MODEL OF EDUCATION MANAGEMENT USING QUALITATIVE RESEARCH METHODS AT A PRIVATE SCHOOL IN MEDAN

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Article History	Abstract
Article Submission 14 July 2022 ***Revised Submission*** 09 August 2022 ***Article Accepted*** 11 September 2022	The purpose of this research is to identify the model of education management at a private elementary school. This study employs qualitative research methods, with data gathered through observation participant observation, interviews, and document analysis (document study). With data analysis, data reduction, display, and conclusion are used. Findings from the Study the community-based education management model is used at the private elementary school in Medan for management education. The community-based model is used by the school to establish good relationships with the community as well as to pay attention to and accept community aspirations. The education management model is implemented through the following: 1) The development program, which is a mandatory lesson for all students; in this case, all students in grades 1-6arerequired to memorize the book; and 2) Grades: The lesson is only given to students in grades 1- 4. This is due to the target students' ability to read the book and recite it at a grade 4 level. 3) SD's distinguishing feature is the ability to translate the book. This is a special lesson that teaches students the fundamentals of translating the book. This lesson is only given to grade 5 and 6 students who can read the book. **Keywords:** Qualitative Research Method, Model, Education Management.

1. Introduction

In the application of education management, there is a fundamental issue. Specifically, the inability of educational institutions to utilize resources and collaborate with the environment (society and other institutions) that have interests, in addition to running without regard to the principles and functions of education management. Organizing education that pays less attention to systematic and inconsistent functions in using and implementing education management principles, even ironically, means that educational institution pays less attention to the environ-

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ment as the basis for developing the management of its educational institutions, even though at the theoretical level, education management is stated to be a process of utilizing all available resources (educational institutions). Utilization is accomplished through effective, efficient, and productive collaboration with other people to achieve happiness and prosperity in this world and the next. Similarly, various authors' perspectives define education management as the process of managing educational institutions in a manner that deals with learning resources and other related matters to effectively and efficiently achieve educational goals. Ifeducation institutions are capable of analyzing the potential of the environment, the potential of the environment will serve as the foundation for the development of an education management model.

2. THEORETICAL REVIEW

2.1 The Characteristics of Education Administration

According to the above definition, education management is a process of structuring or managing educational institutions that involve human resources and move them to achieve the goals of education effectively and efficiently. According to an author, education management is management that is used in the development of education. In a sense, it is the art and science of effectively and efficiently managing educational resources to achieve the goals of education. Educational management is more general and applies to all educational activities in general, whereas education management is more specific to the management used in the development of education. Qomar defines education management as "the process of managing educational institutions in an organised manner by devising learning resources and other related matters to achieve the goals of education effectively and efficiently."

2.2 Principles of Education Management

There are management principles in educational management. These principles distinguish general education management from educational management. Many education experts have different perspectives on the principles of education management, including the belief that the principles of education management include eight principles, sincerity, honesty, trustworthiness, fairness, responsibility, dynamic, practical, and flexibility. According to Hasan Langgulung, there are seven types of education management principles, which include faith and morality, justice and equality, deliberations, division of labour and duties, adherence to management functions, association, and sincerity. The management of education also includes several general principles that are adaptable to be in line with good progress and development. As a result, education management can be defined as "a process of structuring/managing educational institutions that involves non-human human resources in moving them to achieve education goals effectively and efficiently."

In a practical and effective sense, the application of education management principles becomes a requirement, which means that educational Institutions must follow the principles of education management and principles in general when working on educational programmes that are planned based on management functions. The intersection of these two principles must be a major concern for education actors, particularly educational institution leaders such as school/madrasah principals.

2.3 Model of Education Management

Education management emerges as a new paradigm for the development of education that is oriented to the needs of schools and each region. This process is a critical component of building the capacity of schools and regions to implement bottom-up planning policies, i.e., education policies initiated by each school and region. Furthermore, effective management is management that adds value. As a result, the school must understand the education management model that must be used. In theory, there are three (three) education management models, namely: A nuanced management model for entrepreneurship.

This model requires educational institutions (institutions) to develop educational activities in a long-term programme using an entrepreneurial spirit to achieve food security and/or financial security (financial).

