

Dynamics of the Darul Dakwah Wal Irsyad Foundation Educational Institution in the Aspects of Islamic Educational Management

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Abstract: The dynamics of growth and development of Madrasa Tsanawiyah Darud Dakwah Wal Irsyad Palu are covered in this research from an educational management perspective. The methodologies used in research are library research. Data is collected based on books, journal, written works, including research results both published and unpublished. The aim of this research is to evaluate and examine the dynamics of the expansion and progress of the Temporary Darud Dakwah Wal Irsyad Madrasa Tsanawiyah (1969–2013). The study's findings suggest that the dynamic growth of Darud Dakwah Wal Irsyad Madrasa Tsanawiyah year over year from 1969 to the present not seeing any notable expansion. Several things have been done, such as exploring the hamlet to look for prospective students, disseminating information, and promoting the local community. However, the results did not show significant progress. Several factors that influence this include: Planning has not been integrated with the planning function. Through coordination between the Darud Dakwah Wal Irsyad of Regional Management and Darud Dakwah Wal Irsyad Madrasa Tsanawiyah, the implementation function remains unchanged while the supervision function continues to run simultaneously. It seems that the implementation of this function is carried out simultaneously with both the internal control monitoring duties carried out by the head of Madrasa Tsanawiyah, Darud Dakwah Wal Irsyad Palu, and the exterior supervision carried out by the Regional Management of the Madrasa Committee and Darud Dakwah Wal Irsyad.

Keywords: Darud Dakwah Wal Irsyad Madrasa Tsanawiyah, Dynamics of Educational Institutions, Islamic Educational Management

A. Introduction

One of the nation's goals is to improve national life (Malik, 2018). In realizing the achievement of these goals, the nation continues to develop in all fields, including education. Education in the field of religion has also experienced an increase (Taufik, 2020). There are many Islamic boarding schools spread across Indonesia, among them is Madrasa Tsanawiyah. The history of the development of the world of

education in Indonesia has confirmed that madrasa education has proven to make a significant contribution to the realization of efforts to educate the life of the nation (Puspitarini et al., 2023) and state through the preparation and development of strong and high-quality Indonesian human resources, both physically, mentally and spiritually (Mansir, 2020). The existence of madrasas is deeply rooted in society and has developed along with the dynamics of the nation's journey. The type of religious teaching and basic education levels contribute to meeting the demands of the nation's young generation in Madrasa Tsanawiyah, which is designed religiously (Ihsan et al., 2021; Syafaruddin et al., 2022). These institutions can then provide religious services and guidance for future life planning. Afzal & Hussain, (2020) stated that community involvement in school education is seen by the community as a persuasive means to encourage students' academic growth in educational institutions. Therefore, the community participated and was loyal to him. Educational institutions must be able to provide rational programs based on current demands (Dian et al., 2022).

In choosing an educational institution, society must consider at least three factors: 1) vision and mission; 2) values (religion); 3) social status (Rahawarin et al., 2020). This problem shows how choosing a school is related to future goals. The existence of educational institutions run by Muslims, whether in the form of Islamic boarding schools with an Islamic curriculum or those present in universities, schools, and madrasas, both separately and collectively in one complex, is still not in line with what Muslims anticipate (Latief et al., 2021). Tsanawiyah Darud Dakwah Wal-Irsyad Madrasa included in the category of basic education level was created since originally named Education Darud Da'wah Wal-Irsyad Religion Teacher 4 Years, this madrasa was established on March 11, 1969 in Palu. Afterwards, on January 10, 1979, it changed the Madrasa Tsanawiyah Darud Dakwah Wal- status. Over a roughly 44-year span, from 1969 to 2013, Darud Dakwah Wal Irsyad Madrasa Tsanawiyah has undergone dynamic development through a number of initiatives. Growth of these madrasas in a more respectable way, which helps pupils become ready to become members a community that recognizes and upholds the teachings' principles religion and/or pursue a career in religious studies (Yumnah, 2021).

