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MODEL OF EDUCATION MANAGEMENT AT PRIVATE SD RAHMAH MULIA MEDAN JABAL

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## [kuey] Submission Acknowledgement

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**Educational Administration: Theory and Practice** <editor@kuey.net>

14 July 2022 01.01

Kepada: Mesiono <mesiono@uinsu.ac.id>

Hello,

Mesiono has submitted the manuscript, "MODEL OF EDUCATION MANAGEMENT USING QUALITATIVE RESEARCH METHODS AT A PRIVATE SCHOOL IN MEDAN" to Educational Administration: Theory and Practice.

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Educational Administration: Theory and Practice

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## Reviewer Comments

2 pesan

Educational Administration: Theory and Practice <editor@kuey.net>  
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1 Agustus 2022 09.11

### Editor's Note

To Author: Thank you for the opportunity to read your paper. This is an interesting topic in an area of growing significance that is relevant to the Model of Education Management using Qualitative Research Methods at a Private School in Medan . I have a few suggestions that you may consider as you develop the paper further:  
 ABSTRACT In the abstract, talk more about your conclusion.

INTRODUCTION Paragraph 1, with no references, explaining the context of the research. Paragraph 2, with references, explaining very generally what we know about the topic introduced in Paragraph 1. Paragraph 3 explaining what we need to find out. Paragraph 4 explaining briefly what this paper will do to find out, method etc. Paragraph 5, with no references, explaining the structure of this paper.

LITERATURE REVIEW. Theoretical literature has not been considered and reviewed. It's better to observe the connection between the contents. Try to explain everything except the topics to establish the necessary coherence. Theoretical Development: The literature review must engage in the constructs of your analytical framing in a meaningful way. The literature review section could be improved by being more analytical. In other words, building on the existing literature to highlight what is missing and what is yet to be done and in so doing outline the theoretical puzzles or debates to which this work contributes. I have concerns related to theoretical development and note the need for a more rigorous critique of the literature to help deepen the theoretical underpinnings of the study. Long paragraphs are written without reference. It is better to be more concise. referenced sentences are personal statements of authors that have no scientific validity. Discussion and contributions. Findings and Conclusions Do not show the difference between this article and previous studies. How your research results can be used in other articles? What suggestions do you have for other researchers to continue your work? What components should be emphasized more? Which areas do you think should do more research in this area? What are the limitations of this research? Write suggestions for future research. What are the theoretical and practical implications of your study

REFERENCES References should be modified according to the journal format. The references used in the theoretical literature are old and authors should use references (2019-2020-2021).

Result this paper: Major revision

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 Reviewer A:

Paper length::

Quite long

Originality::

Acceptable

Scope of paper::

Relevant to Educational Administration: Theory and Practice

Related work::

Acceptable

Language::

needs tighter editing. several grammatical errors found, incorrect spacings, and incoherent sentences/paragraph. There are parts that are too repetitive. And redundant words in the same paragraph.

References::

There is an adequate number of references. However, some in-text citations do not follow the APA format. Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc.: The design was not clear enough. An operational framework could have been presented where the variables and steps in the study are shown and applied to the 4D model. Please consider coming up with a framework of the methodology. The researcher did not adequately explained the sampling procedures, how many students and parents were involved in the study, the timeline, and the composition of the experts. Need more details about the research subjects and the data collection technique. What procedures were followed, and analysis procedures for the qualitative data

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Reviewer E:

Paper length::

Originality::

Scope of paper::

Related work::

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References::

Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc.:

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Paper length::

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Originality::

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Scope of paper::

Relevant to Educational Administration: Theory and Practice

Related work::

Acceptable

Language::

The paper must be improved in the use of English. It is tough to understand.

