

Organizational Management in Islamic Educational Institutions

Muhammad Ali Firdaus¹, Saeful Lukman², Fatah Yasin³,

^{1,2,3}Postgraduate PAI Students, UIN KH Abdurrahman Wahid Pekalongan

alifirdausmohammad@gmail.com; saefulhafiz@gmail.com;

fatahdepag@gmail.com

Abstract

Organizational management in Islamic educational institutions is a process that determines success and failure in achieving the expected educational goals. In fact, not a few Islamic educational institutions cannot carry out the organizational process properly to achieve their goals. Organizing management in Islamic educational institutions is an effort to cooperate effectively and efficiently between components to achieve goals that can be achieved through division of work tasks, separation of work fields, forming organizational hierarchies, then finally coordination by establishing a work system within the Islamic educational institution. In the implementation of organizational management of Islamic education institutions, it is necessary to develop an organizational structure with several design options that can be used such as; mechanistic structure, organic structure, pyramidal structure, and horizontal, by fulfilling the various elements in it namely; job specialization, job grouping, chain of command, span of control, centralization and decentralization, and standardization. In the management of the organization of Islamic educational institutions, it cannot be separated from the existence of elements of power and authority to exercise control over the running of Islamic educational institutions. Besides that, in order for the management of the organization of Islamic education institutions to run well, it is necessary to centralize the management of activities or work (centralization) and if local decisions are needed, this can be done in the opposite way, namely the decentralization of organizational work.

Keywords: *Management, Organizing, Islamic Education Institutions*

A. Introduction

In general, organizing refers to a program in a certain process, placing something or personal in the right position with the intention of ensuring that everything will function effectively and achieve the expected goals (Panel YaPEIM Management Academy, 2013, p. 117). Organizing is the second management function after planning which is something dynamic, while the organization itself is a static tool or container (Badrudin, 2015, p. 111). Organizing is also necessary and has a very important role in educational organizations to carry out all its activities.

Educational units that are present in the midst of society, both organized by the government and the community, are an organization or place for organizing education that requires a good management system to carry out its activities to achieve the expected goals. This includes education units that carry out Islamic

education that carry out Islamic education activities, requiring good management so that the goals of Islamic education can be achieved effectively and efficiently. In fact, not all educational units are able to properly organize Islamic education programs through a well-organized process so that the programs pursued cannot run effectively and efficiently.

In this regard, the discussion on the themes of how to organize effective Islamic educational institutions still needs to be raised again among the managers of Islamic educational institutions today. For this reason, this simple paper will review how organizing can be applied to Islamic educational institutions. With a discussion that focuses on what and how to organize in the management of Islamic education which is compiled based on the opinions of experts in the field of education management in general and the management of Islamic education.

B. Discussion

1. The Concept of Organizational Management in Islamic Education Institutions

a. Definition of Organizing

There are two terms related to organizing that need to be discussed before discussing the notion of organizing. That is the terms organization and organizing. Both are etymologically actually derived from the same root words in English, namely organization and organizing. The word organization can be interpreted as an institution. Meanwhile, the definition of an organization according to Beach and Reinhartz as quoted by Suhadi Winoto can also be interpreted as an association consisting of two or more individuals who have the same commitment and have a formal bond to achieve the goals of the organization (Suhadi W., 2020 , p. 53). Meanwhile, according to Mondy and Premeaux as quoted by Syafaruddin. Meanwhile, the term organizing comes from the word organization which means creating a structure with integrated parts so that they are related to one another (Suhadi W., 2020, p. 53). In Arabic it is called al-Tandhim, meaning to organize or arrange (Ach. Mohyi, 1999, p. 1). Organizing according to the term (terminology) put forward by several experts as put forward by Suhadi W., among others, according to Goerge R. Terry is an activity carried out to strive for effective and efficient cooperative relations between people in an organization. According to Robbins and Coulter, organizing is the process of determining the organizational structure (Suhadi W. 2020, p. 54). Nanang Fatah argues that organizing is the process of dividing work into smaller jobs, assigning the work to people according to their abilities, and allocating resources, as well as coordinating them in the framework of the effectiveness of achieving organizational goals (Nanang Fatah, 2014, p. 21). From the notions of organizing that have been explained by these experts, it can be understood that organizing is a process of connecting efforts to link cooperation by dividing work tasks and integrating various resources to achieve organizational goals effectively and efficiently. In Islamic literature, the matter of organization can be deepened on the meanings of the holy verses of the Qur'an which mention the term "shaffan" (lines), for example in surah Al Shaff verse 4. The word shaffan according to Quraish Shihab as quoted by Suhairi is a group of many of its

