

Transformation of Educational Management in Improving the Quality of Islamic Boarding Schools in Banten Province

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Abstract

This study aims to analyze the impact of management transformation on the improvement of education quality in Islamic boarding schools in Banten Province. Management transformation, which includes the management of human resources, finance, curriculum, and facilities, can contribute to the enhancement of education quality, both in modern and traditional Islamic boarding schools. The research method used in this study is a quantitative approach with statistical analysis to examine the relationship between management transformation and the improvement of education quality. Data were collected through questionnaires with a sample size of 100 respondents, consisting of administrators and students of Islamic boarding schools in the Banten region. The results of the study indicate a significant impact of management transformation on the improvement of education quality in Islamic boarding schools. This study suggests that Islamic boarding school administrators should periodically implement management transformation as an effort to enhance education quality in line with the development of the times.

Keywords: education quality, educational management, islamic boarding school and transformation.

INTRODUCTION

Islamic boarding schools play a crucial role in Islamic education. Islamic boarding schools is an educational system developed by the community as a form of cultural adaptation in the area (Aini, 2021). These schools teach religious knowledge and have flourished on the island of Java since the colonial era. Islamic boarding schools in Indonesia, including those in Banten Province, have a very strategic role in shaping a Muslim generation that not only understands religion but also possesses intellectual abilities and skills relevant to the challenges of the times (Aldeia et al., 2023).

In this modern era, Islamic boarding schools are faced with various challenges, including issues related to institutional management, education management, and the need to adapt to the changing times (Alfaiz, 2023). This is evident from the phenomenon of the underdeveloped educational system in Islamic boarding schools. In fact, the content and purpose of Islamic boarding schools as religious education play an essential role in achieving educational goals (Sahila et al., 2024).

The enactment of Law No. 20 of 2003 on the National Education System provides a reference for Islamic boarding schools, which previously only taught religious subjects related to morality, to transform into religious educational institutions authorized to establish formal education, such as schools or madrasahs (Saini, 2024). This change involved adopting a more modern education system that blends formal and non-formal education. As a result, Islamic

boarding schools can now compete with formal education systems and become more modern through innovations related to the products demanded by society (Arief & Assya'bani, 2023).

Islamic boarding schools began to open up to improvements in education quality. Their response to the demand for quality enhancement and the evolution of society, with social changes, covers four areas: the curriculum by incorporating general education, updating teaching methods, institutional systems, and the evolving social function of education. Thus, management transformation in both traditional (salafi) and modern Islamic boarding schools becomes essential to improving education quality and refining the management system in these institutions (Aji & Setyarini, 2020).

As educational institutions that often rely on self-funding and community contributions, Islamic boarding schools in Banten face challenges in financial management, human resource management, and facility development. This study aims to explore how institutional management can influence the improvement of Islamic boarding schools in Banten Province, both in terms of teaching and institutional development (Faizin et al., 2023).

Management transformation in Islamic boarding schools in Banten Province includes changes in curriculum management, administrative systems, financial management, and human resource development. This process is expected to enhance education quality and make Islamic boarding schools more relevant to societal demands and global developments.

Transformation of Educational Institution Management

Educational institution management, according to (Faizah et al., 2024), involves the processes of planning, organizing, directing, and supervising available resources to achieve the established educational goals. As a unique educational institution, an Islamic boarding school must consider religious, social, and cultural aspects in every policy and managerial step taken. Good educational management focuses on efficient and effective management to achieve better educational outcomes, as well as improving the quality of the curriculum, teaching, and facilities that support the teaching and learning process (Huda et al., 2023).

In the context of Islamic boarding schools in Banten Province, there are two types of boarding schools that have developed: salafi boarding schools and modern boarding schools. Salafi boarding schools tend to be more traditional, focusing on teaching classical religious texts and using authoritarian teaching methods. On the other hand, modern Islamic boarding schools integrate formal curriculum with religious education, often adopting educational technology and more flexible approaches to educational management (Haris, 2023).

Modern Islamic boarding schools, which integrate formal and religious education, generally adopt a more professional management system by utilizing technology and advanced managerial approaches. Meanwhile, salafi boarding schools prioritize traditional methods, which, although effective, often require improvements in resource and facility management (Hamid, 2023).