Since its founding in March 1969, Darud Dakwah Wal Irsyad Madrasa Tsanawiyah Palu (Madrasa) has developed at a fairly modest pace in relation to its age of 44 years. This can be seen from the number of students which is only 39 people, as well as 14 administrative staff and honorary teachers. Some teachers are certified, but there are still teachers at madrasas who work outside their scientific discipline. Madrasa infrastructure is also still lacking, for example the school yard is not large. The madrasa uses the courtyard of the Tawa Village Ujana Mosque which is right next to the madrasa for madrasa events, sports activities, parking and other activities.

There are several interrelated factors that cause the slow development of Madrasa, such as loyalty issues or concerns about the development and progress of Madrasa from the Regional DDI Management as the organization that designs, develops and safeguards Madrasa. Madrasa is currently the madrasa leader who is in charge of management directly, without the involvement of the DDI Regional Management. Technically, madrasa administration should be properly supervised by madrasa leaders and Regional DDI administrators. This is in accordance with the direction and policy of the Regional DDI Management, just as two institutions, namely the legislative and executive institutions, work together to achieve their respective goals and authorities.

Apart from that, the obstacle that hinders the smooth running of Madrasa is the uneven distribution of assistance from the Ministry of Religion of Central Sulawesi Province and Palu City. The government plans to distribute school budget allocation assistance, but the distribution is uneven (Muttaqin, 2018). Management of Islamic education is a very important thing (Amin et al., 2021). To continue to exist and develop, Islamic education clearly requires good governance, good planning and structure (Rahman et al., 2022). So that it can develop the existence of Islamic education in global competition. The review of education management is seen from the field of work, starting from learning program activities in the classroom (Hidayati & Sharifudin, 2023). The various issues above are interesting to research and study more closely from an educational management perspective. The main question studied in this research is "What are the dynamics of the development of Darud Dakwah Wal Irsyad Madrasa Tsanawiyah Palu from an Educational Management Perspective?".

B. Methods

This research is a qualitative descriptive research using the library research method, namely collecting books about research objects. This kind of research is categorized as library research, namely research carried out to search for data or information by reading publications available in libraries, reference books and scientific journals (Klain Gabbay & Shoham, 2019). Information is obtained from various written sources, such as magazines, academic papers, and other works related to the research author's address (Haghani et al., 2020). This research data comes from several sources, namely primary data sources and secondary data sources.

The primary data source is the main source that the author obtained from the Integrated Islamic School Quality Standards Book by the Integrated Islamic School Network, publisher JSIT in 2010 and secondary sources are defined as supporting sources related to the problem, which can be other people's books about the main material, documents resulting from research, and reports (Walliman, 2021). According to Kern (2018), secondary sources are data sources that are not limited by

time or geography, according to other experts. This indicates that the author only needs to retrieve, collect and organize these materials because the type of information or data is already available (Tracy, 2019). The author used secondary materials for this research from various sources, including books, dictionaries, encyclopedias, journals, papers and websites.

C. Results and Discussion

Dynamics of Development of Darud Dakwah Wal Irsyad Madrasa Tsanawiyah

In the 2005-2006 academic year, under the leadership of Dra.Hj.Hasmiah Hasan, M.Pd.I., as Head of the Madrasa, there were only three students in class IX. On the other hand, in classes VII or VIII, there are no students. Based on the teaching calendar year between 2006 and 2007, madrasa heads and teachers initiated a search for prospective students to pick up football, namely going straight to the field looking for interested prospective students. In general, children in the Lik Layana Transmigration area drop out of school, especially in Layana Village in Mantikulore District, Palu City. From the madrasa location, which is around 13 km away, it is not too far to go north.

