

Salafi-Based Integrated Islamic Elementary School Management

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Abstract

Keywords:
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Elementary School;
Management;
Salafi.

The research aims at investigating the management of Salafi-based integrated Islamic schools. This research employed a qualitative approach with phenomenological methods. This research was conducted at Raudatul Jannah Integrated Islamic Elementary School, Lubuklinggau City. The research subjects consisted of the principal, teacher council, and school staff. The data were collected using interviews. The collected data were then analyzed by adapting the technique from Miles & Huberman, namely the interactive analysis model. The research results signified that the Salafi Integrated Islamic Elementary School has carried out planning, organizing, implementing, and evaluating for students, teachers, and educational staff, curriculum, facilities and infrastructure, finance, and public relations appropriately, such as: 1) The school has carried out planning activities, particularly for students, teachers, and educational staff, curriculum, facilities and infrastructure, finance, and community relations; 2) The school has implemented organizing activities for students, in which male and female students are put into separate classes, and male and female teachers or educational staff are also given separate rooms; 3) The school implements the independent curriculum for grades 1 and 4, then the curriculum from the Ministry of Religious Affairs and the Ministry of National Education for grades 2, 3, 5, and 6; 4) In the implementation of evaluations, the school creates self-prepared examinations, which are not from the National Education Department.

Abstrak

Kata kunci:
Manajemen;
Sekolah Dasar Islam
Terpadu;
Salafi

Penelitian ini bertujuan untuk mengetahui pengelolaan sekolah Islam terpadu berbasis Salafi. Penelitian ini menggunakan pendekatan kualitatif dengan metode fenomenologis. Penelitian ini dilakukan di SD Islam Terpadu Raudatul Jannah Kota Lubuklinggau. Subjek penelitian terdiri dari kepala sekolah, dewan guru, dan staf sekolah. Pengumpulan data dilakukan dengan menggunakan wawancara. Data yang terkumpul kemudian dianalisis dengan mengadaptasi teknik dari Miles & Huberman yaitu model analisis interaktif. Hasil penelitian menunjukkan bahwa SD Islam Terpadu Salafi telah melaksanakan perencanaan, pengorganisasian, pelaksanaan, dan evaluasi terhadap siswa, guru, dan tenaga kependidikan, kurikulum, sarana dan prasarana, keuangan, dan hubungan masyarakat dengan baik, seperti: 1) sekolah telah melaksanakan kegiatan perencanaan khususnya bagi siswa, guru, dan tenaga kependidikan, kurikulum, sarana dan prasarana, keuangan, dan hubungan Masyarakat; 2) sekolah telah melaksanakan kegiatan pengorganisasian bagi siswa, dimana siswa laki-laki dan perempuan ditempatkan secara terpisah, kelas, dan guru atau tenaga kependidikan laki-laki dan perempuan juga diberikan ruangan terpisah; 3) sekolah menerapkan kurikulum mandiri untuk kelas 1 dan 4, kemudian kurikulum Kementerian Agama dan Kementerian Pendidikan Nasional untuk kelas 2, 3, 5, dan 6; 4) dalam pelaksanaan evaluasi, sekolah membuat ujian yang disiapkan sendiri, bukan berasal dari Departemen Pendidikan Nasional.

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INTRODUCTION

Currently, parents have entrusted their children to go to an integrated Islamic-based educational institution. The high interest of parents in sending their children to integrated Islamic schools is caused by 3 factors, theological, sociological, and academic factors.¹ The theological factor is a reason based on religious considerations. Parents want their children to have a strong religious education base. Sociological factors are related to the increasing image of Islamic schools in Indonesia. Academic factors are related to SDIT's ability to achieve high academic achievement for students.²

Based on the 3 factors above, it is the basis for parents to send their children to integrated Islamic-based educational institutions. Management of integrated Islamic Education Institutions needs to consider quality religious education in order to attract parental choice of education from the Muslim middle class, according to Suyatno.³ Besides that, to respond to the community so that they can send their children to integrated Islamic education institutions, of course, improvements are needed in terms of input, process, and output.⁴

Improvement of this component has an impact on good output and dispels negative perceptions from the community.⁵ In addition to this, efforts to return to the principles of Islamic education institutions are the key to the development of madrasas for the better, namely the principle of compulsory education is the principle of education for all, the principle of education with an inclusive and global outlook, the principle of balanced or integral education, education in accordance with expertise, fun education, education based on research and plans as well as superior and professional education.