References::

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**mesiono mesiono** <mesiono@uinsu.ac.id>

Kepada: editor@kuey-journal.net

1 Agutsus 2022 09.11

Dear Editor. I will revise my article as soon as possible and send it to you. Thank you for your consideration and time

Hopefully will published later

Warm Regards

Mesiono

Pada tanggal Sen, 1 Agustus 2022 pukul 09.11 <[editor@kuey.net](mailto:editor@kuey.net)> menulis:

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Reviewer K

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1 **MODEL OF EDUCATION MANAGEMENT AT PRIVATE SD RAHMAH**  
2 **MULIA MEDAN JABAL**

3  
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8

9  
10  
11 **ABSTRACT**

12  
13  
14 The purpose of this research is to identify the model of education management at Jabal  
15 Rahmah Mulia Private Elementary School Medan. This study employs qualitative research  
16 methods, with data gathered through observation (participant observation), interviews  
17 (interviews), and document analysis (document study). With data analysis, data reduction,  
18 display, and conclusion are used. Findings from the Study The Community based  
19 Education Management Model is used at the Jabal Rahmah Mulia Private Elementary  
20 School in Medan to manage education. The community-based model is used by the school  
21 to establish good relationships with the community as well as to pay attention to and accept  
22 community aspirations. The mosque-based education management model is implemented  
23 through the 1) Tahfizh Qur'an program, which is a mandatory lesson for all students, in this  
24 case all students in grades 1–6 are required to memorize the Qur'an, and 2) Tahsin Quran:  
25 Unlike Tahfizh Quran, this tahsin lesson is only given to students in grades 1 - 4. This is due  
26 to the target students' ability to read the Koran and recite it at a grade 4 level. 3) SD's  
27 distinguishing feature is the ability to translate the Quran. Jabal Rahmah is a special lesson  
28 that teaches students the fundamentals of translating the Koran. This lesson is only given  
29 to grade 5 and 6 students who can read the Koran. 4) Hadith Introduction - Hadith The next  
30 flagship program at SD Plus Jabal Rahmah Mulia is instilling moral values in students,  
31 which will become ingrained in their daily lives. Furthermore, the instillation of values is  
32 accompanied by the introduction of hadiths to aid in the development of moral cultivation  
33 in children. 5) Performing the obligatory Duha, Zuhur, and Asr prayers in congregation.  
34

35 **Keywords: Model, Education, Management**  
36  
37

38 **1. INTRODUCTION**

39 In the application of education management, there is a fundamental issue.  
40 Specifically, the inability of educational institutions to utilize resources and  
41 collaborate with the environment (society and other institutions) that have interests, in  
42 addition to running without regard to the principles and functions of education  
43 management. Organizing education that pays less attention to systematic and  
44 inconsistent functions in using and implementing education management principles,  
45 even ironically, that educational institution pays less attention to the environment as  
46 the basis for developing the management of its educational institutions, despite the  
47 fact that at the theoretical level, education management is stated to be a process of  
48 utilizing all available resources (Muslims, educational institutions). Utilization is  
49 accomplished through effective, efficient, and productive collaboration with other  
50 people in order to achieve happiness and prosperity in this world and the next.  
51 Similarly, Mujamil Qomar's viewpoint explains that education management is the  
52 process of managing educational institutions in an manner by dealing with learning  
53 resources and other related matters in order to effectively and efficiently achieve the  
54 goals of education. If Education Institutions are capable of analyzing the potential  
55 of the environment, the potential of the environment will serve as the foundation for  
56 the development of an education management model.

57

58 **2. THEORITICAL REVIEW**

59

60 **2.1 The Characteristics of Education Administration**

61 According to the above definition, education management is a process of  
62 structuring or managing educational institutions that involve Muslim human  
63 resources and move them to achieve the goals of education effectively and  
64 efficiently. According to Muhaimin, education management is management  
65 that is used in the development of education. In a sense, it is the art and science  
66 of effectively and efficiently managing educational resources in order to achieve  
67 the goals of education. Educational management is more general in nature and  
68 applies to all educational activities in general, whereas education management  
69 is more specific to the management used in the development of education.  
70 Another definition provided by Qomar in his work Management of education is  
71 that " education management is a process of managing educational institutions  
72 in an manner by devising learning resources and other related matters to achieve  
73 the goals of education effectively and efficiently."

74

75 **2.2 Principles of Education Management**

76 There are management principles in education management. These  
77 principles distinguish general education management from education  
78 management. Many education experts have different perspectives on the  
79 principles of education management, including the belief that the principles of  
80 education management include eight principles, including sincerity, honesty,  
81 trustworthiness, fairness, responsibility, dynamic, practical, and flexibility.  
82 According to Hasan Langgulung, there are seven types of education  
83 management principles, which include faith and morality, justice and equality,  
84 deliberations, division of labor and duties, adherence to management functions,  
85 association, and sincerity. Management of education also includes a number of  
86 general principles that are adaptable in order to be in line with good progress and  
87 development. As a result, education management can be defined as "a process  
88 of structuring / managing educational institutions that involves Muslim and non-  
89 human human resources in moving them to achieve education goals effectively  
90 and efficiently."