To develop this model, educational institution managers must be open to and enjoy changes and differences with other educational institutions. I enjoy novelty and standing out from the crowd. According to RhenaldKasali in "Paulus Winarto asserts that an entrepreneur is someone who likes change, and makes various discoveries that distinguish himself from others," an entrepreneur creates added value and benefits himself and others. Institutionally, the educational process must be entrepreneurial, as well as capable of managing food security through financial management. Institutions that can survive, thrive and grow. This indicates that food security is strong and expanding. According to an author, the study exemplified the entrepreneur-based education management model with the development of food security management as follows: 1) Be thankful and make the best use of natural resources. 2) educational institution organizers, 3) The farming and food production ethos. 4) The principle of long-term food self-sufficiency (at least seven years). 5) Focused on the future.

2.4   Model of Community-Based Management (Management-Based Society)

This is a model in which the institution can establish good relations with the community, as well as coordinate and accept the community's aspirations. People who can do charitable work are, of course, empowered in proportion. The ability to utilize the community's potential has become a requirement in the management of education. You must return to the community if you want to develop and advance their educational institutions. The main source of strength for education management in society. There are several educational institutions with a Board of Governors, such as McGill University Canada. This institution is mostly made up of people from outside the university and has the same duties and roles as Stanford University's Board of Trustees. The charitable spirit of the community has contributed to the growth of this institution. This means that the spirit of charity exists not only in material form but also in energy and thoughts. The most basic is learning how to reconstruct the spirit of charity based on the spirit of charity. According to Syafaruddin, efforts to rebuild this charitable spirit in developing education can be accomplished through the following means: 1) The establishment of an institution such as the Board of Trustees or a type of Majlis Wali Amanah whose members are community representatives with high integrity and commitment to education. 2) It is necessary to rekindle the fighting spirit (jihad), as well as the work ethic of all internal stakeholders, as a form of genuine charity (deed). 3) To implement education, integrated quality management (total quality management) must be used.

2.5   Management Model Based on Mosques (Mosque-Based Management)

The mosque-based management model is an institution that creates a model for implementing nuanced activity programmes with spiritual or religious content in the spirit of sincerity and Allah's pleasure. An integrative learning process is required in the context of learning by instilling religious values as well as the direct practice of religious experience through the habituation of sunnah prayers, congregational midday prayers, and congregational Asr prayers.

Almost every educational institution has a mosque or prayer room as an excellent spiritual centre, as well as a centre for religious activities. Why is this so? According to DrMuhbib Abdul Wahab, MA, who was quoted in the Republika Online daily, the reason is that "the mosque is the centre and source of inspiration in all things, because in the place only serve and ask for help from Allah SWT" (Surah Al-Fatihah [1]: 5). This verse is interpreted by commentators, among others, as the verse of human liberation from reliance on creatures toward true monotheism. Congregational prayers in mosques represent more than just unity and togetherness; they also represent equality, egalitarianism, and anti-discrimination. Based on the three models of education management discussed above, it can be stated that the effectiveness of the education management model is

determined by how well it elaborates and integrates the three models into a modern cross-model of management while recognizing the contribution of the traditional system. This condition is also relevant to the findings of BrahimAşlamac and Recep Kaymakcan's research on "A model for education from Turkey: the Imam-Hatip schools," which was published in the British Journal of Religious Education and states that the characteristic model of education in Turkey is under state supervision and that since the end of the Ottoman period, these schools have been revitalized and adapted to the conditions of c The foundation of these schools is a concept of reconciliation between the "traditional" and the "modern". In a different context, the findings of the preceding study were expanded upon by David Weir, who researched some sociological, philosophical, and ethical underpinnings of the management model. Routledge, London, published. This explains why we, and our ethnocentric perspectives in business education, tend to assume that these are based on Western capitalism. However, just as there is a diversity of cultures and different norms of behaviour in the global world of management, there is more than one "culture of management." Little consideration has been given to the ethical and philosophical foundations of paradigms other than those with which we are familiar. When other philosophical and ethical systems are encountered, they are frequently dismissed with derogatory terminology such as "traditionalism" or "underdevelopment," or they are stigmatized as incompatible with the demands of business efficiency. Even though many of these ethical systems are embodied in older cultural traditions, these traditions are evolving radically in contemporary societies, perhaps toward, away from those of western capitalism.