Management of Islamic education is a process of structuring/managing Islamic educational institutions that involves Muslim and non-human human resources in moving them to achieve the goals of Islamic education effectively and efficiently⁶. That means that in an Islamic educational institution it is necessary to have good

¹ Kardi Kardi et al., 'Challenges of Online Boarding Schools In The Digital Era', *At-Tadzkir: Islamic Education Journal* 2, no. 1 (8 March 2023): 37-51, <https://doi.org/10.59373/attadzkir.v2i1.11>; Fitri Susanti et al., 'Pengaruh Kepemimpinan Dan Motivasi Kerja Pegawai Terhadap Kedisiplinan Guru Di Madrasah Aliyah Negeri', *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 2, no. 2 (26 August 2023): 91-102, <https://doi.org/10.59373/kharisma.v2i2.14>.

² S Suyatno, 'Sekolah Dasar Islam Terpadu Dalam Konsepsi', *Analisa Journal of Social Science and Religio* 22, no. 1 (2015): 121-33.

³ Suyatno.

⁴ Mohammad Sabarudin et al., 'The Effect of Contextual Teaching and Learning Models on Al-Quran and Hadith Subjects', *At-Tadzkir: Islamic Education Journal* 2, no. 2 (26 August 2023): 129-42, <https://doi.org/10.59373/attadzkir.v2i2.43>.

⁵ Susanti et al., 'Pengaruh Kepemimpinan Dan Motivasi Kerja Pegawai Terhadap Kedisiplinan Guru Di Madrasah Aliyah Negeri'; Amalia Fasya, Nefi Darmayanti, and Junaidi Arsyad, 'The Influence of Learning Motivation and Discipline on Learning Achievement of Islamic Religious Education in State Elementary Schools', *Nazhruna: Jurnal Pendidikan Islam* 6, no. 1 (2023): 1-12, <https://doi.org/10.31538/nzh.v6i1.2711>.

⁶ Endang Listiowaty, 'Konsep Manajemen Pendidikan Berbasis Islam Dalam Upaya Pencapaian Tujuan Pendidikan', *Jurnal Tahdzibi: Manajemen Pendidikan Islam* 5, no. 2 (2020): 105-16, <https://doi.org/10.24853/tahdzibi.5.2.105-116>.

management in accordance with the rules and teachings contained in the Al-Qur'an and Hadith, while the management process of Islamic education includes planning Islamic education management, organizing Islamic education management, actuating Islamic education management and controlling management of Islamic education. In addition, in the management of Islamic education there are the principles of management of Islamic education, namely, *amar ma'ruf nahi munkar* (sincere), upholding the truth (honest), upholding justice (fair), conveying the mandate to experts (responsibility).⁷

This research focuses on the management of Salafi-based integrated Islamic schools, bearing in mind that the development of integrated Islamic schools is currently very developed, where parents are very enthusiastic about sending their children to integrated Islamic schools by combining the general curriculum with an Islamic-based curriculum, in this study the Salafi-based curriculum.

METHODS

This study uses a qualitative approach with phenomenological methods. This research was conducted at the Raodatul Jannah Lobuklinggau Integrated Islamic Elementary School. The research subjects consisted of the Principal, the Teacher Council, and the School Staff. Data collection technique was an interview. The data analysis technique uses the Miles & Huberman interactive model, with the flow of the stages of data collection, data reduction, data display, and conclusion drawing & and verifying.

The steps taken in the analysis after data collection are as follows. First, the development of a coding category system. The coding in this study was made based on research background cases, data collection techniques, data sources, research problems, and time of research activities. The coding used in this study is presented in the following table.

Table 1. Data Analysis Coding System

No	Coding Aspect	Code
1	Data collection technique	
	1. Interview	W
	2. Observation	O
	3. Documentation	D
2	Respondent	
	1. Principal	KS
	2. Teacher	G
	3. Staff	SS
3	Research Problems	
	a. Planning	P
	b. Organizing	Pg
	c. Madrasa Program Implementation	PI

⁷ Listiowaty.

This coding is used in data analysis activities. The research focus code is used to classify research data obtained through interviews, document study, and observation. Then at the end of the field notes or interview transcripts are included; research location code, data collection techniques, data sources, date, month, and year. The following shows an example of implementing the code and how to read it.

W-2-G-PRPM. 02-04-21

Note

- W : Interview
- 2 : Respondent Number
- G : Teacher
- P : Planning
- 02-11-22 : Date, Month, and Year

Second, data sorting. After the codes have been made complete with operational restrictions, each field note is read again, and each unit of data listed in it is given the appropriate code. What is meant by units here are pieces of field notes in the form of sentences, paragraphs, or a sequence of paragraphs. The codes are written on the margins of the field note sheets. Then all field notes are photocopied. The results of the copy are cut into pieces based on data units, while the original field notes are kept as an archive. The pieces of field notes are sorted or grouped based on their respective codes as listed on the left edge. To facilitate tracking in the original field notes, a notation is given at the bottom of each data unit.