91 In a practical and effective sense, the application of education  
92 management principles becomes a requirement, which means that Educational  
93 Institutions must follow the principles of education management and principles  
94 in general when working on educational programs that are planned on the basis  
95 of management functions. The intersection of these two principles must be a  
96 major concern for education actors, particularly educational institution leaders  
97 such as school/madrasah principals.  
98

### 99 2.3 Model of Education Management

100 education management emerges as a new paradigm for the development  
101 of education that is oriented to the needs of schools and each region. This process  
102 is a critical component of building the capacity of schools and regions to  
103 implement bottom-up planning policies, i.e. education policies initiated by each  
104 school and region. Furthermore, effective management is management that adds  
105 value. As a result, it is necessary for the school to understand the education  
106 management model that must be used. In theory, there are three (three)  
107 Education Management Models, namely: A Nuanced Management Model for  
108 Entrepreneurship.

109 This model requires educational institutions (institutions) to develop  
110 educational activities in a long-term program using an entrepreneurial spirit in  
111 order to have food security and/or financial security (financial).  
112

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

### 127 2.4 Model of Community-Based Management (Management Based Society)

128 This is a model in which the institution is able to establish good relations  
129 with the community, as well as coordinate and accept the community's  
130 aspirations. People who are able to do charitable work are, of course, empowered  
131 in proportion. The ability to utilize the community's potential has become a  
132 requirement in the management of education, returning to the community if you  
133 want to develop and advance their educational institutions. The main source of  
134 strength for education management is society. There are several educational  
135 institutions with a Board of Governors, such as McGill University Canada. This  
136 institution is mostly made up of people from outside the university and has the  
137 same duties and roles as Stanford University's Board of Trustees. The charitable  
138 spirit of the community has contributed to the growth of this institution. This  
139 means that the spirit of charity exists not only in material form, but also in energy  
140 and thoughts. The most basic is how to reconstruct the spirit of charity based on  
141 the spirit of charity. According to Syafaruddin, efforts to rebuild this charitable  
142 spirit in developing education can be accomplished through the following

143 means: 1) the establishment of an institution such as the Board of Trustees or a  
144 type of Majlis Wali Amanah whose members are community representatives with  
145 high integrity and commitment to education. 2) It is necessary to rekindle the  
146 fighting spirit (jihad), as well as the work ethic of all internal stakeholders, as a  
147 form of genuine charity (deed). 3) In order to implement education, integrated  
148 quality management (total quality management) must be used.

## 149 150 2.5 Management Model Based on Mosques (Mosque Based Management)

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

157 Almost every educational institution has a mosque or prayer room as an  
158 excellent spiritual center, as well as a center for religious activities. Why is this  
159 so? According to Dr. Muhib Abdul Wahab, MA, who was quoted in the  
160 *Republika Online* daily, the reason is that "the mosque is the center and source of  
161 inspiration in all things, because in the mosque all Muslims only serve and ask  
162 for help from Allah SWT" (Surah Al-Fatihah [1]: 5). This verse is interpreted by  
163 commentators, among others, as the verse of human liberation from reliance on  
164 creatures toward true monotheism. Congregational prayers in mosques represent  
165 more than just unity and togetherness; they also represent equality,  
166 egalitarianism, and anti-discrimination. Based on the three models of education  
167 management discussed above, it can be stated that the effectiveness of the  
168 education management model is determined by how well it elaborates and  
169 integrates the three models into a modern cross-model of management while  
170 recognizing the contribution of the traditional system. This condition is also  
171 relevant to the findings of Ibrahim Aşlamac and Recep Kaymakcan's research on  
172 A model for education from Turkey: the Imam-Hatip schools, which was  
173 published in the *British Journal of Religious Education* and states that the  
174 characteristic model of education in Turkey is under state supervision, and that  
175 since the end of the Ottoman period, these schools have been revitalized and  
176 adapted to the conditions of c The foundation of these schools is a concept of  
177 reconciliation between the 'traditional' and the 'modern.' In a different context, the  
178 findings of the preceding study were expanded upon by David Weir, who  
179 conducted research on *Some Sociological, Philosophical, and Ethical*  
180 *Underpinnings of an Management Model*. Routledge London published the  
181 *Journal of Management, Spirituality, and Religion*. This explains why we, and  
182 our ethnocentric perspectives in business education, tend to assume that these are  
183 based on Western capitalism. However, just as there is a diversity of cultures and  
184 differing norms of behavior in the global world of management, there is more  
185 than one "culture of management." Little consideration has been given to the  
186 ethical and philosophical foundations of paradigms other than those with which  
187 we are familiar. When other philosophical and ethical systems are encountered,  
188 they are frequently dismissed with derogatory terminology such as  
189 "traditionalism" or "underdevelopment," or they are stigmatized as incompatible  
190 with the demands of business efficiency. Despite the fact that many of these  
191 ethical systems are embodied in older cultural traditions, these traditions are  
192 evolving radically in contemporary societies, perhaps toward, perhaps away from  
193 those of western capitalism.  
194

