

Implementation of Islamic Education Management through the Educational Field Introduction Program (PLP)

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Abstract

The Program of Educational Field Introduction (PLP) is an integral component in developing managerial competencies of students in the Islamic Education Management Study Program at Universitas Pamulang by integrating theory and practice of Islamic educational management. This study aims to analyze the implementation of Islamic education management through PLP activities at SDI Darul Ma'arif, focusing on school culture, organizational structure and governance, school regulations, and supporting educational programs. This research employed a qualitative descriptive approach using participatory observation, informal interviews, and documentation studies during the PLP implementation. The findings indicate that SDI Darul Ma'arif demonstrates a strong religious school culture through the habituation of 3S/5S, routine religious activities, and consistent enforcement of school regulations in shaping students' Qur'anic character. This study concludes that PLP serves as a strategic contextual learning medium in strengthening managerial competencies of Islamic Education Management students and enhancing their understanding of Islamic school management practices

Keywords

Islamic education management; introduction to the field of education; school culture



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INTRODUCTION

Islamic education plays a strategic and fundamental role in shaping a generation that excels not only academically and intellectually, but also possesses religious character, moral integrity, and noble morals reflected in daily behavior. Islamic education is not solely oriented toward cognitive achievement but also emphasizes a balance between the development of students' spiritual, emotional, social, and moral aspects. Islamic educational management, as a discipline of educational management, plays a crucial role in ensuring the achievement of comprehensive educational goals

through planning, organizing, implementing, monitoring, and evaluating processes grounded in Islamic values such as trustworthiness, justice, responsibility, ta'awun (religious harmony), and professionalism, while simultaneously strengthening the overall quality of educational services. Research shows that Islamic educational management practices need to integrate Islamic values into all aspects of the school organization to create quality and meaningful education, including in the development of an Islamic school culture (Wardani, 2023).

The Educational Field Introduction Program (PLP) is a strategic academic instrument within the curriculum structure of the Islamic Educational Management Study Program at Pamulang University. The Islamic Education Learning (PLP) is designed as a contextual and applied learning tool for students to integrate the concepts, theories, and principles of Islamic education management learned in lectures with real-world practices in educational settings. Through systematic observation, active participation, and academic reflection, students gain empirical experience in the dynamics of Islamic school management, including managerial decision-making processes, educational leadership patterns, school administration, and their application in shaping an Islamic school culture. This experience aligns with research findings that emphasize the need to incorporate religious values into educational practices to support the holistic development of student character.

Previous studies have shown that the success of Islamic school management is significantly influenced by a strong religious school culture, effective principal leadership, and consistent implementation of participatory, quality-oriented school-based management. The implementation of an Islamic school culture has proven to be a key foundation for developing students' religious character and a conducive school climate, positively impacting the effectiveness of educational programs. Furthermore, the synergy between institutional vision, educator competence, and the involvement of the entire school community are also determinants that strengthen educational governance based on Islamic values.

However, empirical studies specifically examining the Educational Field Introduction Program (PLP) as a contextual learning vehicle for students of the Islamic Education Management Study Program in Islamic elementary schools are still relatively limited, especially in the local context of Pamulang University. Therefore, this article aims to analyze in depth the implementation of Islamic education management through PLP activities at SDI Darul Ma'arif, as an effort to provide academic contributions to the development of Islamic education management science

while enriching empirical references related to contextual learning practices in Islamic elementary education environments.

METHODS

This study employed a qualitative approach with a descriptive approach. The qualitative approach was chosen because it aimed to gain a deeper understanding of social and educational phenomena occurring in the field, particularly regarding the implementation of Islamic education management in the real context of educational institutions. Through this approach, the researcher sought to explore the meaning, processes, and dynamics of Islamic education management, which cannot be measured quantitatively but can be understood through direct interaction with the research subjects and the school environment. Descriptive research was used to systematically and factually describe the practice of Islamic education management as it occurred during the Educational Field Introduction Program (PLP) (Eko Haryono, 1979).

The location of this research was Darul Ma'arif Islamic Elementary School (SDI) in South Jakarta. The location was chosen based on the consideration that SDI Darul Ma'arif is one of the Islamic schools that consistently applies Islamic values in educational management and serves as a venue for PLP activities for students of the Islamic Education Management Study Program. The research subjects included the principal, vice principal, teachers, and educational staff directly involved in the management and implementation of education at the school. These subjects were selected purposively because they were deemed to possess information and experience relevant to the research focus (Rizka Hartati & Suwarno, 2025).