Third, the formulation of conclusions as provisional findings in each single case is carried out by synthesizing all the collected data. For this purpose, several context diagrams are made first. If there is no bias, then only conclusions are made.

RESULTS AND DISCUSSION

Result

Salafi-Based Integrated Islamic Elementary School Planning

The process of planning designed by the Salafi-based integrated Islamic elementary school is presented in Table 1.

Table 2. Salafi-Based Integrated Islamic Elementary School Planning

No	Research Question	Interview results	Informant
1	Salafi-Based Integrated Islamic Elementary School Planning	“It is true that in carrying out good activities the learning process really requires planning, especially curriculum planning, finance, teaching and education staff, students and so on”	School principal

“we plan for students, by dividing and separating between male and female students in the learning process”	Teacher
“Yes, during the learning process, male and female students are separated to avoid direct interaction between them in classrooms.”	Student
“We are very committed to maintaining morals between male teachers and female teachers by separating their rooms, so that in the implementation of learning we can always focus on their respective duties.”)	School principal
“It's true, we are well prepared, especially in our morals and manners, because we are an example and role model for students, if our manners and morals are not good, then students will also follow their example not well, and vice versa, if our manners and morals are good teacher, then students will imitate him to be good”	Teacher
“Yes, we are well prepared, especially in our morals and manners, because we are an example and role model for students.”	School staff
“yes, we always carry out planning activities for facilities and infrastructure to support student learning activities in class, for example, we prepare independent books to support the implementation of learning that already has an ISBN”	School principal
“We plan the fulfillment of facilities and infrastructure long before the implementation year, such as the use of independent books, we plan the previous year for next year’s implementation”	Teacher
“We have planned a curriculum that will be developed in the form of lesson plans, so that teachers in teaching are obliged to make lesson plans, as a guide in implementing learning”	School Staff
“I really emphasize to the teacher council to always make a lesson plan before teaching,	School principal

because the lesson plan is a teacher's guide in delivering learning material to students"

"Financial planning is also an important factor in supporting the implementation of learning, because during the learning process it requires money in its operational activities, especially in implementing school programs"

School principal

"It is true that school financial planning is very important to do to support the implementation of school programs, which really need a lot of money to implement"

Teacher

"The relationship between the school and the community must indeed be well established, therefore it is very necessary to plan a collaboration between the school and the community, so that the community can provide their participation in the school"

School staff

In carrying out organizational activities, planning is needed, because planning is the first step in carrying out future institutional activities. There is a lot that needs to be planned in school activities, starting from curriculum planning, finance, facilities and infrastructure, teaching and education staff, and students.

Student planning is very important to be carried out by schools, so that students can carry out the learning process at school properly, without good planning, it is very difficult to implement learning to run well. Student planning is very important to do so that the implementation can run well.

Besides planning to separate male and female students, a separation was also carried out between male and female teachers in carrying out their duties as educators and teachers at school.

Furthermore, planning for teaching and educational staff is very important for the implementation of learning in schools, because teaching and educational staff are examples and role models for their students, therefore teaching and educational staff must be well prepared, both morally and academically.

In addition to planning the planned teaching and educational staff, schools must also plan facilities and markets so that the implementation of the learning process can run well, if the facilities and infrastructure are not planned properly, it can hinder the learning process at school.

Indeed, facilities and infrastructure must be well planned so that in the future they can support teaching and learning activities properly in schools, planning activities are carried out before the implementation year so that next year's needs for facilities and infrastructure can be met properly, so that implementation can be carried out according to what has been planned.

Besides planning facilities and infrastructure, it is also necessary to plan a curriculum in the process of implementing learning, the curriculum is a guideline for

teachers which is developed in the form of a lesson plan (RPP) which is very important, so that teachers in teaching can prepare it properly.

It is very important that the lesson plan is prepared properly, this is to make the teacher carry out its duties, that is, teaching can go according to what is expected, if the teaching teacher does not make a lesson plan, then the implementation of learning cannot go well.

In addition to planning the curriculum, it is also necessary to plan finances well to support the implementation of learning in the classroom, but if finances are not planned properly, the learning process will be hampered, so that learning objectives cannot run well.

The implementation of school programs really needs finance, so that school finances need to be planned properly, so that the operational implementation of school programs can be carried out properly, but if finances are not planned properly, the implementation of school programs will experience obstacles and constraints.

In addition to school financial planning, it is also very important to carry out community relations planning activities, so that cooperation between schools and the community can run well, schools also need community support in their implementation.