195 **3. METHODOLOGY OF RESEARCH**

196

197

198 This study employs qualitative research methods, with data gathered through  
199 observation (participant observation), interviews (interviews), and document review  
200 (document study). The data is then analyzed by compiling it, connecting it, reducing  
201 it, presenting it, and concluding it. The validity or level of confidence of the data  
202 provided is then examined by testing the level of confidence (credibility),  
203 transferability (transferability), dependence (dependability), and certainty  
204 (confirmability). Adpun The study will take place at Jabal Rahmah Mulia Private  
205 Elementary School in Medan.

206

207

208 **4. RESULTS AND DISCUSSION**

209

210 Jabal Rahmah Mulia Private Elementary School, located on Jalan Balai Desa  
211 No. 24 H Sunggal Village, Medan Sunggal District, is a private elementary school  
212 with several advantages, including the use of an approach in its teaching system.  
213 Based on the findings of interviews and observations at SD Plus Jabal Rahmah Mulia,  
214 community and mosque-based education management models are being  
215 implemented.

216

217

218 The existence of a superior program of educational activities at SD Plus Jabal  
219 Rahmah Mulia indicates the existence of a community-based education management  
220 model, which is based on the school's ability to establish good relations with the  
221 community and pay attention to and accept the community's aspirations. This is  
222 demonstrated by the existence of regular community meetings and scheduled school  
223 visits to community homes, as well as joint activities with the community. The  
224 existence of superior activity programs in the form of: The mosque-based education  
225 management model at SD Plus Jabal Rahmah Mulia is demonstrated by the existence  
226 of superior activity programs in the form of:

227

228

229 **4.1 . Qur'an Tahfizh**

230

231 Tahfiz Qur'an is a required subject for all students; in this case, students in  
232 grades 1 through 6 must memorize the Qur'an. This Tahfizh lesson is taught to  
233 students at the start of their learning activities, which are from 07.30 a.m. to 10  
234 a.m. Monday through Friday. Tahfizh Quran is taught in his learning activities by  
235 qualified tahfizh teachers with a large number of memorization of 30 Juz, who are  
236 alumni from various tahfizh houses both in the city of Medan and even from  
237 abroad, with up to three teachers on duty in one class. The target for student  
238 memorization is 5 Juz of the Quran, which students will memorize from grades 1–  
239 6, but many students exceed this target, and some students can memorize up to 12  
240 Juz when they finish elementary school. This Al Quran memorization activity is  
241 also inseparable from parental support; in this case, the school directs parents to  
242 always accompany the child for murojaah/repeating memorization activities  
243 carried out at home, in order to maintain students' memorization. Furthermore,  
244 each student is required to submit their memorization to each tahfizh teacher. Every  
245 year, the school will hold tahfizh graduation activities to award and recognize  
246 students who have memorized the Al-Quran according to the target.