members are of the same kind and compact and are in one strong and orderly container (marshush). While Al-Qurtubi explains the meaning of shaff in Surah Al-Shaff verse 4 is an order to enter in a line (organization) so that there is regularity to achieve goals.¹In another surah, Allah has given examples to humans of how Allah carried out the organizing steps after Allah had carried out careful planning in the process of creating the heavens and the earth as in Surah Al-Sajdah verses 4 and 5. In this verse there is a message, that when Allah created the heavens and the earth through careful planning (for six days), then Allah made arrangements and organized (organizing), so that all matters in the heavens and the earth can run in an orderly and smooth manner.²

b. Characteristics of Organizational Management

From the notion of organizing that was previously mentioned, there are several things that become the characteristics of organizing which can be described as follows. The characteristics of the organization, among others: First, the organization is related to the leadership's efforts to integrate and harmonize the required human and non-human resources. Second, human resources consist of people or groups that meet the specified conditions. Third, non-human resources include physical facilities and the physical environment. Fourth, human and non-human resources are integrated into the organization. Fifth, in organizing there is a division of labor into smaller tasks, authority and responsibility are assigned to people according to their abilities. Sixth, All series of activities in organizing are directed to achieve the goals set in the organization. Seventh, human resources play a major role in achieving organizational goals (Suhadi W., 2020, p. 55).

c. Elements of Organizational Management

There are several elements in organizing management. According to Syafaruddin, these elements include: responsibility, authority, delegation, accountability, and organizational structure as will be explained briefly below:

- 1) Responsibility. In accepting a job means a person takes responsibility for carrying out the tasks for which he is responsible. Responsibility is the obligation to carry out work activities.
- 2) Authority. Authority is the right to decide, direct people to take an action, or to carry out an obligation to achieve a goal.
- 3) Delegation. Delegation is the process of giving responsibility as long as the authority is needed.
- 4) accountability. Accountability is a guarantee that someone who is proposed to carry out a task actually does it correctly.
- 5) Organizational structure. The organizational structure is containing the organizational framework. The organizational framework is complex, medium and simple.

¹Suhairi, Organizing in the Perspective of the Al-Quran and Al-Hadith, Proceedings of the International Seminar "Challenges in the Management of Islamic Education, Islamic Law and Malay Language in the Revolutionary Era 4.0" (November, Postgraduate Program of UIN STS Jambi, 2019), p. 426

²Jamaludin, Organizing in Islamic Views, El-Mal: Journal of Islamic Economics and Business Studies, (June, Vol. 1, 2018), p. 28-29

d. **Benefits of Management Organizing**

Organizing in management has several benefits to achieve goals effectively. According to Karta Saputra the goals of organizing include: a) Organizing causes each member of an organization to know what activity groups are carried out. b) Organizing provides firmness, clarity in working relationships within an organization. c) Organizing will form a formal relationship between activities and implementation will be achieved, d) Organizing delegates authority steadily which can be accounted for. e) Organizing will utilize human and non-human resources in the framework of work effectiveness and efficiency (Karta Saputra, 1982, p. 42).