The last is planning of community participation in schools, which is not only material, but non-material, such as the contribution of thoughts or ideas for school progress, can also support school progress. Planning for community relations must be carried out by the school, so that the school has a partner in supporting the progress of the school, but if the partnership between the school and the community is not going well, then the school will work alone and it will be difficult to achieve school goals.

Organizing Salafi-Based Integrated Islamic Elementary Schools

In addition to planning what schools must do, organizing activities is very important for schools to map and sort out the priority scales that must be carried out. Organizing activities are carried out after planning so that schools can easily group school activities. Organizing students is very important because each student has a character, personality, and abilities of each.

Organizing activities are very important for students to help smooth the learning process, such as grouping male and female students separately during the learning process, this is done to prevent mixing between male and female students during the learning process.

Moreover, educators and educational staff need to be organized properly, so that they can carry out their duties properly. Organizing is done not to discriminate between the abilities of each teaching and educational staff, but for the benefit of the progress and quality of the learning process in the classroom.

In this context, organizing activities are carried out to improve the quality of teachers in carrying out their duties, both as teaching staff and educators, as teaching staff teachers provide knowledge to students, here teachers are required to have the best abilities in the academic field, as well as educate, teachers become role models and examples, so that the teacher's personality and character are highlighted in educating students, because the teacher is a role model and figure for their students.

In addition to organizing teaching and education staff, schools must also carry out organizing activities for school facilities and infrastructure, so that the implementation of learning can support it well and be in accordance with learning

needs. Facilities and infrastructure need to be organized properly so that what is a learning need can be fulfilled properly.

Organizing activities for facilities and infrastructure such as setting up classrooms, reference books that will be taught is very important to be well prepared, because each class and level requires good advice and infrastructure so that learning activities can be carried out properly too.

In addition to the activities of organizing teaching and educational staff, students, facilities and infrastructure, organizing the curriculum is also very important, usually schools besides using the government curriculum also use the foundation or independent curriculum as an addition in improving school quality.

Each school has its characteristics and characteristics, so that it can be recognized and becomes an attraction for the community in sending their children to schools that have these characteristics, therefore it is very important to carry out organizing activities for the curriculum so that the process of implementing learning can run well and the quality of the school well achievable. Then financial organization also becomes very important to support school programs.

Organizing finances is very important for schools, especially private schools which are purely sourced from student fees and donations, not sourced from the government, so that school finances must be properly regulated and managed, so that they can support the implementation of school programs properly, but if school finances are not organized properly, it is difficult for schools to realize their superior programs.

In addition to organizing school finances, organizing community relations is very important to support school progress, the surrounding community is also responsible for school progress, because the community will also benefit from the school's success in producing superior and noble human resources. However, if there is very little community involvement in the school, then the school will not get support or support from school partners.

Community involvement in school progress is very important so that schools get partners in advancing schools, but if schools do not have partners, then schools will experience a heavy burden in school progress, usually community representatives to schools are the active role of school committees in advancing schools, therefore it is very it is important to carry out organizing activities for the community, especially for the school committee in supporting school programs.

Implementation of an Integrated Salafi-Based Islamic Elementary School

Implementation activities are activities carried out after planning and organizing activities, so that what has been planned will be carried out at the implementation stage. Student implementation activities where students are given learning through planned programs, so that students can carry out learning activities properly.

In carrying out student activities, there are various kinds of school ways to carry it out, such as separating rooms between male and female students as a form of effort to educate and maintain the morals of those who are not muhrim, so this is very important to do so that during the learning process it can run well.

Implementation activities are important activities, where what has been planned and organized can go well, such as implementation activities for students during the learning and teaching process, this needs to be carried out properly, so

that the learning process can run well and optimally, so that the goals learning can go well too.

In addition to the implementation of students, also the implementation of teaching and educational staff, where the implementation of teaching and educational staff is carried out in accordance with the previous plan and organization of students. The activities of implementing students are very important so that educators and education staff can carry out their duties properly.

The separation between male and female teachers as well as male and female treasurers is one of the school's strategies for carrying out effective learning so that this separation can reduce contact between men and women who are not *ihram* and also maintain teacher morals in carrying out their duties.

The implementation of teaching and educational staff must indeed be carried out properly so that in carrying out their duties they can be carried out properly, especially educators in this case are teachers, who educate and teach who must be able to set an example and set an example to their students, therefore the implementation of teaching and educational staff must well do.

In addition to implementing teaching and educational staff, it is also necessary to implement adequate facilities and infrastructure to support learning and teaching activities in the classroom. Facilities and infrastructure really support the success or failure of the learning process. Good facilities and infrastructure can help and support the implementation of good learning as well.