247

248

249

250 **4.2 Quran Tahsin**

251

252 The tahsin program is also a mandatory lesson for Jabal Rahmah Mulia  
253 Elementary School students, but it differs from tahfiz Quran in that it is only given  
254 to students in grades 1–4. In grade 4 SD, and if there are students who are unable  
255

248 to read the Koran well, learning assistance will be provided through intensive  
249 tahsin activities. The goal of tahsin Quran lessons is for students to not only  
250 memorize the Koran but also to be able to read it well, while also learning the  
251 fundamentals of tajwid. The Al – Hiro method is used for learning tahsin.  
252

#### 253 4.3 Quran translation

254 SD Jabal Rahmah is unique in that there are special lessons to teach  
255 students the basics of translating the Qur'an, and this lesson is only given to grade  
256 5 and 6 students who can read the Qur'an, as well as the basics of tajwid. This  
257 Quran translation lesson is accompanied by Arabic lessons that are included in the  
258 Quran translation.  
259

#### 260 4.4 Hadiths: An Introduction

261 The instillation of moral values in students, which will become habits in everyday  
262 life, is the next flagship program at SD Plus Jabal Rahmah Mulia. In addition, the  
263 instillation of values is accompanied by the use of hadiths to support the  
264 strengthening of moral inculcation in children. For example, when a teacher  
265 introduces children to eating and drinking while sitting, the child must be taught  
266 the hadith that underpins this understanding.  
267

#### 268 4.5 Consistency of Dhuha, Zhuhur, and Asr Prayers

269 Duha prayer activities are mandatory, and zuhur and asr prayers are held  
270 in congregation. God willing, in 2022, SD Plus Jabal Rahmah Mulia will print their  
271 own Al Quran, which students will use as the Koran to memorize in collaboration  
272 with the ministry of religion and the SUMUT regional office.  
273

274

### 275 5. CONCLUSION

276 The education management model used at Jabal Rahmah Mulia Private  
277 Elementary School Medan is a community and mosque-based education management  
278 model that implements the 1) Tahfizh Qur'an program, which is a mandatory lesson  
279 for all students, in this case all students in grades 1–6 are required to memorize the  
280 Qur'an, 2) Tahsin Quran is not the same as tahfiz Quran, so this tahsin lesson is only  
281 given to students in grades 1–4. This is due to the target students' ability to read the Al  
282 Quran well, as well as their recitation reaching grade 4. 3) Translating the Quran, what  
283 makes SD Jabal Rahmah unique is that there are special lessons that teach students the  
284 fundamentals of translating the Qur'an, and this lesson is only given to grade 5 and 6  
285 students who can read the Qur'an. 4) An Overview of Hadith The instillation of moral  
286 values in students, which will become a habit in everyday life, is the next flagship  
287 program at SD Plus Jabal Rahmah Mulia. Furthermore, the instillation of values is  
288 accompanied by the introduction of hadiths to aid in the development of moral  
289 cultivation in children. 5) Performing the obligatory Duha, Zuhur, and Asr prayers in  
290 congregation.  
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313 [slam/hikmah/14/02/03/n0dtp-manajemen-pangan-ala-nabi-yusuf-as](http://www.republika.co.id/berita/dunia-slam/hikmah/14/02/03/n0dtp-manajemen-pangan-ala-nabi-yusuf-as), diakses pada  
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## [kuey] Editor Decision

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Educational Administration: Theory and Practice <editor@kuey.net>

11 September 2022 12.18

Kepada: Mesiono <mesiono@uinsu.ac.id>

Thank you very much for the receipt of my article, I will submit the latest revision regarding the contents of the bibliography and affilia on via OJS. In the end, I am very happy with the receipt of my article.

Pada tanggal Ming, 11 Sep 2022 pukul 12.18 Educational Administration: Theory and Practice <editor@kuey.net> menulis:

Educational Administration: Theory and Practice <editor@kuey.net>; Mesiono:

We have reached a decision regarding your submission to Educational Administration: Theory and Practice, "MODEL OF EDUCATION MANAGEMENT USING QUALITATIVE RESEARCH METHODS AT A PRIVATE SCHOOL IN MEDAN".

Our decision is to: Accept Submission

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## [kuey] Editor Decision

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19 September 2022 01.04

Kepada: admin\_kuey admin\_kuey <contact@agser.org>

I am very happy that my article has entered the production stage, hopefully it will be published in the near future.

Pada tanggal Sen, 19 Sep 2022 pukul 01.04 admin\_kuey admin\_kuey <contact@agser.org> menulis:

admin\_kuey admin\_kuey; Mesiono:

The editing of your submission, "MODEL OF EDUCATION MANAGEMENT USING QUALITATIVE RESEARCH METHODS AT A PRIVATE SCHOOL IN MEDAN," is complete. We are now sending it to production.

Submission URL: <https://kuey.net/index.php/kuey/authorDashboard/submission/450>

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