permit Decree:2022-09-05

PTK and PD data

Description	Teacher	Tendik	PTK	PD
Man	0	0	0	27
Woman	6	1	7	30
Total	6	1	7	57

Information:

Recap Data As Of October 11, 2024

The calculation of PTK is those who have received an assignment, have active status and are registered with the parent school.

Abbreviation:

PTK = Teachers plus Staff

PD = Learner

Vision, Mission, and Goals of the School

School Vision

The realization of early childhood who is knowledgeable has good morals, is independent, cheerful, and creative under the understanding of salafusholih.

School Mission

1. Inculcating the true Aqidah.
2. Inculcate religious and moral habits from an early age.
3. Building children's independence from an early age.
4. Create fun teaching and learning activities.

5. Creating creative student learning activities so that it can provide opportunities for children to be creative.
6. Creating early childhood who love the Qur'an
7. Creating children who are used to memorizing the Qur'an independently.

School Objectives

1. Creating children must understand Aqidah under the Quran and hadith.
2. Preparing children for basic education refers to emotional maturity, social skills, motor mastery, language, recognition of arithmetic, and habituation of Islamic behavior.
3. Prepare a creative early childhood.
4. Creating independent children from an early age.
5. Develop talents, interests, and abilities so that children develop optimally and can actualize themselves.
6. Creating early childhood who love the Qur'an from an early age.
7. Creating independent children to memorize the Quran.

CONCLUSION

Effective institutional management can improve the quality of education in schools. This can be seen in better learning outcomes, more efficient resource management, and more active involvement of parents and the community. Developing the school's vision, mission, and goals is essential as the foundation of institutional management strategies. A clear and directed vision, mission, and goals help create focus and direction in school management and provide guidance for educational activities.

Effective human resource management is essential in achieving a better quality of education. The proper selection, development, and empowerment of education staff can improve teacher competence and professionalism and create a conducive work environment to enhance student learning outcomes. Improving curriculum and learning methods is a key factor in institutional management strategies. Developing a relevant and innovative curriculum and

applying interactive learning methods allows students to actively engage in the learning process and achieve better learning outcomes.

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