

Management of Character Education Curriculum in Islamic Boarding School

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Keywords: Management Information System; Principal, Education Management	Abstract This article aims to describe and analyze the principal's management information system in education management at SMP Islahiyah Klenang Kidul Banyuwanyar Probolinggo. The method used is qualitative with a case study approach. Interviews were conducted with informants, namely the principal, information management staff, administration, and several teachers. The results of this article are as follows: The role of SIMPs in the field of curriculum shows that 73% of SIMPs play a role while 27% do not. The role of SIMP in the field of educators and education plays a 100% role. 3) The role of SIMP in the field of students shows that 93% have a role and 7% do not.
Kata kunci: Sistem Informasi Manajemen Kepala Sekolah Manajemen Pendidikan	Abstrak Artikel ini bertujuan untuk mendeskripsikan dan menganalisis system informasi manajemen Kepala sekolah dalam pengelolaan Pendidikan di SMP Islahiyah Klenang Kidul Banyuwanyar Probolinggo. Jenis metode yang digunakan yaitu kualitatif dengan pendekatan studi kasus. Wawancara dilakukan dengan informan yaitu kepala sekolah, staf pengelola Informasi, tata usaha dan beberapa guru. Hasil dari artikel ini adalah: Peranan SIMP di bidang kurikulum menunjukkan bahwa 73% SIMP berperan sedangkan 27% tidak berperan.. Peranan SIMP dibidang tenaga pendidik dan kependidikan berperan 100%. 3) Peranan SIMP dibidang peserta didik menunjukkan bahwa 93% berperan dan 7% tidak berperan.
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INTRODUCTION

Indeed, the world is experiencing a resurgence in terms of information. The latest technological advances are oriented to information. Computerization and digitization have become a world necessity that promises success if we can use them effectively. Moreover, the current industrial revolution has entered stage 5.0. where information is the key to existing and thriving if you don't want to be crushed by progress (Arnold, Söbke, & Reichelt, 2019; Ikramullah & Sirojuddin, 2020).

Likewise in the field of education, schools also need to improve to maintain their existence in global competition. The most realistic way is through the implementation of information systems in schools (Darim, 2020; Sirojuddin, Ashlahuddin, & Aprilianto, 2022). Educational management requires an information system in school management, even when a school is founded. Even though the reality shows that its role has not been so significant when the school was first established. Usually, new schools are more

concerned with matters related to physical development. In this era, schools are starting to realize the importance of building an information system, especially in school development management (Nurulloh, Aprilianto, Sirojuddin, & Maarif, 2020; Sirojuddin, Aprilianto, & Zahari, 2021).

. Data accuracy will ensure the validity of a decision. For this reason, schools will be greatly helped if they utilise the school information system. The success of school development is also easier to do by implementing a school information system. It is undeniable that the school will get benefits if the information system can be managed properly and correctly (Surya & Rofiq, 2021).

Sources of information can be obtained from various units or sections in schools, such as curriculum, facilities and infrastructure, student affairs, staffing, finance, and so on. The data generated from each section will be reprocessed into complete data in the form of the latest conditions and conditions in schools. This is very helpful in providing a real description of the school's position in competition with other schools (Simon, 2000; Sonia, 2020).

The implementation of educational activities must be supported by the programs being implemented. A policy to achieve good and effective educational goals becomes a guide for school principals. Careless and hasty decisions will only result in bad development for the school. This is of course, something that should be avoided (Baharun, Hefniy, Silviani, Maarif, & Wibowo, 2021; Santosa & Devi, 2021).

SMP Islahiyah Klenang Kidul is an Islamic-based educational institution. In addition to organizing science and technology (IPTEK), this school also pays more attention to the field of faith and piety (IMTAQ). This can be seen in the flagship program of SMP Islahiyah Klenang Kidul for its students. Various activities at this school are designed and organized according to the interests and talents of students and made as comfortable as possible with adequate facilities.