2. Organizing Process in Educational Institutions

a. **Basic Steps in the Organizing Process in Educational Institutions**

Every organization requires a process in the form of steps that must be implemented. Ernest Dale revealed the fundamental steps in the organizing process as quoted by Torang, namely: First, the division of labor. Dividing all workloads into tasks that can be carried out by individuals or groups comfortably and rationally in achieving organizational goals. Second, segregation of work (departmentalization). Namely the grouping of tasks, human resources, and combining them logically and efficiently. Third, organizational hierarchy. Establish a line of command or command based on a hierarchy or levels within the organization. Who is responsible to whom. Fourth, coordination. Establish a work mechanism that unites departmental activities into a single unit. If you look at the four organizing processes, the process of organizing education can be carried out in the following steps: (1) detailing the work with tasks to achieve the goals of the educational unit, (2) dividing the entire workload of the educational program into activities that can be carried out individually or groups, (3) linking work rationally and efficiently, (4) establishing work mechanisms to coordinate each work of the education program in a harmonious whole, and (5) monitoring educational work and taking adjustment steps to maintain and increase effectiveness.

b. **Scope of Organizing Process Activities in Islamic Education Institutions**

Based on the description of the previous organizing process, it can be concluded that in carrying out the process of organizing educational activities or programs in educational units, it includes the following activities: first, the division of work is carried out by dividing the burden and tasks, then distributing them to individuals and groups. Second, the division of activities according to the level of power and responsibility. Third, division and grouping of tasks according to different types and types. Fourth, the use of coordination mechanisms for individual and group activities. Fifth, the arrangement of working relations between members of the working group (Suhadi W., 2020, p. 57-58).

c. **Organizing Steps in the Education Unit**

Organizing educational programs or educational units in a systematic and detailed manner can be pursued by the following steps: 1) Identifying activities or tasks that need to be carried out to achieve goals. 2) Grouping the same activities or tasks and having the same function. 3) Give a specific name for each group of activities or tasks with a name that more or less describes their respective

functions. 4) Determine the personnel to be appointed to complete each group of activities or tasks. If there is a group of activities or certain tasks that must be carried out by more than one person, then one of them needs to be appointed as the person in charge (distribution of tasks and responsibilities). 5). Distributing facilities or equipment needed to complete the work 6). Setting work rules 7). Establish work relationships (Siagian, 2017, p. 37).

3. Development of Organizational Structure as an Effort to Organize Resources in Islamic Education Institutions

a. Definition of Organizational Structure

With regard to the definition of organizational structure, there are several definitions expressed by several experts, including: Suhadi Winoto, he explained that the organizational structure is defined as a formal framework that is depicted in the relationship between functions, positions, and people who show position, duties, authority, and responsibilities in the organization (Suhadi W., 2020, p. 58). According to John Child, organizational structure is the formal allocation of organizational roles/work, administrative mechanisms for overseeing and integrating organizational activities, including all organizational activities that cross formal organizational boundaries (Alo Liliweri, 2014, p. 219). Meanwhile, the organizational structure according to Eliana Sari is a system of formal inter-work relations that describes the segregation of different tasks and integrates the implementation of these tasks (Eliana Sari, 2006, p. 32). From the definition of organizational structure as explained by these experts, we can conclude that the organizational structure is a picture of the division of work tasks and the actors of the work with their positions and functions in a formal relationship to achieve goals.

b. Elements in the Organizational Structure

There are several elements that make up an organizational structure. These elements need to be considered in making the structure of an organization. The six elements are (S. Indartono, p. 129); (1) Job specialization. Namely the extent to which tasks in the organization are divided into separate jobs. It can also be explained as a clear division of tasks within the organization, based on the expertise and capabilities of human resources. (2) Classification of types of work. The basis used to group jobs together. Grouping types of work can refer to processes, products, locations, or customers. (3) Chain of command. It is the unbroken line of authority that extends from the top of the organization to the very bottom and defines who is accountable to whom. (4) Span of control. That is the number of personnel that can be directed efficiently and effectively. (5) Centralization and Decentralization. Centralization is how the level of decision making is concentrated at one point in the organization. Decentralization is the opposite of centralization. (6) Standardization. Namely the extent to which tasks within the organization are standardized or standardized.

