

**The Framework of Islamic Educational Management
to Improve Quality of Graduates**

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Abstract: This study analyzed 1) the management of the basic components of Islamic education; 2) the construction of a curriculum management framework for enhancing the quality of Indonesian graduates; and 3) assess the role of IQF as the current Higher Education Curriculum in resolving the difficulties with Indonesian graduate quality. This study takes the form of a literature review that is explained qualitatively. Based on the findings of the investigations, the following conclusions can be drawn: 1) management of the basic components of Islamic educational, which include: (a) management of Islamic education personnel, (b) management of Islamic education students, (c) management of Islamic education curriculum, (d) Islamic education financial management, and (e) management of Islamic education facilities and infrastructure; 2) building a curriculum management framework for enhancing the quality of Indonesian graduates, which will include the following stages: (a) planning, (b) implementation, and (c) curriculum evaluation; and 3) it is envisaged that the IQF policy will help to improve the quality of Indonesian graduates.

Keyword: Framework, Islamic Educational Management, Quality of Graduates

1. Introduction

In educational institutions, the issue of quality and low quality of Indonesian people is no longer a new topic. Every time the Human Development Index report is released, our Human Resources quality rank is always at the bottom. According to the 2015 United Nations Development Programs report, Indonesia remains in the group of nations with a medium level of human development. Previously, it was clear that Indonesia's education quality in basic literacy (Reading, Mathematics, and Science) was well behind that of neighboring countries. Indonesia ranks 64th out of 65 nations in a more extensive report from the Organization for Economic Cooperation and Development on Program for International Student Assessment which they held to examine the quality, equity, and efficiency of education in schools (Novita, 2018).

The quality of secondary education graduates in schools is a determining factor for higher education quality. This is due to the fact that SMA, MA, and SMK students register to engage in obtaining learning experiences in the learning process in higher education. If we focus on the low quality of Indonesian education at the level of higher education throughout Indonesia, the rating of Islamic Religious Universities is always lower than that of General Universities.

There are various components in the learning process system in the world of education, including professional teacher human resources, curriculum, learning facilities, learning methodologies, and collaboration networks (Qomar, 2007; Seriyanti dkk, 2021). Amtu (2013) stated the same thing, that the components and variables that affect the realization of good quality education are still commonly related with the curriculum, educators, students, teaching and learning processes, budgets, educational infrastructure, organizational culture, leadership, and so on. According to Musfah (2015; Risnita, 2019), the components of the process system are: (1) education management and (2) programs with a learning cue. According to Musfah (2015), the components of the process system are: (1) education management and (2) programs with a learning curriculum.

The component that is at the heart of the learning process (education) is a component of the curriculum, according to the components of the learning process listed above. There are two reasons why the curriculum might be considered the

heart of education: (1) it is related to something that should be taught, and (2) it is a collection of thoughts, behaviors, and goals (Arifin, 2018). According to Gunawan and Benty (2017), curriculum is important in education because it influences the direction, substance, and method of education, which ultimately affects the types and qualifications of graduates of an educational institution.

The curriculum is one of five main components of Islamic education management. Management of basic components, according to Qomar (2015), includes: (1) management of Islamic education personnel, (2) management of Islamic education students, (3) management of Islamic education curriculum, (4) management of Islamic education finances, and (5) management of Islamic education facilities and infrastructure. Given the importance of the curriculum as the core of education, scholars are eager to debate this topic under the heading “Development of a Management Framework for Higher Education Curriculum to Improve the Quality of Indonesian Graduates”.

2. Methods

Given that this is a literature review, the findings of the data and information exploration are presented in a qualitative manner. The theoretical theories relevant to research problems will be explained in this paper. The assessment of the concepts and theories used in this section is based on the available literature, particularly articles published in various scientific journals. The purpose of a literature review is to develop concepts or theories that will form the foundation of research (Sujarweni, 2014). A literature review or literature study is a required activity in research, particularly academic research, with the primary goal of developing theoretical as well as practical benefit aspects (Sukardi, 2013).

Before conducting a review of library materials, researchers must be certain of the sources from which the scientific information will be obtained. Textbooks, scientific journals, statistical references, research results in the form of theses, theses, dissertations, and the internet, among other sources, were used (Sanusi, 2016).

3. Results and Discussion

a. Basic Components of Islamic Education Management

Sin (Saefullah, 2014) defines four requirements for Islamic management, which are as follows: (1) the foundation of Islamic values and morals; (2) all management activities are a form of servitude to Allah SWT; (3) the relationship between superiors and subordinates is a Muslim brotherly relationship; and (4) Islamic management, which is based on ethics and religious values, is an alternative in solving individual and social problems in the midst of an increasingly morally uncertain world.

The author's discussion focuses on the management of the Islamic education curriculum, one of the five management components of Islamic education. This is based on the statements of several figures described in the problem's background above.

b. Creating a Curriculum Management Framework to Improve the Quality of Indonesian Graduates

The curriculum is derived from the Greek words *curir*, which means running, and *curere*, which means a place to run (Idi, 2007). Meanwhile, according to National Education System No. 20 of 2003, a curriculum is a set of plans and arrangements concerning the objectives, content, and learning materials and methods used as guidelines in the preparation of the education unit level curriculum and syllabus in each educational unit (Nasution, 2003). Oemar Hamalik defines the curriculum as an educational program provided by educational institutions or schools for students, which is similar to the sound of the National Education System No 20 of 2003. Students participate in various learning activities based on the education program in order to encourage their development and growth in accordance with the predetermined educational goals. The curriculum includes everything that can affect student development, such as school buildings, learning tools, school supplies, libraries, employees, administration, pictures, and school yards (Hamalik, 2007).