In addition to superior programs, the school also has extracurricular activities, namely Iqro, Scouts, Basketball, Football, Choir, Arabic, Al-Qur'an Guidance, English Course (AEC), and others. To achieve this, the school provides facilities in the form of a Science Laboratory, Multimedia Computer Laboratory, Field, Extracurricular Room, UKS, Mosque, Multipurpose Room, Mosque, Canteen, Parking Lot, and other sports facilities (Heriyono, Chrysoekamto, Fitriah, & Kartiko, 2021; Indawati, Kartiko, Suyitno, Sirojuddin, & Fuad, 2022).

Schools also pay great attention to the quality of teaching staff. Its human resources consist of graduates who are highly dedicated in their fields, mastering disciplines in their teaching fields, are experienced, innovative, creative, and have good character.

Thus, SMP Islahiyah Klenang Kidul seeks to produce quality and good morals by its mission. Various academic and extra-curricular achievements have been made since the first year the school was founded. To make strategic decisions, the Principal of SMP Islahiyah Klenang Kidul is assisted by the Administrative Unit and Deputy Principal for Curriculum. These two sections are responsible for supplying various school information needed by school principals before making strategic decisions for the

implementation of further education (Suprihatin, Rachmawati, Sasongko, Ma`arif, & Kader, 2022).

In this study, observations were made by researchers on the procedures for management information system activities at SMP Islahiyah Klenang to be able to help the principal take action in terms of organizing education and teaching and learning processes at the school. From the observations, it was found that the Administrative Section of SMP Islahiyah Klenang Kidul had not yet used the Standard Operating Procedure (SOP) in the school administration process. All administrative activities are still guided directly by the orders or directions of the Principal (Fr, Roesminingsih, & Sumbawati, 2021; Karim, Kartiko, Daulay, & Kumalasari, 2021).

In addition, in collecting information the school utilizes data originating from the program activity agenda, assessment reports, as well as written and unwritten reports.

The next finding from observations at SMP Islahiyah Klenang Kidul is that all matters relating to the interests of the school must be based on a decision from the principal first. In addition, the principal also has responsibility for the foundation as the owner of SMP Islahiyah Klenang Kidul. The principal form of responsibility is of course an evaluation of the extent to which the principal has succeeded in carrying out his duties within one semester/one academic year.

To determine how the development model of an educational program has been implemented, the foundation will provide assistance and comparative studies within a certain period. Based on the description of the existing problems, the researcher wants to conduct research on "Management of Principals in Managing Islamic Education at Islahiyah Middle School Klenang Kidul Banyuanyar Probolinggo". The research questions are as follows: 1) How is information system-based principal management in managing Islamic education at SMP Islahiyah Klenang Kidul Banyuanyar Probolinggo? 2) What are the implications of principal management for teachers, employees, students, schools, and the community at SMP Islahiyah Klenang Kidul Banyuanyar Probolinggo?.

RESULT AND DISCUSSION

Components of an Education Management Information System for SMP Islahiyah Klenang Kidul Banyuanyar Probolinggo

SMP Islahiyah Klenang Kidul Banyuanyar Probolinggo has components that consist of people, procedures, hardware, software, and data. Human: This component is human resources (HR) who are educators and education staff at SMP Islahiyah Klenang Kidul Banyuanyar Probolinggo This component is in charge of processing data at positions that have been determined by the principal. The school has four fields consisting of curriculum, educators and education staff, facilities and infrastructure, and students. Each field has been assigned HR as the person in charge of data processing, namely Khalil, S.Pdi. in the field of curriculum, Faridatul Hasanah, S.Pd., in the field of teaching and educational staff as well as being assigned as dapodik operator, Uswatun Hashanah in the field of students, while the field of facilities and infrastructure directly

handled by the TU, namely Sholihin, S.PdI and Ainun Najib, the Dapodik operator, namely Uswatun Hashanah.