Implementation of good facilities and infrastructure is very supportive in implementing good learning as well, therefore it is very important for schools to carry out activities of facilities and infrastructure properly too, if schools do not prepare school facilities and infrastructure properly, it will have a negative impact on the learning process in the classroom, so that it also has an impact on the quality of learning.

Indeed, schools should prepare facilities and infrastructure properly to support school progress, if facilities and infrastructure are not managed properly, it will greatly affect the learning process of students in the classroom.

Besides the implementation of facilities and infrastructure, it is also very important to implement the curriculum properly in supporting the learning process in the classroom, the curriculum implemented in the form of a lesson plan is very important for teachers to use as a reference and guide in delivering learning material.

Implementing a good curriculum is very important in the progress of schools, the curriculum is a school guide for carrying out learning activities properly, if the curriculum is not implemented properly, it will have a negative impact on the implementation of learning in the classroom.

Besides implementing the curriculum, financial implementation is also very important in the implementation of quality learning. Quality learning cannot be separated from good financial management as well.

Then also for the implementation of community relations it is very important to be carried out by the school, because community relations with the school really need to be carried out in supporting the progress of the school, therefore it is very necessary for schools to establish relationships with the community to advance the school.

Cooperation between schools and the community must be well established in supporting school progress, the community is a partner for schools to advance

schools, usually community representatives in schools are school committees who can collaborate with schools to advance schools.

Evaluation of Salafi-Based Integrated Islamic Elementary Schools

The data on how the school administers evaluation on their management are displayed in Table 5.

Table 5. Evaluation of Salafi-Based Integrated Islamic Elementary Schools

No	Research Question	Interview results	Informant
4	Evaluation of Salafi-Based Integrated Islamic Elementary Schools	<p>“To measure students’ abilities both academically and non-academically, a test instrument is needed in the form of questions, where we make them based on the conditions and abilities of our students”</p> <p>“We pay great attention to the ability of the teacher in carrying out his duties, because the teacher is the spearhead of student success in achieving learning goals”</p> <p>“Yes, the school principal always evaluates periodically the ability and quality of students in carrying out their duties, so that learning objectives can be achieved properly”</p> <p>“I, as the school principal, very often check the condition of school facilities and infrastructure, especially those that are directly related to the learning process”</p> <p>“We always evaluate the teacher’s learning implementation plan, because this is very important for the teacher in carrying out his duties, if the lesson plan is not corrected, it is feared that there will be errors which can result in the learning process in the classroom”</p> <p>“Evaluation of school finances is my priority, because with the funds that have been spent it really has to be realized well, so that school programs can be achieved well too”</p>	<p>School principal</p> <p>School staff</p> <p>Teacher</p> <p>School principal</p> <p>School staff</p> <p>School principal</p>

“Indeed, Jami always evaluates School staff cooperation with the community, because good cooperation can support the progress and success of schools”

Evaluation is the final activity in management, in this case is the evaluation of students, where to see the ability of students both academically and non-academically, to find out students' abilities both academically and non-academically, it is necessary to make assessment questions made to measure students' abilities both academically and non-academically.

Questions are made by the teacher based on the ability of students where students have been given material, so students can answer what the teacher has taught, the questions that have been made cannot be separated from the role of the teacher in making them, the teacher makes questions based on the material that has been presented, so that students can understand and answer questions well.

The ability of the teacher in carrying out his duties, namely educating and rooting is a very important matter for the school to pay attention to, because it is the teacher who conveys and knows the actual condition of students during the learning process, therefore the school should be able to periodically evaluate the quality and the teacher's ability to carry out their duties.

In addition to evaluating teaching and educational staff, the school must also be able to evaluate the facilities and infrastructure that can support the learning process. of facilities and infrastructure is important to do.

In addition to evaluating the condition of facilities and infrastructure, the school must also evaluate the curriculum that has been implemented, especially the quality of the lesson plan made by the teacher, the RPP is very important to evaluate, so that the teacher in carrying out his duties, namely teaching students does not deviate and is in accordance with the guidelines and procedures that have been made.

Equally important in carrying out an evaluation is an evaluation of financial management, because this must be done so that the funds that have been spent are indeed in accordance with what has been planned and the programs that have been carried out are really successful as expected, if not then this has happened. problems in the implementation of school finances.

Likewise, the evaluation of the relationship between school and community, which must be well established and can produce something that can support school progress, the community is the school's partner in advancing the school.

Evaluation of community relations, especially with school committees, is very important in supporting school progress, evaluations should be carried out periodically and continuously so that community participation in schools increases which has a very extraordinary impact on school progress.