c. Developable Organizational Structure Design

There are several organizational structure designs that can be developed in educational units as stated by Styabudi Indarto. Several structural designs that can be developed in educational units, namely: 1). Mechanistic, namely a structure characterized by extensive departmentalization, high formalization,

limited information network, and centralization. 2). Organic, that is, a flat structure, using cross-hierarchical and cross-functional teams, has low formalization, has a comprehensive information network, and relies on participatory decision making. 3). Pyramid, this model is made exactly a pyramid. Where a highest leader is at the very top of the pyramid and the middle and lower levels of leadership are at the bottom. 4). Horizontally, this model is made by drawing straight lines horizontally with each functional division along with their respective duties. In developing the design of an organizational structure in an educational unit, according to Kootz, O'Donnel, Weihrich, as cited by Suhadi Winoto, it is necessary to pay attention to the following points (Suhadi W., 2020, p. 57): (1) the organizational structure must reflect the goals and organizational activity plans, (2) the organizational structure must reflect the authority available to the leader, (3) the organizational structure must reflect the environment, and (4) the organizational structure must be filled with personnel/staff.

d. Factors Influencing the Development of Organizational Structure in Education

In developing an organizational structure, there are several factors that can influence and become determinants in the development of an organizational structure, including (S. Indartono, p. 133-134): (1) organizational strategy to achieve goals, (2) technology used to achieve goals, (3) Personnel involved in the organization, and (4) size of the organization.

4. Power and Authority in the Organizational Management of Educational Institutions

Power and authority are very important aspects in organizing an institution or educational unit. Power and authority itself is one of the organizing elements in educational management (Syamsu Q. Badu, 2017, p. 2017, p. 17-18).

a. Power

Experts have defined power related to organizing in management, including: Stoner, Freeman, and Gilbert, according to them power is the ability to exert influence over others. This means the ability to change the behavior of individuals and groups by using influence. Robbins defines that power is something that refers to an ability to influence the behavior of other people to do something, even though the person doesn't really want to do it. And Weber defines power as the probability of an actor's position in social life to force other people to do something according to their will even though there is resistance (Suhadi W., 2020, p. 61). From the definition of power that has been explained by these experts, it can be concluded that in a simple way, power is the ability to influence individuals or groups to do something based on the will that influences them. According to Stoner and Robbins, there are five sources of power, namely: First, coercive power. Second, power because of the award (reward power). Third, power because of position (legitimate power). Fourth, power due to expertise (expert power). Fifth, power because of charisma (referent power). (Heri Krisnandi, 2019, p 143-144). In the context of education, the leaders of educational units or school principals are expected to have the power to carry out organizational activities to achieve their goals effectively. Likewise, teachers and

school staff are also expected to have power by increasing competence, attitude, and commitment to the tasks inherent in themselves and their profession.

b. Authority

Authority according to Stoner, Freeman, and Gilbert is the ability to use power (Suhadi W. 2020, p. 63). Authority according to Hani Handoko is the right to do something or order and prohibit others from doing something to achieve goals (Hery Krisnandi, 2019, p. 143). While the meaning of authority according to Syafaruddin authority is the right to decide, direct people to take an action, or to carry out an obligation to achieve organizational goals (Syafaruddin, 2015, p. 84). From some of these meanings, authority can simply be interpreted as the right to use power to order someone in order to achieve a goal. From this understanding it can be seen the characteristics or characteristics of authority, namely: 1) the existence of rights, 2) the existence of actions or orders, and 3) authority is a guarantee for the achievement of goals. According to organizational experts such as Hoy and Miskel, authority can be divided into three, namely (Hery Krisnandi, 2019, p. 143-146):