Students go to the madrasa using cars rented by the madrasa. However, if the students do not come, the madrasa will pick up each participant. Students receive transportation funds of IDR 4,000 per day. The search for prospective students has been carried out since madrasa was founded in 1969 by Abdul Rahman Dg. Manesa, B.A. This search is focused on finding individuals who are generally students in Lasoani Village and Kawatuna Village, which are approximately ten to twelve kilometers to the east from Madrasa Palu. The head of the madrasa and his teachers carried out outreach to the community through "door-to-door" visits to the homes of residents around the madrasa in Ujuna Village, West Palu District, Palu City. This is for further development in efforts to find and add students to enter Madrasa. As a result of this socialization, the majority of students currently attend madrasas. Madrasa had 13 teaching staff and support staff in the 2005-2006 academic year, consisting of 12 teachers and 1 administrative staff. Two teachers have candidates for civil servants status, while seven teachers have civil servant status, three are honorary teachers, and one is administrative staff. The educational infrastructure at Madrasa is still inadequate. The school uses the mosque yard next to the school for sports and madrasa activities.

Challenges to the Growth of Darud Dakwah Wal Irsyad Madrasa Tsanawiyah Palu

From the beginning until now, the number of Madrasa Palu students has been counted as small compared to comparable madrasas in the same area, specifically in

the Palu Regency area west of Palu City. Local community interest becomes fiscal. The number of parents who register their children at MTs is still quite low. There are several factors that contribute to the low level of interest in these madrasas, namely the lack of madrasa infrastructure, limited land, poorly maintained school buildings, and unsustainable madrasa development planning for growth.

As previously mentioned, madrasas do not have their own land. The madrasa was built in the courtyard of the Taqwa Mosque in Ujuna Village, West Palu District. The Taqwa Mosque was built by various groups of society and figures from all components and the history of several Muslim communities. The madrasa was built by H. Ambo Sulo and DDI leaders. One of the problematic elements that hinders the growth of madrasas is the Taqwa Mosque. The reason is that the Taqwa Mosque believes that local residents are in the settlement. Ujuna is part of the Muslim community at all levels, so it is not ideal if madrasa are limited to one Islamic mass group that has just been built and placed in a complex next to the mosque. Apart from that, madrasas have limited funds to carry out building maintenance and additional madrasa infrastructure. Assistance from the government has not been optimal for madrasa.

Relationship Harmony is Lacking between Darud Dakwah Wal Irsyad Madrasa Tsanawiyah Palu and Darud Dakwah Wal Irsyad for Palu City Regional

The existence of madrasas cannot be separated from DDI Regional. Based on DDI's articles of association and bylaws, it is stated that the basic education level at Madrasah Tsanawiyah and Madrasah Ibtidaiyah is the regional DDI work area. Even when discussing regional DDI which is carried out at the City/Regency level, they make an annual schedule and work program for madrasa activities. Palu City Regional DDI functions as coordinator, person in charge, and carries out evaluations of madrasas. Regional DDI is also responsible for resolving all problems faced by madrasas. However, the relationship between Regional DDI and DDI MTs has not been well established. The Regional DDI rarely carries out monitoring visits and monitors conditions and activities in madrasas and madrasas do not routinely report their activities to the Regional DDI. To attract students who live in transmigration areas, madrasas have a program to pick up and drop off students by car or provide students with an additional fee of IDR 4,000 per day. These costs come from madrasa funds. This becomes a burden on the madrasah budget due to the limited financial condition of the madrasah.

Development of Darud Dakwah Wal Irsyad Madrasa Tsanawiyah Palu from the Administrative Side

Planning, implementation and supervision are the main tasks of management. Darud Dakwah Wal Irsyad Madrasa Tsanawiyah Palu has carried out this planning

function. The work program of the Head of Darud Dakwah Wal Irsyad Madrasa Tsanawiyah in the 2012–2013 academic year consists of: 1) Administration; a) general, teaching/curriculum, student affairs, personnel, d) student affairs, e) 1) Supervision of Teachers and Staff; 2) Supervision of Student Evaluation; 4) Facilities; 5) Madrasah settings; 6) Extracurricular Events; 7) Madrasah Committee; and 8) Cross-sectoral.