Discussion

Salafi-Based Integrated Islamic Elementary School Planning

The Raudatul Jannah Integrated Islamic Elementary School has carried out planning activities, especially for students, education and education staff, curriculum, facilities and infrastructure, finance, and good community relations. Realizing a superior school program cannot be separated from superior planning as well. The

results of Sabirin⁸ state that the essence of planning is how the process is implemented. Because whatever plans are made if they are not implemented then all these plans have no meaning whatsoever. Planning plays an important role in the implementation of the madrasah program, there are various approaches to planning.

The results of Priyanto's research⁹ state that bottom-up and top-down planning approaches. The planning mechanism from the bottom up is usually carried out because it wants to meet the real needs of the community for education. This bottom-up planning process begins by identifying needs at the community level that are directly related to the implementation and impact of the planned education activities.

In making program planning, it must be adjusted to the vision and mission of the madrasa.¹⁰ Leading Madrasahs must be designed in accordance with the vision and mission and institutional goals, analysis of the needs of the academic and institutional systems, and understand the geographic and cultural context. The result of Hasanah et al.'s study¹¹ Planning for the development of madrasahs towards leading madrasahs, namely: starting from improving the teaching and learning process, then fixing the system for accepting new students (input), teachers must be professional and competent, availability of supporting infrastructure, management with a global and progressive outlook and foresight, extracurricular activities as a venue for self-appreciation with sufficient budget to meet needs.¹²

Then the role of leadership that is firm, intelligent and a solid team is an important part of managing a superior madrasah. The study result of Katni and Rois¹³ highlighted that all management elements in the madrasah become a solid team, interact, communicate and establish very close relationships because they are led by a school principal who is firm, open, candid and honest. The result of Masudah's study¹⁴ indicated that madrasah management organizations need leaders/managers who really understand the basic concepts of strategy and quality management for madrasah primary schools so that these managers have a wise vision and are able to inspire staff/workers and the entire madrasah primary organizational community.

⁸ S. Sabirin, 'Perencanaan Kepala Sekolah Tentang Pembelajaran', *Jurnal Tabularasa PPS UNIMED* 9, no. 1 (2012): 111-28.

⁹ Dwi Priyanto, 'Pengembangan Perencanaan Pendidikan Islam (Konsep Strategi Pengembangan Di Indonesia)', *INSANIA: Jurnal Pemikiran Alternatif Kependidikan* 16, no. 3 (2018): 294-307, <https://doi.org/10.24090/insania.v16i3.1594>.

¹⁰ Agustini Buchari and Erni Moh. Saleh, 'Merancang Pengembangan Madrasah Unggul', *Journal of Islamic Education Policy* 1, no. 2 (2017): 95-112, <https://doi.org/10.30984/j.v1i2.429>.

¹¹ W Hasanah et al., 'Perencanaan Pengembangan Madrasah Di MAS Teladan Ujung Kubu Kecamatan Tanjung Tiram Kabupaten Batu Bara', *Sabilarrasyid: Jurnal Pendidikan Dan Ilmu Kependidikan* 4, no. 1 (2019): 33-43.

¹² Umin Kango et al., 'Implementasi Strategi Pemasaran Di Madrasah Aliyah Unggulan Bertaraf Internasional', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 4, no. 1 (21 February 2023): 81-91, <https://doi.org/10.31538/munaddhomah.v4i1.340>; Ririn Inayatul Mahfudhoh, M. Yunus Abu Bakar, and Ah Zakki Fuad, 'Modern Pesantren Leadership Based on Internalisation of Pancasila', *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 8, no. 1 (23 March 2023): 108-24, <https://doi.org/10.31538/ndh.v8i1.3304>.

¹³ K Katni and Adib Khusnul Rois, 'Pengelolaan Madrasah Dalam Perspektif Manajemen Mutu Terpadu', *Muaddib* 05, no. 02 (2015): 111-34.

¹⁴ Masudah, 'Konsep Dasar Manajemen Strategi Dan Mutu Madrasah Ibtidaiyah', *Jurnal Didaktia Islamika* 7, no. 1 (2016): 186-99.

The fulfillment of educational standards is also an inseparable component in creating superior madrasahs. Eriyanto¹⁵ mentioned madrasahs should further empower each important component of madrasahs in terms of content standards, process standards, graduate competency standards, assessment standards and management standards in order to achieve madrasah goals, vision and mission.¹⁶

Educational institutions must be optimistic, madrasah products can compete with other public schools, to be able to compete with other public schools there are at least several strategic steps that must be implemented, namely planning, organizing, leadership, directing, mobilizing, communicating, coordinating, controlling, monitoring evaluation, budgeting, and the scope of education management.¹⁷

Organizing Salafi-Based Integrated Islamic Elementary Schools

The Raudatul Jannah Integrated Islamic Elementary School has carried out organizing activities both in organizing students, where male and female students are kept in separate classes and also teaching and educational staff is made to have separate rooms between male and female teachers, as well as the treasurer who serves male students -men are served by male treasurers and female treasurers serve female students.