- 1) Formal. Formal authority is attached to the organization and is reflected in the form of positions, rules and regulations. In the context of education, everyone must obey and accept orders from the leadership in the education unit which has formal authority from the education unit.
- 2) functional. The source of functional authority is competence, and personal. This means that it is possible that this authority is not only attached to one's position, but also lies in the competence one has. Competence can provide legal control and orders, regardless of the position held by a person. In the context of education, heads of education units as well as teachers or employees can have the authority to influence or order other people because of the skills they have, not because of the position they hold.
- 3) informal. Informal authority is authority that originates in the nature and behavior of individuals. This authority views that a person can command others because of the nature, behavior, and personality they have. Educators can have the authority to carry out orders because they have the nature, behavior, and personality that deserves to be obeyed.

5. Centralization and Decentralization

Centralization is power and authority concentrated at the top levels of the organization. While decentralization is the delegation of power and authority to lower levels in the organization. In other words, centralization is the concentration of power and authority at the top leadership of an organization. While decentralization is the reverse (Suhadi W, 2020, p. 65). The effectiveness of organizing within an educational unit is influenced by the degree of decentralization and centralization of authority within the educational unit itself. Centralization occurs when in an educational unit only a small portion of the authority is delegated to the units below. Meanwhile, decentralization in educational units can occur if most of the existing authority is delegated to subordinates (Hery Krisnandi, 2019, p. 150).

The decision to centralize occurs when it does not require and involves local responsibilities or task holders in the organizational structure of the

educational unit, and can be done more efficiently and economically. Meanwhile decentralization occurs at the local level or the holders of tasks in the organizational structure of the educational unit, if it requires decisions related to local needs or task units, and if it is carried out centrally it will limit the desired initiatives and hinder the development of responsibilities and carrying out tasks in each unit that should be running effectively (Suhadi W., 2020, p. 66-67).

6. Relationships in Organizations

The pattern of organizing must allow for relationships to be carried out in four directions, namely downward, upward, horizontal and diagonal. This is necessary, because each direction of the relationship determines the framework in which the work relationship will be carried out (Hery Krisnandi, 2019, p. 202). The relationships that occur in organizations can be explained simply as follows (Devi Yuliana, 2020, p. 40): a) Downward relationships. That is the relationship that occurs from superiors to subordinates, which includes leadership policies in the form of orders or instructions, directions, and policies. b) Upward relationship. Is a relationship that occurs from subordinates to the top levels in an organization and includes suggestions, complaints, and requests. c) Horizontal relationship. Relationships that flow across various functions in the organization. This form is useful for coordinating and integrating various organizational functions. d) Diagonal relationship. These relationships cut across functions and levels in the organization, and are important in situations where members cannot relate through downward and upward channels.

C. Conclusion

Organizing Islamic education is a process of linking cooperation by dividing work tasks and integrating various resources to achieve the goals of Islamic education effectively and efficiently. In organizing Islamic education, an organizational process or steps are needed, namely: 1) detailing the work with tasks, 2) dividing the entire workload of the educational program into activities that can be carried out individually or in groups, 3) linking work rationally and efficient, 4) establishing mechanisms, and 5) monitoring. In organizing Islamic education, an organizational structure is needed which is an illustration of the division of work tasks and the actors of the work with their positions and functions in formal relations to achieve goals. In addition, power and authority are also needed as an ability and right to influence other people so that they can carry out the expected activities in accordance with the objectives of the educational program. In organizing Islamic education, centralization of authority and decentralization of authority are in accordance with the conditions at hand. Centralization is carried out if an activity does not require a strong role in the work units below. While decentralization is needed if an activity requires local authorities in activity units. In organizing Islamic education, it is also necessary to have a pattern of multiplicity of relationships between elements. Some models of relationships are instructive top-down relationships, suggestive bottom-up relationships or suggestions and requests, coordinated horizontal relationships, and diagonal relationships which are alternatives if existing relationships do not go well.

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