Management transformation refers to major changes in the way an organization or institution is managed, with the goal of improving performance and efficiency. In the context of Islamic boarding schools, management transformation includes the application of a more modern management system, such as more structured planning, the use of technology in administration, and more transparent and efficient financial management. This transformation also involves changes in human resource management, where the caretakers and administrators of the Islamic boarding schools are provided with training to enhance their competence in managing the institution (Aji & Setyarini, 2020).

Quality of Education in Islamic Boarding Schools

The quality of education in Islamic boarding schools is measured from various aspects, including graduate competence, teaching methods, available facilities, and the success of the caretakers in transferring knowledge and religious values. According to (Karami & Dahlan, 2022), the quality of education in Islamic boarding schools can be improved through the implementation of more structured management, development of a relevant curriculum, and the enhancement of the competence of the caretakers and administrators of the Islamic boarding schools.

METHOD

This study uses a quantitative approach to examine the influence of management transformation on the improvement of education quality in Islamic boarding schools. The type of this research is correlational, which aims to determine the relationship between the existing variables (Sugiyono, 2019). The population in this study consists of Islamic boarding schools in Banten Province, including both modern and salafi boarding schools. The sample taken includes 15 Islamic boarding schools, with a total of 100 respondents, consisting of administrators and students (santri) involved in educational activities (Arikunto, 2017).

The instrument used in this study is a questionnaire consisting of several indicators that measure the variables of management transformation and education quality. The questionnaire is divided into two main sections:

1. Management Transformation (X)

This measure aspect of curriculum management, human resource management, financial management, and the use of technology in management (Yuliani et al., 2023). The indicators for management transformation are:

- a. Curriculum Management
- b. Human Resource Management (HR)
- c. Financial Management
- d. Use of Technology in Management
- e. Facility Management

2. Education Quality (Y)

This measures the level of student satisfaction with teaching methods, caretaker competence, and the facilities provided (Suradi, 2018). The indicators for education quality in Islamic boarding schools are:

- a. Student Satisfaction with the Teaching and Learning Process
- b. Caretaker Competence
- c. Quality of Learning Facilities
- d. Academic Achievement of Students.

RESULT AND DISCUSSION

Description of Respondents

The respondents in this study consist of 100 individuals, with 40% being Islamic boarding school administrators and 60% being students (santri). Based on demographic data, the majority of the Islamic boarding schools sampled in Banten Province are modern Islamic boarding schools (65%), while the remaining 35% are salafi Islamic boarding schools.

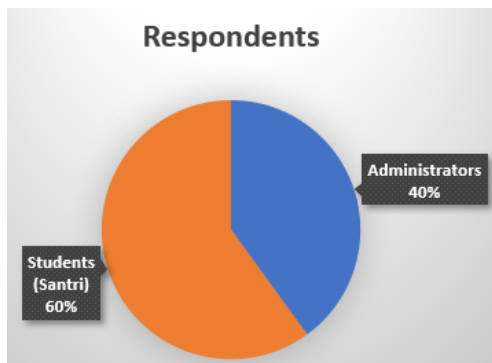


Figure 1. Demographic Data

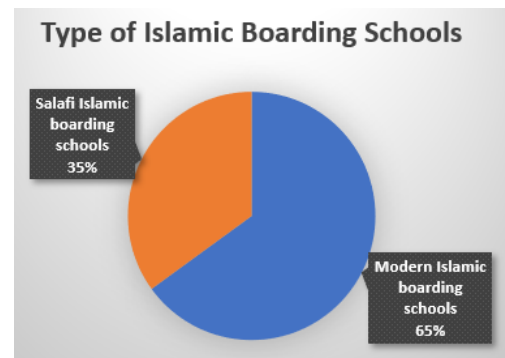


Figure 2. Type of Islamic Boarding Schools

Description of Respondent Feedback

Based on the results of the questionnaire, the majority of Islamic boarding schools in Banten Province have experienced significant management transformation. As many as 72% of respondents stated that they noticed improvements in curriculum management and facilities in the boarding schools. The use of technology in administrative management also received positive feedback from 68% of both administrators and students. On the other hand, aspects of financial management and human resource management in salafi boarding schools are still less optimal, although improvements have been seen in modern boarding schools.