The organization that was carried out at the Raodatul Jannah Integrated Islamic Elementary School was based on Islamic Education management. Management of Islamic education is a process of structuring/managing Islamic educational institutions that involves Muslim and non-human human resources in moving them to achieve the goals of Islamic education effectively and efficiently.¹⁸ That means that in an Islamic educational institution, it is necessary to have good management in accordance with the rules and teachings contained in the Al-Qur'an and Hadith, while the management process of Islamic education includes planning Islamic education management, organizing Islamic education management, actuating Islamic education management and controlling the management of Islamic education. In addition, in the management of Islamic education, there are the principles of management of Islamic education, namely, *amar ma'ruf nahi munkar* (sincere), upholding the truth (honest), upholding justice (fair), conveying the mandate to experts (responsibility).¹⁹

Implementation of an Integrated Salafi-Based Islamic Elementary School

Raudatul Jannah Integrated Islamic Elementary School in its implementation uses an independent curriculum for grades 1 and 4, then for grades 2, 3, 5 and 6 uses the curriculum from the Ministry of Religious Affairs and the Ministry of Education and Culture. the book used; An independent book published by the Asy-Syafi'i Faith Library is only used for grade 1, for grades 2 - grade 6 others are in progress. books

¹⁵ E Eriyanto, 'Pengelolaan Pendidikan Islam Yang Efektif: Menjawab Tantangan Pendidikan Islam Di Era Industri 4.0', *Jurnal Pendidikan Islam Indonesia* 4, no. 1 (2019): 74-88, <https://doi.org/10.35316/jpii.v4i1.172>.

¹⁶ Fitri Meliani, Hasan Basri, and Andewi Suhartini, 'Learning System in Salafi Manhaj Boarding School', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 4, no. 2 (9 March 2023): 175-86, <https://doi.org/10.31538/munaddhomah.v4i2.300>.

¹⁷ S Suprapti, 'Analisis Kritis Manajemen Madrasah Di Era Otonomi Daerah', *Religi: Jurnal Studi Islam* 5, no. 1 (2014): 102-23.

¹⁸ Listiowaty, 'Konsep Manajemen Pendidikan Berbasis Islam Dalam Upaya Pencapaian Tujuan Pendidikan'.

¹⁹ Listiowaty.

published by Yudistira and Airlangga and Modules and books (ISBN). Then learning includes elements of education, preaching and social.

Realizing a superior school has become a necessity so that it can become an educational institution that integrates general knowledge and religion at the forefront in producing a generation that is faithful and knowledgeable. The result of Wahed's study ²⁰ explained there are four fundamentalist strategic pillars in exploring the potential of superior madrasas, namely: 1) generating motivation, motivation is the foundation of everything you want to achieve, 2) reading opportunities, 3) time management skills, and 4) being diligent and tenacious. Then Yusuf ²¹ stated, to achieve the goal of becoming a superior madrasah, mature management is needed, support from various parties, and supporting infrastructure.²²

The result of Yusuf's study ²³ indicated that actually madrasas have better or more advanced capital compared to public schools to make themselves qualified. Quality schools can be seen from a clear vision, mission, professional management and good planning. Yusra²⁴ stated that discipline, maximally empowered teacher and administrative staff resources, support from parents of students, fulfillment of curriculum needs according to local conditions, availability of facilities and infrastructure, carrying out financial management optimally were supporting factors in realizing superior madrasah.

It was stated that the supporting factor in the development of superior classes was the formation of a curriculum development TEAM collaboration network, but the inhibiting factor was the readiness of students who had not been maximized in participating in superior class programs ²⁵. The development of superior madrasas cannot be separated from the principal's strategy ²⁶, the strategy devised by the school principal, namely, increasing the ability to teach teachers, optimizing the use of media and educational facilities, carrying out routine supervision, establishing cooperation with the community and applying strict discipline which is always implemented.

²⁰ Abd Wahed, 'Strategi Mewujudkan Sekolah Dan Madrasah Unggulan Di Era Global', *Al-Ibrah: Jurnal Pendidikan Dan Keilmuan Islam* 3, no. 1 (2018): 1-28.