MTs DDI has not carried out all the activities that have been planned properly. There are still several targets that have not been achieved, for example the number of students is not in accordance with the target, and infrastructure standards are met. Supervision is not going well in Madrasas. The principal does not carry out scheduled supervision of the teachers at the school. To improve the performance of teachers in schools, school principals should carry out regularly scheduled supervision (Ayubi et al., 2020). The school principal as the highest leader has the role and responsibility to foster and improve the teaching and learning process in schools (Bush, 2018). In carrying out his role, the school principal must be able to carry out various supervision and control to improve the teaching and learning process (Amelia et al., 2022). This supervision and control is carried out with the aim of (1) finding out the obstacles and obstacles that occur during the teaching and learning process, so that later solutions can be quickly found (Syamsu Alam, 2022), and (2) to find out to what extent the teacher is able to carry out learning, so that if it is deemed unsatisfactory, the principal can provide guidance to improve the teacher's abilities and skills in carrying out their main duties (Darmansah, 2023).

Regional DDI supervision of madrasas is not going well. Regional DDI should carry out coordination and supervision of activities taking place in madrasas. Madrasas experience difficulties in coordinating and reporting madrasa activities to the Regional DDI administrators. Managerial is not running as it should. This can have a negative impact on the development of DDI MTs.

The supervisor's role is to carry out evaluations, namely determining how well the employee's performance is, in particular determining the extent to which a task can be completed correctly according to plan, determining why a task cannot be completed according to plan, and what improvements will make it possible to complete the task so that the work can be carried out without experiencing difficulties. These three management functions can be implemented if the planning function has a synergistic relationship. Groups that have the same interests include the management of the Madrasa Tsanawiyah Darud Dakwah Wal Irsyad Palu City, the leadership of the Madrasa Tsanawiyah Darud Dakwah Wal Irsyad Palu, and the Guardians. The Madrasa Committee and students gathered to discuss creating a practical hierarchy of planning priorities. Therefore, the aim of implementing the action needs to be equipped with a monitoring system so that there are no deviations from activities in previously planned. The supervision of employees is carried out by

the head of the madrasa, and external supervision is carried out by the Darud Dakwah Wal Irsyad Regional Management and the Palu City Madrasa Committee.

D. Conclusion

The dynamics of the development of Madrasah Tsanawiyah Darud Dakwah Wal Irsyad Palu can be concluded from the results of the research previously stated. The number of students at Madrasah Tsanawiyah Palu Darud Dakwah Wal Irsyad from year to year since it was founded has not experienced significant progress. Madrasah heads and teachers have carried out outreach and promotions. The abilities of teachers and staff have not changed much. Substantially, they have not met the requirements and proficiency in certain subjects. In terms of infrastructure, it is inadequate according to students' needs. In terms of land ownership, the school does not yet have its own land. The limitations of madrasa development include several main topics, including students. The number of students is relatively small compared to similar madrasas in the same area, especially in West Palu District. Madrasah land that is not owned by itself makes it difficult to get assistance from the City Education Office and the Palu City Ministry of Religion. The relatively long distance means that madrasa education is often delayed. Another dynamic that occurred was the lack of peaceful interaction between the Darud Dakwah Wal Irsyad Management and the Darud Dakwah Wal Irsyad Tsanawiyah Palu Madrasah in the Palu City area.

From a management perspective, there are three functions that must be carried out, namely planning, implementation, supervision. Coordination of integrated planning across Regional DDI management with DDI MTs. In the implementation stage, the school has not been able to implement all the plans that have been prepared. Supervision is not going well. The implementation function runs without being accompanied by a monitoring function. In essence, internal control has an effective supervisory role. Everything has been completed according to the plan that has been set, although overall management functions have not been carried out well. The implementation function runs without being accompanied by the monitoring function which runs simultaneously.

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