Procedure: Even though schools do not have SOPs for school administrative activities, information processors in this case TU officers and Dapodik Operators have a pattern that tends to be systematic and mechanized, and repetitive so that they do their job procedurally without realizing it. As stated by the principal: "There are detailed assignments. There are various aspects such as teachers, students, and so on. There is also a written division of tasks." "There is a small meeting in the form of a briefing after every 10 to 15 minutes of the ceremony. Usually in the room or sometimes in the lobby."

Likewise, conveying that in processing dapodik, he adheres to technical instructions (juniors) and instructions for implementing a (juplak). Uswatun Hasanah said, "There was a technical and technical training for the first time which was trained directly by the ministry".

Hardware: Hardware or hardware used in the education management information system at SMP Islahiyah Klenang Kidul Banyuanyar Probolinggo consists of computers, filing cabinets, index, folders, information boards, stationery, photocopiers (Solechan, 2021). Software: Software or software used in management information systems Education at SMP Islahiyah Klenang Kidul Banyuanyar Probolinggo consists of dapodik applications, websites, blogs, data processing applications, and numbers.

Data. Internal data is data relating to aspects of the curriculum, educators and education staff, facilities and infrastructure, and students. External data are government policies and regulations, foundation policies, suggestions and input from students' parents, and data on social conditions.

Types of Management Information Systems for SMP Islahiyah Klenang Kidul Banyuanyar Probolinggo

Computer-Based SIM

The computer-based education management information system in SMP Islahiyah Klenang Kidul Banyuanyar Probolinggo is the Basic Data System for Primary and Secondary Education (Dappodikdasmn). The Dapodik application is an application developed by the Directorate General of Primary and Secondary Education by the Minister's instructions no. 2 of 2011 concerning Education Data Management Activities. Its function is to record 4 main educational data entities, namely data from education units, educators and education staff, students, and educational substances (Dinasari, Budiman, & Megawaty, 2020; Tyoso, 2016).

The school data collection system in the Dapodik application goes through three stages, namely: 1) School operators distribute data collection forms to schools, PTK, and students to obtain data to be filled into the application. 2) The data filled in the formula is then entered into the Dapodik application. 3) The data that has been filled in the Dapodik application is then sent to the central server via the available network.

The data collection goes through transactional procedures that are filled out periodically. The data that has been entered into the Dapodik application will then be validated and synchronized.

Islahiyah Middle School Klenang Kidul Banyuwangi Probolinggo has been using the dapodik application since last year. In the 2019/2020 academic year, SMP Islahiyah Klenang Kidul Banyuwangi Probolinggo used the Dapodik application Version 2016. The dapodik application is used by schools to provide information owned by schools to a central server at the Directorate General of Primary and Secondary Education (Dikdasmen) of the Ministry of Education and Culture (Kemendikbud).

The dapodik application makes it easy for schools to provide real data to external parties, namely the ministry. The benefits obtained are faster, more efficient, and more organized. Before the dapodik application, the school had to go through several stages, namely to the city office, district office, and the center at the Ministry of Education and Culture. With this condition, the agency said: "There are so many bureaucratic paths. Then from here, it is deemed necessary by the ministry that there must be data updates. So that's where the progress of the School organizes itself to respond to the changes that occur. In real life, schools do this to create a competitive advantage in the world of education (Puspito, Swandari, & Rokhman, 2021; Rachman et al., 2024; Rokhman, Usman, Usman, Kassim, & Muslihun, 2023; Watung, Sunarno, Fitriyah, Saputra, & Abas, 2023).

The management information system at SMP Islahiyah Kenang Kidul Banyuwangi Probolinggo is an open system. This can be seen from the limitations of the existing system in the school, namely input, management information system, and output. In each of these sections, especially the scope of the management information system, it can be seen how the exchange of information between the environment and the school is managed in such a way that it becomes the raw material for decision-makers (Zamroni, 2020).