²¹ Muhammad Yusuf, 'Perkembangan Madrasah Formal Di Indonesia', *INTIZAM: Jurnal Manajemen Pendidikan Islam* 2, no. 2 (2019): 135-46.

²² Maidatus Sholihah, Muhammad Anas Maarif, and Moh Syahru Romadhan, 'Konseling Islam Dengan Dzikir Tarekat Qadiriyyah Naqshabandiyah: Mengatasi Kegelisahan Jiwa Dan Bathin', *Al-Afkar, Journal For Islamic Studies*, 13 September 2021, 299-317, <https://doi.org/10.31943/afkarjournal.v4i2.143>; Prastio Surya and Muhammad Husnur Rofiq, 'Internalisasi Nilai Karakter Jujur Dalam Proses Pembelajaran Di Kelas VIII Madrasah Tsanawiyah Unggulan Hikmatul Amanah Pacet Mojokerto', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2, no. 1 (4 August 2021): 31-37, <https://doi.org/10.31538/munaddhomah.v2i1.65>.

²³ Yusuf, 'Perkembangan Madrasah Formal Di Indonesia'.

²⁴ Y Yusra, 'Implementasi Manajemen Sekolah Unggulan Di Indonesia: Studi Kasus SMP Al-Azhar Palu Sebagai Lembaga Pendidikan Islam', *Jurnal Diskursus Islam* 2, no. 3 (2014): 335-53.

²⁵ Farida Hanun, 'Membangun Citra Madrasah Melalui Program Kelas Unggulan Di MTsN 2 Bandar Lampung', *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan* 14, no. 3 (2016): 405-24, <https://doi.org/10.32729/edukasi.v14i3.9>.

²⁶ Muhammad Yusuf Ahmad, Devi Arisanti, and Ridoan Nasution, 'Strategi Kepala Madrasah Dalam Mewujudkan Madrasah Unggulan Di MIN 3 Simpang Tiga Kecamatan Bukit Raya Kota Pekanbaru', *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan* 14, no. 2 (2017): 136-59, [https://doi.org/10.25299/al-hikmah:jaip.2017.vol14\(2\).1026](https://doi.org/10.25299/al-hikmah:jaip.2017.vol14(2).1026).

Evaluation of Salafi-Based Integrated Islamic Elementary Schools

In the implementation of the evaluation, the test questions were self-made, not from the National Education Office. All teachers make questions but are under control (corrected) by the school team whether the questions are feasible or not to be tested. For art subjects, only the theory is given (no practice). To improve the quality of teachers. Teachers are included in the training. Especially for female teachers only in the city of Lubuklinggau. For evaluation, teachers, facilities and infrastructure, curriculum, finance and society were evaluated by a Lantabul consultant from Jakarta.

The fulfillment of educational standards is also an inseparable component in creating superior madrasahs.²⁷ Madrasahs should further empower each important component of madrasahs in terms of content standards, process standards, graduate competency standards, assessment standards and management standards in order to achieve madrasah goals, vision and mission.

CONCLUSION

The emergence of Salafi-based integrated Islamic schools has been mushrooming due to the high enthusiasm from parents to send their children to this type of school. On this basis, the school should be managed appropriately based on Islamic teaching as an endeavor to sustain the quality of Islamic-based education.

The present research reveals that a Salafi-based integrated school is managed through four processes: planning, organizing, implementing, and evaluating. These four steps are applied with respect to students, teaching and teachers, curriculum, facilities, finance, and school community relations. The intention is certainly to achieve an organizational goal—in this case, a madrasah objective—to become a leading and outstanding educational institution.

These findings imply that the four steps cannot be separated in order to construct, promote, and improve excellent education based on the Islamic teaching and curriculum established by the Ministries of Religious Affairs and Education and Culture, as each stage determines the next phase. Careful and effective planning, organizing, implementing, and evaluating will enable schools to easily achieve quality education goals and standardized measurements established by authorities, in this case, the Ministry of Religious Affairs and the Ministry of Education and Culture. These findings are expected to shed light on how similar Islamic-based educational institutions should run their institutions for the purpose of advancing their educational mission.

However, a much deeper investigation on this topic is highly recommended to reveal a more practical and deeper understanding of Salafi-based integrated Islamic schools. Furthermore, as this study solely involves one institution, more schools participating in a similar study are suggested since they will provide a fuller portrayal of the variety of Islamic schools' management. Choosing a secondary level as the study site is also worth researching to discover how Salafi-based integrated Islamic schools at higher levels are managed.

²⁷ Eriyanto, 'Pengelolaan Pendidikan Islam Yang Efektif: Menjawab Tantangan Pendidikan Islam Di Era Industri 4.0'.

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