



## Education and Technology Management Policies and Practices in Madrasah

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### Abstract

*In order to promote education in madrasahs, this study seeks to assess policies from a sociopolitical perspective. This research, it continues, was carried out using a descriptive qualitative method to the kind of library research, with book data serving as the data source. Content analysis, whose scope includes the depth of information content, was used to carry out the data analysis technique. The findings demonstrated that madrasah-based management involves the principal and is participatory management of the madrasah. The community, stakeholders, instructors, and students must work together to attain the goals for educational quality. Since 1960–1990, there has been a global push toward decentralization in the area of education reform. The New Order's fall in 1998 ushered in a period of transition that included the constitutional reformation of education in Indonesia. since the Regional Government Law No. 22 of 1999, which was later revised by Law No. 32 of the same year, established regional autonomy. In 2004, the local government received control of the educational matters.*

*Keywords: technology, management policy, education.*

### 1. Introduction

Human life is impacted by the advancement of science and technology. Demands for basic necessities are one way that this impact manifests itself. [1] The variety of these requirements hastens the availability of skilled human resources to accommodate these changes. Every facet of life has an impact on the others. Politics and the economy have an impact on education, while culture and the economy have an impact on each other. The idea that "nothing lasts except change itself" is based on the fact that these changes are still happening. We frequently know that the 21st century is expected to be the age of information and technology, and whoever controls it will rule the globe. Now, perhaps, this forecast will come true. This is demonstrated by the quickening pace of technological advancement in all spheres of human activity. The educational landscape has undoubtedly been significantly impacted by these changes. To improve the human condition and enable survival in the present and the future, the world of



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education is necessary (Naisabit, 1982),[1] The phrases will thereafter be utilized to resurrect industrial technologies in version 4.0 or later.

The content, practices, [2]and governance of education are directly impacted by scientific and technological advancements in domains like management, psychology, and information technology. Several presumptions come into play when the educational landscape is not flexible in its response to the swift changes in the global society. Following advancements in information technology and psychology, there is an expectation that learning methods should be addressed first. When improvements made using learning methodologies and approaches don't live up to expectations, new presumptions start to arise. This premise holds that adjustments to the system of school governance are required[3].

In addition to progressing[4], the application of democracy in numerous spheres of public life, including the business world, [5]and the successful implementation of democratic ideals, Education should be run according to democratic principles, with all members of educational organizations participating directly in decision-making education.[6] Due to the fact that education can improve people's life and that a great education is applicable to a variety of demands (Esianna, Lian, & Sari, 2020).

Up until now,[7] a top-down bureaucracy has been in charge of setting education policy. So when democratic ideals are used to deliver education, education management comes in last. where the creation of programs, curriculum, top, and staff are directly influenced by the principal, teachers, employees, parents of kids, and the community, Implementation, funding, oversight, and assessment of programs. Although this management approach uses a variety of terminology, its essence is the same. [8]It goes by several names, including school management, site-based management, school base management, and school effectiveness. The term "school/madrasah-based management" is used in Indonesia[8].

The community-based school administration approach is spreading throughout the world like a "ice ball," including Indonesia. Simply put, given how slowly political reform is occurring, Since the Reformation Order, the School / Madrasah Based Management (MBS/M) implementation has started to take shape. Although the community has been so vocal in its support for reform, it has not yet gained enough traction in the field of education.[8] Following the adoption of Law No. 20 of 1998 Concerning Regional Government, which requires the implementation of Regional Autonomy, Only a few cities have begun using management systems based on schools or madrasahs[9]. The National Education System was the subject of Law Number 20 of 2003. Due to legal requirements, school/madrasah-based management must be implemented in Indonesia (Law and Government Regulation of the Republic of Indonesia on Education, 2006)[10].

As some of the scholars above have noted, prior study has prioritized management implementation and quality alone[11]. Despite the substantial amount of research that has been done, more in-depth and thorough investigation is still required. Therefore, the novelty of this research focuses on issues of socio-political policy analysis in the context of madrasah education[11].

## **2. Research Method**

Researchers in this study employed a descriptive qualitative method of library research, This is based on a gathering of information in the form of written works (books, national and international journals, and mass media) or scientific works (theses, and dissertations) as important sources and research objects based on literature. based on the fields of management and policy. Additionally, qualitative research will provide a way to both broadly and profoundly grasp the social context Based on information from the literature, the data gathering method was used. Additionally, this content analysis outlines three criteria: objectivity, a methodical methodology, and generalization[12]. In order to acquire findings and outcomes with a high level of validity in relation to the planned management's policy and implementation, the three standards are meant to depict an accurate and accountable data order[13].

### **2.1. Madrasah-Based Management Development Abroad (Socio-Political)**

SBM, or school management autonomy, has grown in favor since the 1990s[14]. The American educational system served as the model for school-based management, which

numerous nations adopted and found to be very successful in enhancing schools, including those in England, Argentine, Mexico, Qatar, Kenya, Iran, Senegal, Spain, Canada, Brazil, El Salvador, Hong Kong, China, Uganda, and Indonesia. Despite our extensive history[15]. Teachers in New York organized associations for the general welfare in 1887. The same thing happened in Chicago, where Margarette Harley created a teachers' organization. The Philadelphia Teacher Association was established in 1903 by teachers in Philadelphia. Teachers hope to elevate their status and salary through this association. The National Education Association in America, which serves as a platform for professional teacher associations, was established in 1957[15]. Teachers in Atlanta also organized into associations to resist pressure from the City Council. There was also another teacher movement. led by the suffragist Charlotte Perkin Gilman, John Dewey, and socialist Henry Lin Ville[16]. Along with promoting the importance of teachers in setting educational policy, they create groups and can elect representatives at various levels of education in New York. Take part in efforts to improve education, tame American politics and aberrant decisions, and expand public discourse on educational issues.