Data collection techniques in this study utilized several methods, namely participant observation, interviews, and documentation studies. Participatory observation was conducted during the implementation of the PLP (Planning for Islamic Education) activities, where the researcher was directly involved in school activities to observe the actual planning, implementation, and supervision processes of Islamic education management. Informal, semi-structured interviews were conducted with school members to obtain more in-depth information regarding the policies, managerial practices, and Islamic school culture being implemented. Meanwhile, documentation studies were conducted by reviewing various school documents, such as the organizational structure and work procedures, school work programs, curriculum, rules of procedure, and other supporting documents related to Islamic education management.

Data analysis was conducted qualitatively through the stages of data reduction, data presentation, and drawing conclusions. Data reduction was achieved by sorting, focusing, and simplifying data from observations, interviews, and documentation according to the research focus. Next, the reduced data was presented in a systematic, descriptive narrative format for ease of understanding. The final stage is inductive drawing of conclusions, which involves constructing meanings and generalizations based on patterns, themes, and findings emerging from the field data. Through these analytical stages, this research is expected to produce a comprehensive, objective, and in-depth picture of the implementation of Islamic education management through PLP activities at SDI Darul Ma'arif.

FINDINGS AND DISCUSSION

The findings of this study indicate that the implementation of Islamic educational management at SDI Darul Ma'arif has been carried out comprehensively and integratively in various dimensions of school management. The implementation is reflected in the management of school culture, organizational structure and governance, school regulations, and religious programs integrated into both classroom learning and the daily activities of the school community. These findings demonstrate that Islamic educational management at SDI Darul Ma'arif is not merely administrative in nature, but also emphasizes the internalization of Islamic values in the entire educational process. Islamic educational management fundamentally aims to integrate spiritual, moral, and managerial dimensions within educational institutions so that the learning process not only focuses on academic achievement but also character formation and religious consciousness. In this context, schools function as institutions that cultivate Islamic values through systematic management practices, thereby creating an educational environment that supports the holistic development of students intellectually, emotionally, socially, and spiritually. Such findings are in line with the perspective that Islamic educational management should combine organizational effectiveness with the cultivation of Islamic ethics and values in educational practices (Alavi & Leidner, 2001; Bush, 2011).

In terms of school culture, SDI Darul Ma'arif has successfully established a religious school culture through the continuous habituation of Islamic values in everyday school life. This habituation includes the implementation of greeting, smiling, and salutation culture (3S/5S), congregational prayers, Qur'anic recitation before learning activities, and routine religious programs such as Islamic holiday commemorations and moral development activities for students. These practices are not merely ceremonial activities but have become an inseparable part of the school's

daily culture. A religious school culture is essential in Islamic educational institutions because it shapes students' behavior and character through repeated exposure to positive values and exemplary conduct. The concept of habituation and role modeling (*uswah hasanah*) is central in Islamic pedagogy because students tend to internalize values through observation and consistent practice within their social environment. Therefore, the existence of a strong Islamic school culture contributes significantly to the development of students' moral character, discipline, and spiritual awareness. This finding supports the view that school culture plays a strategic role in strengthening value-based education and fostering students' ethical behavior through continuous social interaction and collective norms within educational institutions (Deal & Peterson, 2016; Schein, 2010).

Furthermore, the implementation of Islamic values in school culture also reflects the integration between formal education and character education. In many contemporary educational settings, character formation often becomes secondary to academic achievement. However, SDI Darul Ma'arif demonstrates that Islamic educational management can integrate both dimensions simultaneously. The integration of religious values into daily school routines creates a learning atmosphere that encourages students to practice Islamic teachings in real-life situations rather than merely understanding them theoretically. Such practices align with the broader objectives of Islamic education, which aim to produce individuals who possess intellectual competence alongside moral integrity and spiritual maturity. The continuous reinforcement of Islamic values through school culture also contributes to the establishment of a positive educational climate characterized by mutual respect, cooperation, responsibility, and discipline among students and teachers. Consequently, school culture becomes a strategic instrument for realizing the vision and mission of Islamic education in a practical and sustainable manner (Halstead, 2004; Muhaimin, 2012).