Curriculum development is the process of determining how curriculum development will function. Because the curriculum is a dynamic teaching and

learning vehicle, it must be evaluated and developed continuously and sustainably in response to societal developments. Curriculum developers must pay attention to moral aspects, as emphasized by McNeil (in Musfah, 2015), that curriculum content includes fostering affective aspects, which are contained in every field of study, both written and hidden, while also ignoring cognitive and psychomotor aspects.

Table 1. Curriculum Planning (Finch and Crunkilton in Aly, 2011)

Type	Person in Charge	Result
The strategic plan	Parties in authority and the Council (by asking for input from various groups within an institution).	Competency requirements, program content and structure, and overall curriculum implementation strategy are all important considerations.
Program Plan	Central administration and school principals (by asking for input from teachers and school staff)	In each subject, basic abilities and content or subject matter
Learning program plan	Teachers, counselors, and support staff (by asking for input from parents, students, and community members)	Competency achievement indicators, learning materials, learning methodologies, and learning evaluation

There are two models in curriculum evaluation: 1) the Saylor, Alexander, and Lewis model, which emphasizes curriculum evaluation on five aspects, namely: (a) curriculum objectives/institutional goals, curricular and learning objectives, (b) educational programs overall, (c) specific segments of the educational program, (d) learning, and (e) program evaluation; 2) Stufflebeam's CIPP model, which focuses on four areas of evaluation: (a) context, (b) input, (c) process, and (d) product.

The second model mentioned above, the CIPP Stufflebeam model, is the one most commonly employed by curriculum developers. Curriculum evaluation activities, according to Stufflebeam, must have the following eight elements: a) an activity process with several steps; b) a detailed description of the things to be evaluated; c) obtaining data for evaluation purposes; d) providing a description of

the purpose of the evaluation; e) useful; f) descriptive information about the data required; g) criteria decisions, framework value, h) alternative decisions.

Figure 1 depicts the curriculum evaluation using the CIPP Stufflebeam model see below:

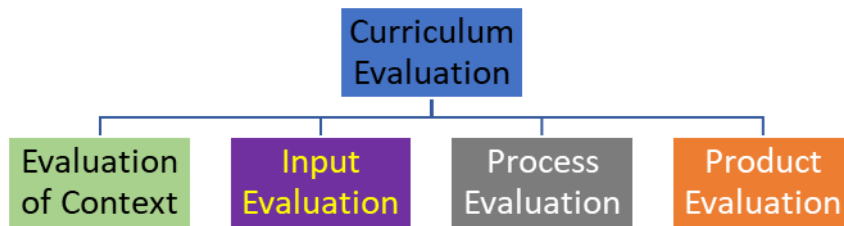


Figure 1. The Curriculum Evaluation

c. The role of IQF, as the present higher education curriculum, in solving issues concerning the quality of Indonesian tertiary education graduates

The IQF's core premise is to evaluate a person's performance in scientific aspects, expertise, and abilities in line with learning outcomes gained through the process of education, training, or experience that has been surpassed, which is comparable to qualification descriptors for a specific level. Comparative studies have also been conducted in other nations during the process of gathering the IQF concepts in order to produce IQF that is comparable to the qualification frameworks of other countries. Equivalence between the IQF and other countries' qualification frameworks is required for the IQF to be understood and recognized as a reliable and trusted qualification system. Furthermore, with IQF's recognition and trust, cooperation or equalization of labor qualifications between Indonesia and other nations will be more easily realized.

IQF offers nine qualification levels, beginning with Qualification Level 1 and progressing to Qualification Level 9 as the highest qualification. The levels 1–9 is determined by a thorough mapping of labor conditions in Indonesia in terms of labor producers (supply push) and users (demand pull).

Despite the fact that it was founded three years ago, not many higher education institutions have IQF-based curriculum. Higher education institutions,

particularly study programs, are mandated to change their curriculum in accordance with the Indonesian National Qualifications Framework (IQF), as outlined in Presidential Decree No. 8 of 2012 and Permendikbud No. 73 of 2013. IQF is a work qualification gap framework that juxtaposes, equalizes, and integrates academic education with training and work experience in order to give competency recognition based on job roles in diverse industries. It is recognized that developing a IQF-based curriculum is a difficult task for university academics. It takes understanding and commitment on the part of the lecturer. The role and support of the Chair of the Study Program, the Dean, and the Chancellor are critical in this situation.

4. Conclusion

Based on the preceding reasoning, the following conclusion can be reached: 1) management of the basic components of Islamic education, which include: (a) management of Islamic education personnel, (b) student management of Islamic education, (c) management of Islamic education curriculum, (d) Islamic education financial management, and (e) management of Islamic education facilities and infrastructure; 2) creation of a curriculum management framework for increasing the quality of Indonesian graduates, which will include the following stages: (a) planning, (b) implementation, and (c) curriculum evaluation with principles that must be met, and 3) the IQF policy issued based on Presidential Decree No. 8 of 2012 can respond to the improvement of the quality of Indonesian graduates by integrating Learning Outcomes of academic, vocational, and professional education with qualifications for each level of IQF that follow the tast.

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