Input (input) comes from an environment that is outside the school SIM. This input is in the form of government regulations, foundation policies, suggestions, and input from the committee, as well as conditions and changes that occur in the community. The input is then processed by a data processing system using SIM components owned by the school. In this process, the data is converted into a form that is more useful for school principals in making decisions. These data are categorized into school fields: curriculum data, data for educators and education staff, data on facilities and infrastructure, and student data (Hasanah & Maarif, 2021; Madkan & Mumtahana, 2022; Safariah & Masykur, 2022).

This data further contributes to the principal's decision-making to design several activity programs such as the creation of academic calendars, programs to increase educators and education personnel such as seminars, teacher training and workshops, student programs such as field trips, and other programs such as social services and others. The outputs or outputs produced are data in the dapodik, public relations data, National Examination results data, student achievement data, information posted on

teachers' websites and blogs, information submitted by visiting school guards, and so on.

All process activities are then repackaged into the form of information through the process of recording, recording, and so on. This information further adds to the school's treasury of information. All these processes and stages are management information systems in schools (Kurniawan, Nizzam, Fatikh, & Rofiq, 2022; Sirojuddin, Amirullah, Rofiq, & Kartiko, 2022; Surya & Rofiq, 2021; Zulaikhah, Sirojuddin, & Aprilianto, 2020).

The education management information system at SMP Islahiyah Klenang Kidul Banyuanyar Probolinggo plays a role in increasing competitive advantage. The decisions made by school principals in all existing fields are an effort to win the global competition while at the same time responding to the challenges of the times. These decisions are in the planning and design of what is known as the school's grand design. This Grand Design is a concrete manifestation of the adaptation carried out by the school by SMP Islahiyah Klenang Kidul Banyuanyar Probolinggo which adheres to an open management information system. In addition, an open SIM can also be seen from the ability of the Principal to overcome deficiencies and solve problems faced by the school as Mr. Akhmad Dimiyati said: "This document covers all areas. Most other schools do not have a grand design. However, our school made a grand design as the basis for school development. Although some drawbacks must be addressed. But at least the school has a plan."

From the explanation above, SIMT is open to supporting school principals in carrying out problem-solving activities to respond to information obtained from outside by making decisions to design schools to become educational institutions that excel in conducting competition.

Processing Data Into Information

One of the information that is often used by school principals is information related to students. In the following author describes how the education management information system at SMP Islahiyah Klenang Kidul Banyuanyar Probolinggo processes data into information. 1) Data processing is carried out through several processes, namely collection, classification, processing, analysis, interpretation, storage, and retrieval. 2) Collection: Data related to students is collected including student data received in 2019, data for students who graduated in 2020, data for students going to grade, data for students repeating classes, data for dropping out students, and data for transfer students. 3) Classification and Processing: All data that has been collected is then processed and classified into certain classifications based on gender, class, and group. 4) Analysis and Interpretation: Furthermore, the data is searched for meaning and meaning to provide information including the total number and percentage of data in the form of tables and graphs. 5) Storage: The data is then stored in a storage area in the school, namely a cupboard for physical data and a computer for non-physical data. 6) Calling Data Retrieval is done when the principal needs the information contained in the data. Data can be taken in its entirety or only for student data per class.

CONCLUSION

The role of the education management information system at SMP Islahiyah Klenang Kidul Banyuanyar Probolinggo shows a very large role in the fields in the school, namely as follows: 1) The role of SIMP in the curriculum sector shows that 73% of SIMP has a role while 27% does not. 2) The role of SIMP in the field of teaching and educational staff is 100%. 3) The role of SIMP in the field of students shows that 93% have a role and 7% do not. 4) The role of SIMP in the field of facilities and infrastructure shows that 67% have a role and 33% do not. 5) The role of SIMP in the school principal's decision-making is 100%. From the description of the results of the research above, the authors conclude that the Education Management Information System (MIS) plays a very important role for the school principal in decision-making at SMP Islahiyah Klenang Kidul Banyuanyar Probolinggo. This can be proven by the percentage of SIMP's role in every decision-making by the Principal in four areas, which is greater than the percentage of decision-making without using SIMP.

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