From the perspective of organizational structure and school governance, the findings reveal that SDI Darul Ma'arif possesses a relatively clear organizational structure with well-defined duties and responsibilities among the principal, vice principal, teachers, and educational staff. The clarity of organizational roles contributes positively to work coordination, the implementation of school programs, and communication effectiveness among school members. Effective organizational management is an important component of educational success because it enables schools to optimize human resources, distribute responsibilities appropriately, and ensure the smooth implementation of institutional programs. In the context of Islamic

educational management, organizational effectiveness should also be accompanied by ethical leadership, participatory decision-making, and accountability based on Islamic values. The existence of a structured organizational system at SDI Darul Ma'arif supports the implementation of School-Based Management (SBM), which emphasizes autonomy, participation, and collaborative governance in managing educational institutions. This finding suggests that proper organizational governance can strengthen institutional performance and support the achievement of educational objectives effectively (Bush & Coleman, 2000; Hoy & Miskel, 2013).

Nevertheless, the study also indicates that the optimization of the principal's leadership role still requires improvement, particularly in academic supervision, teacher professional development, and participatory strategic decision-making. Leadership is a critical aspect of educational management because school principals play a central role in directing institutional development, motivating teachers, and ensuring educational quality improvement. In Islamic educational institutions, leadership is not solely administrative but also moral and spiritual in nature. Principals are expected to serve as role models who demonstrate integrity, justice, responsibility, and commitment to Islamic values. Therefore, strengthening leadership competencies is essential to improving the sustainability of Islamic educational management practices. Effective leadership can encourage teacher professionalism, foster innovation in learning, and create a collaborative working environment that supports institutional development. The findings of this study reinforce the argument that leadership quality significantly influences school effectiveness and educational outcomes within Islamic educational institutions (Leithwood & Jantzi, 2005; Northouse, 2019).

The implementation of school regulations at SDI Darul Ma'arif also plays a significant role in shaping students' discipline and character. School rules are implemented consistently through educational and persuasive approaches, ensuring that discipline enforcement is not merely punishment-oriented but also directed toward guidance and awareness building among students. This approach reflects the principles of Islamic educational management, particularly the values of justice (*al-'adl*), moral guidance, and character development. In Islamic education, discipline is understood not only as obedience to rules but also as the cultivation of self-control, responsibility, and ethical awareness. Therefore, school regulations function not only as administrative instruments but also as educational tools that contribute to the creation of a conducive and morally oriented learning environment. The implementation of fair and educative disciplinary systems encourages students to

understand the importance of responsibility and respect for communal norms. Consequently, school regulations become part of the broader process of character education within Islamic educational institutions (Arifin, 2003; Lickona, 1991).

In addition to providing insights into the implementation of Islamic educational management, the School Field Introduction Program (PLP) also contributed significantly to enhancing the understanding of students in the Islamic Educational Management Study Program. Through PLP activities, university students gained empirical experience in observing, analyzing, and directly participating in the management of Islamic schools. This experience enabled students to reflect critically on the gap between theoretical concepts learned in classrooms and actual practices in educational settings. Experiential learning through field practice is highly important in higher education because it develops professional competence, practical problem-solving abilities, and contextual understanding of institutional dynamics. For students of Islamic educational management, PLP serves as an effective medium for developing managerial competence, professional attitudes, communication skills, and holistic perspectives regarding the challenges and opportunities of managing Islamic educational institutions. Thus, PLP activities not only strengthen academic understanding but also prepare students to become competent educational leaders and practitioners in the future (Kolb, 1984; Schön, 1983).

CONCLUSION

Based on the research results, it can be concluded that the implementation of Islamic education management at SDI Darul Ma'arif has been quite successful, particularly in developing a religious school culture and instilling Islamic values in daily activities. The implementation of the 3S/5S culture, routine religious activities, school regulations, and organizational structure management have contributed positively to the development of students' Quranic character and the creation of a conducive school climate.

However, strengthening the principal's leadership and optimizing the implementation of school-based management is still needed to ensure more effective and sustainable Islamic education management. The Educational Field Introduction Program (PLP) has proven to be a strategic tool as a contextual learning tool for Islamic Education Management students, helping them understand the real-world practices of Islamic school management and develop managerial competencies relevant to field needs.

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