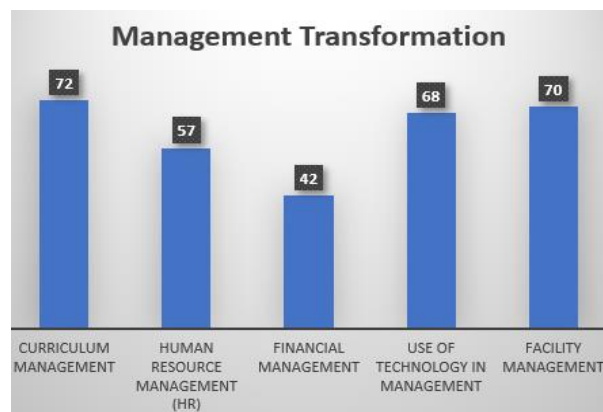


Figure 3. Results Of the Questionnaire

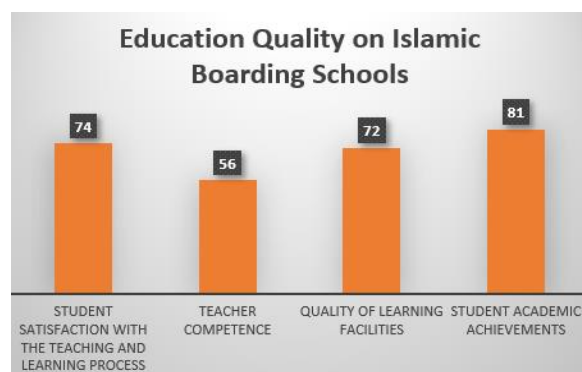


Figure 4. Results Of the Questionnaire

Hypothesis Testing

The hypothesis test was conducted using Simple Linear Regression to examine the effect of management transformation on education quality. The results of the regression test showed that the $p\text{-value} = 0.000$, which is smaller than the significance level of 0.05, meaning the alternative hypothesis is accepted. In other words, there is a positive and significant influence of management transformation on the improvement of education quality in Islamic boarding schools in Banten Province.

Discussion

The results of the study indicate that Islamic boarding schools that implement a more structured and professional management transformation show significant improvements in education quality, both in terms of student satisfaction, caretaker competence, and the facilities provided (Sahila et al., 2024). Transformation in curriculum management and the use of technology has proven to enhance the effectiveness of learning, particularly in modern Islamic boarding schools (Marsum & Syahroni, 2020).

Based on the research findings, effective institutional management can have a positive impact on the improvement of Islamic boarding schools in Banten Province. Some important roles of institutional management include:

1. Transparent and Efficient Financial Management

Both salafi and modern Islamic boarding schools need to have transparent and efficient financial management systems. This will help in the development of educational facilities, the well-being of caretakers, and the sustainability of the operations of the boarding school (Muchasan et al., 2024).

2. Training for Teaching Staff

Good management also includes regular training for teaching staff so they can adopt more effective teaching methods that are relevant to current developments. (Muid et al., 2024) suggests that Islamic boarding schools should hold training based on educational technology to facilitate a more interactive teaching and learning process.

3. Infrastructure Development

Islamic boarding schools with good management are able to allocate funds for the construction and improvement of infrastructure, thus creating a conducive learning environment. This includes the development of dormitories, classrooms, and other supporting facilities (Rubiherlan et al., 2024)..

CONCLUSION

Good institutional management in Islamic boarding schools has a significant impact on the improvement of education quality, student welfare, and the development of the institution itself. Islamic boarding schools in Banten Province, both salafi and modern, require an effective management system in terms of financial management, curriculum development, and facility enhancement. Therefore, the administrators of Islamic boarding schools in Banten must improve their managerial capacity to face the existing challenges.

This study concludes that management transformation has a significant impact on the improvement of education quality in Islamic boarding schools in Banten Province. Islamic boarding schools that have undergone transformations in curriculum management, human resources, and facilities tend to have better education quality.

To improve the quality of education in Islamic boarding schools, it is recommended that the administrators continue to develop human resources through training and education, as well as optimize the use of technology in various managerial and educational aspects.

Additionally, it is also important to establish partnerships with the government and the private sector to gain support in the development of Islamic boarding schools.

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