3. METHODOLOGY OF RESEARCH

This study employs qualitative research methods, with data gathered through participant observation, interviews, and document review (document study). The data is then analyzed by compiling it, connecting it, reducing it, presenting it, and concluding it. The validity or level of confidence of the data provided is then examined by testing the level of confidence (credibility), transferability (transferability), dependence (dependability), and certainty (confirmability). This study will take place at Jabal RahmahMuliaprivate elementary school in Medan.

4. RESULTS AND DISCUSSION

Jabal RahmahMulia Private Elementary School, located on Jalan BalaiDesa No. 24 H Sunggal Village, Medan Sunggal District, is a private elementary school with several advantages, including the use of an approach in its teaching system. Based on the findings of interviews and observations at SDPlus Jabal RahmahMulia, community and mosque-based educational management models are being implemented.

The existence of a superior programme of educational activities at SD Plus Jabal RahmahMulia indicates the existence of a community-based educational management model, which is based on the school's ability to establish good relations with the community and pay attention to and accept the community's aspirations. This is demonstrated by the existence of regular community meetings and scheduled school visits to community homes, as well as joint activities with the community. The existence of superior activity programme in the form of The mosque-based educational management model at SD Plus Jabal RahmahMulia is demonstrated by the existence of a superior activity programme in the form of:

4.1. Book

The book is a required subject for all students; in this case, students in grades 1 through 6 must memorize the book. This book lesson is taught to students at the start of their learning activities, which are from 07.30 a.m. to 10 a.m. Monday through Friday. Book is taught in his learning activities by qualified book teachers with a large number of memorizations of (30 Juz),

who are alumni from various book houses both in the city of Medan and even from abroad, with up to three teachers on duty in one class. The target for student memorization is 5 Juz of the Book, which students will memorize from grades 1–6, but many students exceed this target, and some students can memorize up to 12 Juz when they finish elementary school. This Al Book memorization activity is also inseparable from parental support; in this case, the school directs parents to always accompany the child for (murojaah/repeating memorization activities carried out at home), to maintain students' memorization. Furthermore, each student is required to submit their memorization to each book teacher. Every year, the school will hold book graduation activities to award and recognize students who have memorized the Al-Book according to the target.

4.2 Book Tahsin

The programme is also a mandatory lesson for elementary school students, but it differs from a book in that it is only given to students in grades 1–4. In grade 4 SD, if there are students who are unable to read the book well, learning assistance will be provided through intensive activities. The goal of book lessons is for students to not only memorize the book but also to be able to read it well, while also learning the fundamentals of Tajwid. The Al-Hiro method is used for learning.

4.3 Book translation

SD Jabal Rahmah is unique in that there are special lessons to teach students the basics of translating the book, and this lesson is only given to grade 5 and 6 students who can read the book, as well as the basics of Tajwid. This book translation lesson is accompanied by Arabic lessons that are included in the book translation.

4.4 Hadiths: An Introduction

The instillation of moral values in students, which will become habits in everyday life, is the next flagship programme at SD Plus Jabal RahmahMulia. In addition, the instillation of values is accompanied by the use of hadiths to support the strengthening of moral inculcation in children. For example, when a teacher introduces children to eating and drinking while sitting, the child must be taught the hadith that underpins this understanding.

4.5 Consistency of Dhuha, Zhuhur, and Asr Prayers

Duha prayer activities are mandatory, and zuhur and asr prayers are held in the congregation. God willing, in 2022, SD Plus Jabal RahmahMulia will print their own Al Book, which students will use as the Book to memorize in collaboration with the ministry and the SUMUT regional office.

5. CONCLUSION

The education management model used at a private elementary school in Medan is a community-based education management model that implements the 1) The book program, which is a mandatory lesson for all students; in this case, all students in grades 1–6 are required to memorize the book, 2)Book is not the same as the previous book, so this lesson is only given to students in grades 1–4. This is due to the target students' ability to read the Al Book well, as well as their recitation reaching Grade 4. 3) In Translating the book, what makes SD Jabal Rahmah unique is that there are special lessons that teach students the fundamentals of translating the book, and this lesson is only given to grade 5 and 6 students who can read the book.

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