In addition to America, the Asia Pacific region has experienced educational reform, including Australia, New Zealand, Mainland China, Singapore, Malaysia, and Hong Kong[17]. To guarantee the quality of instruction and curricular adjustments, the change is seeking for an efficient type of school-based administration.

## **2.2. Indonesian Development of Madrasah-Based Management (Socio-Political)**

Intellectual elites in Indonesia have long pushed for educational reform in their works. However, the measures have not yet gained traction[18]. The Indonesian people were very happy when the World Bank published the well-known report "The East Asian Miracle" in 1991, classifying Indonesia as an Asian tiger. but following the global economic crisis. Indonesians were made aware that the country's economic foundations are weak and that it is inextricably linked to global changes in a 1994 report by Paul Krugman, an economics professor at MIT, who claimed that Asian economic growth is pseudogrowth and the product of perspective rather than inspiration.

The emergence of the Reformation Order and the demise of the New Order were brought about by the incidence of the economic crisis. the collapse of the new system, eroding the principles of the autocracy the new order had established[19]. People started to comprehend and appreciate the freedom of those who were accountable, where these rights had been taken away during the New Order era, as the new order came into being and democracy took hold.

Madrasah-based education management and the implementation of the regional autonomy bill are both gaining traction. While the national government simply establishes educational requirements, schools are granted responsibility for managing education. The government develops National Education Requirements through Government Regulation Number 19 of 2006, which include content criteria, graduation competency standards, and process standards. Standards for management, buildings and infrastructure, education personnel, teachers, and assessment are all included. Although they make reference to the National Education Standards established by the federal government, schools and communities create their curricula in accordance with the particulars of their individual locations.

## **3. Finding**

The technique of information analysis, whose focus is on the information contained in a given database, is used to analyze data. Everything points out that a management structure based on a madrasah harms school administrators and is a partisipatif management structure. Masyarakat, pemangku kepentingan, pengajar, and siswa must collaborate to achieve the goal of raising educational standards. Since 1960 until 1990, there has been a global trend toward decentralization in the area of educational reform. In 1998, Jatuhnya Orde Baru highlighted the period of transition that was leading to reforms in Indonesia's constitutional system of higher education. Since the UU Pemerintahan Daerah No. 22 Tahun 1999, which was then revised

with the identical UU No. 32 Tahun, the region's otonomy has been maintained[20]. Pemerintah daerah received kendali in 2004 regarding educational needs.

### 3.1. Problem

This study aims to investigate policy in relation to improving education in madrasas from a socio-political standpoint. He went on to say that this study was carried out using a qualitative descriptive methodology, a library research style, and book data as the data source. When performing a content analysis, the depth of the material is considered as part of the scope.

### 4.3 Research Implementation

### 3.2. Implementation of Madrasah Based Management

When we talk about implementation, we must acknowledge that it will affect a reference management approach that is now in place. This implementation is driven by at least three criteria, namely; Decision-making process, operational processes, and implementation metrics

First, the management implementation method centered on the madrasah. Since it will ultimately be implemented, it is vital to prepare the potentials that now exist in educational institutions, These abilities will be cultivated and promoted. Both real and immaterial resources exist, according to Hit, Irelan, and Hoskisson, who were cited by Siahaan, Activities that can be seen, handled, and calculated are referred to as tangible resources. In contrast, intangible resources include intellectual property, trademarks, networks, corporate cultures, public perceptions, and human connections (Siahaan, 2006). The following strategies need to be planned:

- 1) Getting the madrasah's personnel ready. Prepare a mentality (action pattern), heart set (heart pattern), and action set before implementing madrasah-based management (action pattern). Students must switch from being pro-establishment to being pro-change in order to comply with the new management style. Due to this, it is essential to1) Develop appropriate human resources that are eager to learn, grow, and develop; and
- 2) Develop managerial concepts and apply quickly. The new managerial style of education is meant to need a thorough grasp. School programs, which were previously only created by a small group of persons, must now be prepared by schools in a transparent manner. All components in schools are involved in the new management implementation pattern. Here's a fresh managing pattern.

Old Pattern	Transformation	New Pattern
Subordination	 Towards	Autonomy
Decision-Making		Decision-Making
Centralized		Participative
Rigid Motion Space		Flexible Space
Bureaucratic Approach		Professional Approach
Centralistic		Decentralistic
Regulated		Self-motivation
Over Regulation		Deregulation
Control		Influence
Directing		Facilitate
Avoiding Risks		Manage Risk
Use Everyone's Money		Use Money Efficiently
Intelligent Individual		Smart Teamwork
Personal Information		Information Shared
Delegation		Empowerment
Hierarchial Organization	Flat Organization	

**Figure 2 : New Managerial Patterns**

Using Figure 2 as a reference is one way to revive both traditional and modern management. a perfect concept map for future education, including numerous advances in the policy and implementation areas that are evolving in Indonesia;

- 3) The madrasah committee is preparing for community involvement. Identification of the societal groups that will participate in the madrasah committee is required because this is a key component of the implementation of madrasah-based management. This description outlines who, why, and the manner of participation.

#### 4. Conclusion

Madrasah-based management (MBM), which is a component of quality human resources, is reflected in quality human resources. This phrase has different definitions because it takes competence and consistency to implement the set policies in order for this to happen. Since 1960 through 1990, there has been an international push for decentralization of education reform. When the New Order was overthrown in 1998, Indonesia's constitutional reform of education also started at the same time. Since the passage of Law No.1, which established regional autonomy, education, which had previously been a responsibility for the national government, Additionally, there are three components that make up MBM implementation:

- 1) following a strategy,
- 2) implementation phases, and
- 3) the indicator.

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